

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

APPLICATION FOR GRANTS
UNDER THE

National Resource Centers and Foreign Language and Area Studies Fellowships

CFDA # 84.015A

PR/Award # P015A180102

Grants.gov Tracking#: GRANT12659780

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180102

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input type="checkbox"/> Application <input checked="" type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------

* 3. Date Received: <input type="text" value="06/25/2018"/>	4. Applicant Identifier: <input type="text"/>
----------------------------------------------------------------	--------------------------------------------------

5a. Federal Entity Identifier: <input type="text" value="GRANT12659009"/>	5b. Federal Award Identifier: <input type="text"/>
------------------------------------------------------------------------------	-------------------------------------------------------

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
-------------------------------------------------	-------------------------------------------------------

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Trustees of Indiana University"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="356001673"/>	* c. Organizational DUNS: <input type="text" value="0060467000000"/>

d. Address:

* Street1: <input type="text" value="509 E. 3rd Street"/>
Street2: <input type="text"/>
* City: <input type="text" value="Bloomington"/>
County/Parish: <input type="text" value="Monroe"/>
* State: <input type="text" value="IN: Indiana"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="47401-3654"/>

e. Organizational Unit:

Department Name: <input type="text" value="Russian & East European Inst."/>	Division Name: <input type="text" value="SGIS"/>
---------------------------------------------------------------------------------	--------------------------------------------------

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="Steven"/>
Middle Name: <input type="text" value="Allen"/>	
* Last Name: <input type="text" value="Martin"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Associate VP for Research Administration"/>

Organizational Affiliation: <input type="text" value="Indiana University"/>

* Telephone Number: <input type="text" value="812-855-0516"/>	Fax Number: <input type="text" value="812-855-9943"/>
---------------------------------------------------------------	-------------------------------------------------------

* Email: <input type="text" value="rugs@indiana.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:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr

*** 12. Funding Opportunity Number:**

ED-GRANTS-052518-001

* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A

13. Competition Identification Number:

84-015A2018-1

Title:

National Resource Centers and Foreign Language and Area Studies Fellowships 84.015A and 84.015B

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

Add Attachment

Delete Attachment

View Attachment

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

Title VI: Indiana University Russian & East European Institute National Resource Center Program and Foreign Language and Area Studies Fellowship Program

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.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="616,500.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="4,000.00"/>
* g. TOTAL	<input type="text" value="620,500.00"/>

*** 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

Add Attachment

Delete Attachment

View Attachment

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
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

Trustees of Indiana University

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	86,310.00	97,298.00	89,940.00	100,186.00		373,734.00
2. Fringe Benefits	18,970.00	20,428.00	21,354.00	21,978.00		82,730.00
3. Travel	21,726.00	28,276.00	19,650.00	28,276.00		97,928.00
4. Equipment						
5. Supplies	25,397.00	15,078.00	10,563.00	11,246.00		62,284.00
6. Contractual						
7. Construction						
8. Other	98,997.00	89,703.00	109,061.00	88,929.00		386,690.00
9. Total Direct Costs (lines 1-8)	251,400.00	250,783.00	250,568.00	250,615.00		1,003,366.00
10. Indirect Costs*	18,600.00	19,216.00	19,432.00	19,385.00		76,633.00
11. Training Stipends	346,500.00	346,500.00	346,500.00	346,500.00		1,386,000.00
12. Total Costs (lines 9-11)	616,500.00	616,499.00	616,500.00	616,500.00		2,465,999.00

***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: 07/01/2015 To: 06/30/2019 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): DHHS

The Indirect Cost Rate is 32.00%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) 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 8.00%.
PR/Award # P015A180102

Name of Institution/Organization Trustees of Indiana University	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.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL 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						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

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.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Ava Bair</p>	<p>TITLE</p> <p>Associate VP for Research Administration</p>
<p>APPLICANT ORGANIZATION</p> <p>Trustees of Indiana University</p>	<p>DATE SUBMITTED</p> <p>06/25/2018</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name

* Street 1 Street 2

* City State Zip

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: <input type="text" value="N/A"/>	7. * Federal Program Name/Description: <input type="text" value="National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr"/> CFDA Number, if applicable: <input type="text" value="84.015"/>
----------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--------------------------------------------------------------------	--------------------------------------------------------------

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

b. Individual Performing Services (including address if different from No. 10a)

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

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

Title: Telephone No.: Date:

Federal Use Only: Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

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. Public reporting burden for this collection of information is estimated to average 1.5 hours 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. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1236-REEI_GEPA_final.pdf

Add Attachment

Delete Attachment

View Attachment

Plan for Ensuring Equity of Access and Participation in Grant Activities General Education Provisions Act (GEPA) Section 427

The fundamental principles of academic freedom, equality of opportunity, and human dignity are at the core of Indiana University's mission. These values are embodied in the university's firm commitment to provide a learning and working environment that is free from invidious discrimination in all its forms. These principles extend across all the University's practices and programs and to its engagement with the American society as a whole.

Indiana University Bloomington is a culturally rich and ethnically diverse campus, which strives to be fully inclusive with all faculty, staff, students, and visitors. Furthermore, IU Bloomington not only received an award in 2017 for excellence in diversity from the National Association of Diversity Officers in Higher Education, but also was honored for the third year in a row with the Higher Education Excellence in Diversity Award.

Support for a diverse faculty and student climate is diligently advocated through the numerous program offerings, offices and services available to the University community. The Office of Diversity, Equity, and Multicultural Affairs oversees a vast range of university-wide programs, services, and activities for underrepresented students, faculty, and staff. These programs include the Hudson & Holland Scholars Program, which recruits and supports high-achieving students from underrepresented populations, and the Groups Scholars Program, which supports, retains, and increases the graduation rates of first-generation, low-income, and disabled students. The Faculty and Staff for Student Excellence Mentoring Program provides faculty, staff, and peer mentors for students from underrepresented minorities. The Office of Mentoring Services and Leadership Development supports the personal, academic, social, cultural, leadership, and professional development of students, with special emphasis in working on behalf of underrepresented or minority populations. Disability Services for Students specializes in assisting students with physical, learning, and temporary disabilities, including resources for veterans with service-connected disabilities. ADA@IU ensures that all aspects of Indiana University provide equal access to students, faculty, and staff with or without disabilities in compliance with the Americans with Disabilities Act (ADA). In compliance with the ADA, all Indiana University programs and facilities are accessible to the disabled, and the university provides alternative accommodations for students and staff as needed. Gender-inclusive bathrooms are available in all Residence Halls, prayer rooms are available for Muslim students and staff, and lactation rooms are available for nursing mothers. IU offers training workshops on Diversity in the Workplace, which is required for all administrators and supervisors, Americans with Disabilities (ADA) Compliance Issues, Equal Opportunity Employment and Affirmative Action, and Preventing Sexual Harassment. The campus works diligently to live up to its mission by creating a fully accessible and non-discriminatory environment for learning and working.

The Russian & East European Institute (REEI) adheres to these principles and makes every effort to assure equal access to and participation in its programs by all persons regardless of arbitrary and discriminatory considerations of age, color, disability, ethnicity, gender, marital status, national origin, race, religion, sexual orientation, or veteran status. The REEI is proud to be housed in the new Global and International Studies Building, which is fully handicapped accessible, and the Center's website is designed to be ADA compliant. Many of the outreach projects described in this application will serve traditionally underserved populations, and FLAS award selection is free from discriminatory bias. Programmatic and employment advertising and marketing includes information to assure accessibility for, and the diversity of, participants and applicants.

We proactively strive to maximize inclusivity by complying with the following practices:

1. All individuals who would like to participate in the REEI events will not be turned away from attendance for any economic reason, nor for any other reason that would relate to the six types of barriers that could obstruct access to our programming.
2. All programming will be respectful of issues of gender, race, national origins, color, disability, or age in order to meet the needs of all audience members.
3. Specific needs of attendees at events will be accommodated through visual, auditory, and physical needs.
4. Timely notification of events will be updated and available to all various interested community to enable participation in our endeavors on a regular basis.
5. The REEI will also host events outside of campus to reach other communities in Indiana and with MSI partners out-of-state for a broader audience.

The REEI and Indiana University are committed to diversity in all aspects. As reaffirmed by the Bloomington Faculty Council's Statement on Diversity in 2017:

“Diversity is a central component of our academic mission at Indiana University Bloomington; our teaching, learning, scholarship, research, and creativity are immeasurably enriched by students, faculty, and staff with diverse experiences. We at Indiana University Bloomington understand diversity as the experiences, values, practices, and worldviews stemming from varied cultures and circumstances (including, but not limited to, those from historically underrepresented groups). Furthermore, in our educational mission to enrich understandings of community, citizenship, nationhood, and global relationships, we also believe it is important to recognize and remedy historic imbalances in allocation of resources to teaching, research, service, and campus culture. In doing so, we strive to teach our students to value the inclusion of people from groups that experience discrimination and underrepresentation and, ultimately, to respect, explore, and celebrate differences. This endeavor prepares our students to participate in national and global communities that require them to embrace and understand differences in order to foster fruitful relationships. Indiana University Bloomington's educational mission and its status as an international institution mandate the centrality of diversity to our campus.”

IU has reinforced these values by implementing the following policies with procedures to ensure the protection of all members of the University community:

ACA-32, Academic Freedom: Academic freedom, accompanied by responsibility, attaches to all aspects of a teacher's and librarian's professional conduct. The teacher and librarian shall have full freedom of investigation, subject to adequate fulfillment of other academic duties. No limitation shall be placed upon the teacher's and librarian's freedom of exposition of the subject in the classroom, or library, or on the expression of it outside. The teacher or librarian should recognize that a professional position in the community involves the obligation to be accurate, to exercise appropriate restraint, and to show respect for the right of others to express their views.

ACA-59, Accommodation for Religious Observances: IU respects the right of all students to observe their religious holidays. Accordingly, course directors are to make reasonable accommodation, upon request, for such observances. It is the responsibility of the students involved to notify their course directors in a timely manner concerning their need for such accommodation.

UA-02, Americans with Disabilities Act (ADA) Policy: The Americans with Disabilities Act (ADA), the Indiana Civil Rights Act, and Indiana University policy prohibit discrimination in employment and educational programs against qualified individuals with disabilities. University websites must be accessible so that students, prospective students, employees, guests and visitors with disabilities have equivalent access to the information and functionality provided to individuals without disabilities. It is the policy of Indiana University to provide reasonable accommodations or academic adjustments when

necessary. These accommodations and adjustments must be made in a timely manner and on an individualized and flexible basis.

UA-07, Anti-Trafficking Policy: Indiana University has a zero tolerance policy on trafficking in persons. Forms of trafficking includes the recruitment, harboring, transportation, provision, or obtaining of a person for labor or services, through the use of force, fraud, or coercion, for the purpose of subjection to involuntary servitude, peonage, debt bondage, or slavery. It also includes sex trafficking in which a commercial sex act is induced by force, fraud, or coercion, or in which the person induced to perform such act has not attained 18 years of age.

ACA-33, Code of Academic Ethics: The central functions of an academic community are learning, teaching, and scholarship. They must be characterized by reasoned discourse, intellectual honesty, mutual respect, and openness to constructive change. By accepting membership in this community, an individual neither surrenders rights nor escapes fundamental responsibilities as a citizen, but acquires additional rights as well as responsibilities to the entire University community. They do not require the individual to be passive and silent. They do require recognition of how easily an academic community can be violated.

HR-08-10, Compliance Training (Joint procedure effort among the offices of Affirmative Action, University Human Resources, Office of Insurance, Loss Control & Claims, and Environmental Health and Safety): The goal of compliance training is to ensure that all Indiana University employees are afforded the protection of employment laws, regulations, and policies, and in so doing, ensure fairness and equality in the workplace.

UA-01, Non-Discrimination/Equal Opportunity/Affirmative Action: Indiana University pledges itself to continue its commitment (policy first established in 1969) to the achievement of equal opportunity within the University and throughout American society as a whole. In this regard, Indiana University will recruit, hire, promote, educate, and provide services to persons based upon their individual qualifications. Indiana University prohibits discrimination based on arbitrary considerations of such characteristics as age, color, disability, ethnicity, sex, gender identity, marital status, national origin, race, religion, sexual orientation, or veteran status.

HR-11-50, Provisions for Lactating Mothers: The policy provisions are to support mothers who want to express breast milk at work. This policy is also intended to comply with a related Indiana Code. Departments are to provide a location, to the extent reasonably possible, where an employee can express breast milk in private. Departments are to ensure, to the extent reasonably possible, the availability of cold storage space.

UA-03, Sex Misconduct: Indiana University prohibits discrimination on the basis of sex or gender in its educational programs and activities. Discrimination on the basis of sex or gender is also prohibited by federal laws, including Title VII and Title IX. This policy governs the University's response to discrimination based on sex or gender, and all forms of sexual misconduct (which includes sexual harassment, sexual assault, other forms of sexual violence, dating violence, domestic violence, sexual exploitation and stalking. Such behaviors are against the law and are unacceptable behaviors under Indiana University policy.

HR-02-130, Statement on Fair Treatment in the Workplace (CWA, Local 7430): The Indiana University administration, all employees, and the CWA pledge to promote a work environment based on mutual trust and respect for the dignity of every member of the university community. As a community, we are committed to opposing and constraining behavior that detracts from the ability of each employee to perform at his/her highest level and to fulfill the educational mission of the university.

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	
<input style="width: 100%;" type="text" value="Trustees of Indiana University"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 100px;" type="text" value="Mr."/>	* First Name: <input style="width: 200px;" type="text" value="Steven"/> Middle Name: <input style="width: 150px;" type="text" value="Allen"/>
* Last Name: <input style="width: 300px;" type="text" value="Martin"/>	Suffix: <input style="width: 100px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Associate VP for Research Administration"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Ava Bair"/>	* DATE: <input style="width: 150px;" type="text" value="06/25/2018"/>

**U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424**

1. Project Director:

Prefix: Dr.	First Name: Sarah	Middle Name:	Last Name: Phillips	Suffix:
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Address:

Street1:	355 N. Jordan Avenue
Street2:	
City:	Bloomington
County:	Monroe
State:	IN: Indiana
Zip Code:	47405-1105
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
812-855-7309	812-855-6411

Email Address:
sadphill@indiana.edu

2. Novice Applicant:

Are you 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 Not applicable to this program

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) #: 1 2 3 4 5 6

No Provide Assurance #, 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.

	Add Attachment	Delete Attachment	View Attachment
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

1235-Indiana REEI Abstract.pdf

Add Attachment

Delete Attachment

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**Russian and East European Institute (REEI) At Indiana University
Comprehensive Application for Title VI NRC/FLAS 2018-2022**

Since its founding in 1958, the Russian and East European Institute (REEI) at Indiana University in Bloomington (IU) has been a leader in language training and area studies. Thanks to ongoing support for operations and infrastructure from IU and programming support from organizations such as the Mellon Foundation, the Carnegie Corporation of New York (CCNY), Institute for International Education (IIE), and, importantly, The Department of Education (DoE) Title VI NRC/FLAS program, REEI has trained generations of leaders in government, education, and the private sector. Understanding the critical need for deep expertise in language and area studies as well as the dynamics of recent political and social events around the globe, REEI continues to innovate and adapt to national needs and our changing world. In the 2018-2022 Title VI NRC/FLAS funding cycle, REEI seeks to leverage the institutional capacity, faculty expertise, staff and student resources to reach new populations, expand beyond the university community to include a wider range of perspectives in programming, and launch new initiatives designed for underserved communities and institutions. Proposed REEI goals and activities build upon established commitments to enhancing both the diversity of our community of REE studies specialists as well as our collective understanding of the diversity of the REE region.

Objective: Over the past 6 decades, IU and the surrounding community has benefitted from sustained investment in REEI to build a robust corps of faculty expertise, rich programmatic offerings, and one of the largest library holdings of Slavic material in the US. In the coming cycle, our core mission is to share these resources and expertise to develop capacity among new populations and institutions.

Goal 1: Cultivate the growth of Minority Serving Institution (MSI) faculty and student engagement in REE area and foreign language studies. **(Competitive Preference Priority 1)**

Activities:

- Launch an Indiana REE Network (IREEN) across all 14 public Institutions of Higher Education (IHEs), 4 of which are MSIs.
- Organize lectures, workshops, films and other programming events at core-partner MSIs and IREEN IHEs; increase the number of number of faculty and students participants at institutions with previously established partnerships.
- Fund and assist with the organization of study tours of REE destinations for MSI students and faculty.
- Co-fund and co-administer MSI-focused course development program, fund peer-to-peer engagements between REEI students and MSI students, build and maintain online repository of MSI/IREEN course modules and faculty research expertise with REE content.

Goal 2: Expand teaching and study of REE languages at the pre-college level across the US to incorporate state-of-the art methodological practices, an emphasis on the cultural diversity of the Russophone world, expanded opportunities for recognition of student achievement, and an increase in certified teaching personnel. **(Absolute Priority 2)**

Activities:

- Develop a HS-adapted version of the *Mezhdu Nami* textbook in collaboration with key partners; pilot and launch new textbook with Portland State U Russian Flagship Program.

Provide HS Russian teacher training workshops and make updated materials available at no cost.

- In collaboration with partners, produce, pilot and launch proficiency-oriented materials for HS Russian classes emphasizing negotiations of diversity within the contemporary Russophone world.
- Facilitate teacher enhancement and student enrichment activities such as the ACTR Olympiada and IN Certificate of Multilingual Proficiency to foster sustained engagement with REEI programming and REE studies.
- Promote certification in teaching of Russian for currently practicing teachers of other subjects who are native or proficient non-native speakers of Russian.

Goal 3: Promote the dissemination of REE area studies perspectives, in particular, and international/global perspectives, generally in the curricula and practice of K-12 institutions and programs. **(Absolute Priority 2, Competitive Preference Priority 2)**

Activities:

- Develop REE studies curricular enhancements for courses across disciplines in IN-based middle and high schools with a view for underserved institutions in urban and rural areas.
- Facilitate direct dissemination of materials with teachers across social science and humanities disciplines in the interest of cultivating relationships, building networks, and assessing direct impact assessment.
- Continue to align REEI-provided training in REE area studies for in-service teachers according to IN standards for world history and geography that address previously untreated standards. Make all training materials publicly available on REEI website.

Goal 4: Promote Russian/East European area studies and foreign language training on Indiana University Bloomington campus by expanding the range of student engagement and the diversity of viewpoints presented. **(Absolute Priority 1)**

Activities:

- Develop 4+1 combined BA/MA program in REE studies.
- Increase number of academic programs that promote deep scholarly engagements with REE studies (2 over the course of the cycle). Increase number of REE area studies and language courses available to IU undergraduates by one course each AY (4 over the course of the cycle).
- Hire an advanced Graduate Assistant (GA) with a background in REE studies and education to assist senior REEI staff in developing new academic programs for undergraduates.
- Present a public lecture series (“The Americanists”) to provide forum for Russian specialists on US studies to facilitate discussions on Russian attitudes towards the US.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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e) From Amb. Lee A. Feinstein, Dean, IU School of Global and International Studies	

NRC and FLAS Applicant Profile Form

Certifications and Assurances

Glossary of Abbreviations and Acronyms	
AAADS	African-American and African Diaspora Studies
AATSEEL	American Association of Teachers of Slavic and East European Languages
ACTFL	American Council of Teachers of Foreign Languages
ACTR	American Council of Teachers of Russian
AFRF	American Friends of Russian Folklore
AI	Associate Instructor
AmS	American Studies
ANTH	IU Department of Anthropology
AP	Absolute Priority
AS	Area Studies
ASEEES	Association for Slavic, East European, and Eurasian Studies
AV	Audio-Visual
AWSS	Association for Women in Slavic Studies
AY	Academic Year
BALSSI	Baltic Summer Studies Institute
BCS	Bosnian/Croatian/Serbian
BGSICCAE	Bluegrass State Intelligence Community Center of Academic Excellence
BLINCC	Bluegrass-Indiana Cybersecurity Collaboration
CA	Central Asia
CC	Community College
CCNY	Carnegie Corporation of New York
CeLT	Center for Language Technology
CEUS	Central Eurasian Studies
CIA	Central Intelligence Agency
CIBER	IU Center for International Business Education and Research
CIC	Committee for Institutional Cooperation
CIEE	Council for International Education Exchange
CITL	IU Center for Innovative Teaching and Learning
CLE	IU Center for Language Excellence
CLS	Critical Language Scholarship (funded by the US Department of State)
College/ COLL	IU College of Arts and Sciences
CPP	Competitive Preference Priority
CRL	Center for Research Libraries
CSME	IU Center for the Study of the Middle East
CTE	Indiana's Career and Technical Education High School Programs
DGEA	Director of Global Education Initiative
DLI	Defense Language Institute

DoEd	Department of Education
DoD	Department of Defense
DoS	Department of State
EE	East Europe
EURO	IU Institute for European Studies
FAFSA	Free Application for Federal Student Aid
FAO	(Army) Foreign Area Officer
FERPA	Family Educational Rights and Privacy Act
FL	Foreign Language
FNECC	IU First Nations Educational & Cultural Center
FTE	Full-Time Effort (employee/staff)
GA	Graduate Assistant
GEI	Global Employability Initiative
GISB	Global and International Studies Building
GRAD	Graduate student
HBCU	Historically Black College and University
HIST	IU Department of History
HONS	IU Hutton Honors College
IAUNRC	Inner Asian and Uralic National Resource Center
ICCI	The Institute for Curriculum and Campus Internationalization
IEOA	International Education Outreach Administrator
IHE	Institution of Higher Education
IIE	Institute for International Education
ILL	Interlibrary Loan
INION	Russian Academy of Science Bibliographies
IREEN	Indiana Russian and East European Network
IREX	International Research and Exchanges Board
IS	IU's Department of International Studies
ISU	Indiana State University
IU	Indiana University
KSU	Kentucky State University
KY	Kentucky
LCTL	Less-Commonly Taught Languages
MA	Master of Arts
MAT	Master of Arts in Teaching
MSI	Minority-Serving Institutions
MT	Montana
NGO	Non-Governmental Organization

NNSA	National Nuclear Security Administration
NSA	National Security Agency
OPI	Oral Proficiency Interviews
OR	Oregon
OSCE	Organization for Security and Co-operation in Europe
OSU	Ohio State University
OVPDEMA	IU’s Office of the Vice President for Diversity, Equality & Multicultural Affairs
OVPIA	IU Office of the Vice-President for International Affairs
PG	Program Goal
PMF	Performance Measurement Form
POLS	IU Department of Political Science
PSU	Portland State University
REE	Russian and East European
REEI	IU Russian and East European Institute
REMAP	REEI-Montana-Altai-Curriculum Development Project
RIS	Russian Information Service
RLCA	Russian Language Cultural Association
ROTC	Reserve Officers Training Corps
RSW	Russian Studies Workshop at IU
SEE	Slavic and East European
SGIS	IU School of Global and International Studies
Slavic/ SLAV	IU Department of Slavic and East European Languages and Cultures
SLW	IU Summer Language Workshop (formerly the Summer Workshop in Slavic and East European Languages, SWSEEL)
SoE	IU School of Education
SPEA	IU School of Public and Environmental Affairs
SRNI	Siberian Research Network Initiative
T6	Title VI
TPMA	Thomas P. Miller & Associates (independent program evaluator)
U	University
UG	Undergraduate student
UIUC	University of Illinois Urbana-Champaign
UNC	University of North Carolina
USRF	United States-Russia Foundation
VA	Virginia
VU	Vincennes University

A. Program Planning and Budget: A1) Quality of activities and relation to NRC purpose: In direct response to the NRC Absolute Priorities (APs) and Competitive Preference Priorities (CPPs), the Russian and East European Institute (REEI) of Indiana University (IU) proposes a comprehensive program of 3 core activity areas, each explicitly aligned with a Project Goal (PG) in the Performance Measure Form (PMF) found in Appendix 3: 1) consolidation of robust partnerships with Minority Serving Institutions (MSIs) at the local, regional, national, and international levels (**AP1.1, AP1.2, CCP1, PG1**); 2) expansion of foreign language (FL) and area studies (AS) outreach to the K-12 community (**AP2, CCP2, PG2, PG3**); 3) enhanced development of the undergraduate (UG) program in Russian and East European (REE) Studies at IU (**AP2, PG4**). Organized in large part around the programmatic theme of diversity, this proposal vigorously addresses **AP1.1**. To the REEI community, this means deep study of a region where attention to diversity is crucial to an understanding of history and current challenges; a decades-long tradition of providing curricular and co-curricular platforms for thoughtful consideration of rival perspectives on the societies, economics, cultures, and politics of the region; and a belief that knowledge of the region flourishes in a community of scholars and practitioners who represent diverse backgrounds and viewpoints. Accordingly, this proposal emphasizes 2 key approaches to diversifying REE studies: sustained attention to Russia and East Europe as a heterogeneous region that continuously grapples with issues of diversity; and robust engagement of constituents often excluded from conversation about that region (e.g. Americanists in Russia, colleagues at MSIs, ethnic and confessional minorities of the Russian Federation). This proposal aligns with the IU Provost's 2018 strategic plan to facilitate student achievement through an engaged, multifaceted, and global educational experience that esteems diversity in all forms. By leveraging this and other campus-wide diversity initiatives REEI will maximize Title VI (T6) support in the upcoming cycle. REEI T6 initiatives will also help recruit underrepresented students to REE studies at institutions of higher learning (IHEs) across the United States (US). A new lecture series, “The

Americanists,” will tap into the rich tradition of Soviet/Russian American Studies and feature presentations at IU by REE-based practitioners in a partnership with IU Departments of American Studies, and African-American and African Diaspora Studies (AAADS) that will also highlight REE histories of people of color and negotiations of diversity in the REE region.

Advancing REE AS knowledge at 9 MSIs in Indiana (IN), Kentucky (KY), and Virginia (VA) is central to core REEI programming proposed for the 2018-2022 funding cycle (**CPP1, PG1**). REEI will create a specialized IN REE Network (IREEN) to facilitate teaching/research collaboration and curriculum development in REE studies at IN’s 14 public IHEs, 4 of which are MSIs: Indiana State University (ISU), Indiana University at South Bend (IUSB), Indiana University East (IUE), and Vincennes University (VU). By means of teaching workshops, themed conferences, public lectures, faculty/student exchanges, and course development grants, IREEN will further internationalize the curricula of IN IHEs (especially MSIs) and feature a web portal, discussion forum, and shared repository of syllabi and course modules on the REE region. To date REEI has invited 52 faculty colleagues (21 of whom teach at MSIs) with REE research and/or teaching interests to join IREEN.

In another promising new collaboration with the KY-based Bluegrass State Intelligence Community Center of Academic Excellence (BGS IC CAE), REEI and IU’s Inner Asian and Uralic National Resource Center (IAUNRC) will contribute expertise in Baltic Studies and cybersecurity to facilitate the entry of underrepresented groups into intelligence and security professions (e.g. national security, homeland security, law enforcement and private sector security) and, in so doing, addressing **AP1.2** as well as **CPP1**. All 3 BGS IC CAE partner institutions—Eastern Kentucky U, Kentucky State U (KSU), and Morehead State—are MSIs, and KSU is one of the nation’s historically black colleges and universities (HBCUs). In this partnership, to be called the Bluegrass-Indiana Cybersecurity Collaboration (BLINCC), REEI and IAUNRC will support BGS IC CAE by organizing annual interactive workshops on Russian, Eastern European

(EE), and Central Asian (CA) issues; sending at least one IU faculty guest lecturer per year to speak at classes in which BGS IC CAE students are enrolled; and funding REEI/IAUNRC faculty specialist Shackelford (#54,¹ Business)—an expert on Russian-Estonian cyber warfare—to lead BGS IC CAE students on an intelligence and security-focused 10-day study tour of Estonia.

REEI will continue collaboration with HBCU journalism programs forged during the current cycle thanks to T6 and a US Dept. of State (DoS) Peer-to-Peer grant, which funded a vibrant exchange of journalism faculty at Russia-based and US-based IHEs (detailed in Section I). In the upcoming cycle REEI will deepen its partnership with HBCU Hampton U (VA), where the exchange proved especially impactful, by offering Hampton faculty curriculum-development study tours to St. Petersburg, classroom materials, and on-campus visits of prominent REE AS scholars and Russia-based journalists to deliver lectures and consult with faculty and students.

In addressing **CPP2**, this proposal also features a new **REEI-Montana-Altai Curriculum Development Project (REMAP)** that will generate interest in Russia at Montana State University (MSU, in Bozeman) as well as tribal colleges and other MSIs in the state of Montana (MT). REMAP also leverages IU's College Office of Diversity & Inclusion, which features the prominent First Nations Educational & Cultural Center (FNECC), a hub of resources and support for Native American and indigenous studies. Michael Brody, an MSU Education faculty with 20 years of involvement in Russia-related environmental education, will work with REEI and partners in Altai to develop curricular materials for pre-service teachers in training at MSU, home to MT's largest teacher education program, which is closely affiliated with tribal colleges throughout the state. REMAP will pave the way for eventual travel of MSU students to Siberia, and Siberian students to MT, the US state with the highest percentage of native peoples. REMAP leverages IU's unique expertise in Siberian Studies, which in the current T6 cycle has grown robustly with support of

¹ Throughout the narrative, # followed by a numeral refers to the short CV of the referenced faculty/staff member found in Appendix 1.

REEI's new Russian Studies Workshop (RSW), established with funding from the Carnegie Corporation of New York (CCNY). RSW seeded a Siberian Research Network Initiative (SRNI) to link scholarly work on Siberia across the US, Russia, and Europe. REMAP draws upon SRNI expertise, especially that of its IU faculty in ANTH (Graber, #3), Central Eurasian Studies (CEUS) (Kara, #4; Lazzarini, #6), History (Eklof, #15; Saburova, #18), and Slavic (Valentino, #46).

Additional diversity-oriented programming initiatives at MSIs include continuation of a joint effort with partner REE NRCs at Berkeley, U of Washington, Ohio State U (OSU), and U of Pittsburgh to provide course development grants for faculty at MSIs across the US (a project for which REEI and IAUNRC will assume administrative responsibilities from OSU and expand the pool of potential applicants); continued support for the Midwest Institute's summer seminars in international area studies for MSI and community college (CC) faculty; the IU-based Institute for Curriculum and Campus Internationalization (ICCI), a premier institute that trains US and international IHE faculty and staff in campus internationalization (annually 60 participants from 22 IHEs, a third of which are MSIs or CCs—REEI seeks to share speaker fees and administrative costs); launching in partnership with IU East Asian Studies Center and the IAUNRC of "Networks, Flows and Displacement across Eurasia in the 21st Century," an annual workshop series in which outside experts will guide IU faculty and graduate students (GRADs) in exploration of the complex flows and displacements that shape politics, trade, daily life, and popular culture from China to Eastern Central Europe, using traditional and newer methodological approaches, including network analysis and Geographic Information System (GIS) frameworks; assisting the IU Islamic Studies Program's investigation of the fragmentation of religious authority in Islam in Muslim Eurasia, especially in Russia and Ukraine, with support for an annual expert lecture at IU; launching of the web-based "Global Russians Project," a repository of Russian speech samples from around the world that demonstrate variations in accents and speech patterns from Russian native speakers and Russian language learners (REEI seeks support for website creation); web

enhancement for use by middle school (MS)/HS students/teachers of “Jewish Life in Interwar Lodz” (Poland), a digital museum project curated by REEI faculty Goldberg (Music, #28); the REEI Speaker/Performer Series, will favor presentations at IU on regions outside of European Russia in this cycle with emphasis on the Balkans, Central EE, and the Baltics, and will continue to attract attendees from a wide audience of faculty, GRADs, UGs, K-12 teachers/students, and members of the general public.

REEI will also significantly deepen its commitment to teacher training (**AP2**) at Portland State University (PSU) in Oregon (OR) (**CPP2, PG2, PG3**), and the IU School of Education. In the upcoming cycle, REEI plans to sustain and launch a broad array of activities in support of K-12 Russian instruction (**AP2, PG2**). REEI will collaborate with Portland State U on the adaptation for high school (HS) use of the newly published Russian-as-a-FL textbook *Mezhdu Nami* through a series of teacher workshops and curricular development projects. *Mezhdu Nami* has been adopted by an ever-widening circle of US post-secondary programs, owing to its methodologically astute presentation of Russian grammar and its no-cost availability. REEI will also partner with Duke U’s Slavic and Eurasian Language Resource Center to create, pilot, and publish materials that reflect the diversity of the Russophone world for use in HS Russian classes. To offset an increasing number of retirements and dearth of viable replacements in MS/HS Russian programs across the US, REEI will also work to increase the supply of certified teachers of Russian by launching and maintaining on its website a state-by-state guide to licensure, targeting currently practicing teachers of other subjects who are native or proficient non-native speakers of Russian. As primary national-level and state-level organizer of the American Council of Teachers of Russian (ACTR) Olympiada of Spoken Russian (Olympiada), a valuable tool to sustain and promote K-12 study and teaching of Russian, REEI will continue to organize the IN Olympiada and help Russian teachers and students to launch Olympiada competitions in states that currently lack them (e.g. OR, Georgia, Missouri, Arizona). Funding is also requested to support of introductory Russian

instruction in Business is Global, a summer program for HS students interested in experiencing the intersection of business, language, and culture. The Bridges program offers Bloomington schoolchildren the opportunity to learn Russian and other LCTLs as taught by accomplished IU students of LCTLs who in the process gain valuable teaching skills and experience under the methodological supervision of an advanced SoE doctoral student who specializes in FL education (**AP1.2, AP2**). In support of the Bridges program this proposal seeks funding that will help to pay the salary of the coordinator. Funding is requested to assist in applicable testing of HS students (including heritage students not enrolled in school-based programs) who seek the IN DoEd Multilingual Proficiency Certification in Russian and other LCTLs.

Under the leadership of SoE REEI associate faculty Vesna Dimitrieska (#59) as Director of Global Education Initiatives (DGEA) in the SoE's Center for P-16 Research and Collaboration at the IU School of Education (SoE), REEI will take part in a multi-center initiative to nurture the global awareness and global citizenship of Indiana's PreK-16 students and teachers, infuse global perspectives into PreK-16 curricula, and engage in critical conversations with diverse partners from across the globe through a broad ranges of activities. These include workshops for in-service and pre-service teachers, training in internationalization for principals in rural school districts of IN, development of a K-12 globally oriented sustainable development curriculum, and many others. REEI requests funds to cover a portion of DGEA salary as well as funding support to continue workshop-training of IN MS/HS teachers in REE perspectives on the 14 IN Standards in World History and Geography (and expansion of this activity to address 4 previously untreated standards); enhance the presentations on all standards with classroom-ready instructional materials; and disseminate the materials via direct email to workshop participants and by sharing on the REEI website (**PG3, CPP2**). REEI also requests T6 funds to provide travel support for K-12 teacher participants in curricular-enrichment expeditions organized by the American Friends of Russian Folklore to remote locations in Russia, Belarus, Moldova, Romania, and Ukraine.

With the aid of T6 funds, REEI plans to devote sizable staff and faculty resources to expansion of its UG program (**PG4**). 2 new degree programs will be developed for UGs: a REE Studies Certificate, (a “minor plus”) that will include language requirement and professional training/internship credential, and a “4 + 1” BA/Masters (MA) program that will provide IU UGs with an attractive and reasonably-priced pathway to graduate-level expertise and credentialing in REE studies. REEI will introduce 7 new courses for UGs, including interdisciplinary gateway survey courses on Russia and EE, a course in REE media, and 2 advanced Russian courses on Russian Perspectives on the US and Contemporary Russian Media. T6 funds are requested to support faculty development of these courses and for salary/fringe for 1 faculty to teach the EE gateway course in Years 2-4 (after its development in Summer 2019). IU UGs will likely enjoy other expanded pathways to develop professional-level Russian proficiency alongside the major of their choice, through IU’s anticipated new US Dept. of Defense (DoD) Russian Flagship Program (IU was named a finalist in mid-June 2018). The Russian Flagship will prepare UGs for careers requiring professional-level Russian proficiency in government, business, and global careers (**AP1.2**). T6 funds are also requested for travel costs of 1 faculty in the School of Public Health (SPH) as course leader for International Comparative Exchange: Services for Children with Disabilities, a short-term SPH student exchange program in partnership with faculty of Special Education and Rehabilitation at the University of Belgrade (Serbia), to be launched in Year 2 and offered every other year, that will prepare and place IU students in partnership with U of Belgrade students in federally managed children’s homes around Serbia for a period of up to 10 days. With the aid of T6 funds, an advanced doctoral student in SoE or the College will be hired to assist REEI senior staff with implementation of these UG-focused initiatives (details in Section B). Working with the IU College of Arts and Sciences (College) and its Associate Dean for Diversity and Inclusion and International Affairs, Russell Valentino (a core REEI faculty specialist in Slavic literatures, #46, and member of the REEI Executive Committee), REEI will facilitate recruitment

of diverse students to REEI courses as well as UG and GRAD academic programs. REEI courses will be promoted to underrepresented HS students and IU freshmen through IU's Office of the Vice President for Diversity, Equality & Multicultural Affairs (OVPDEMA) and encourage underrepresented students to apply for OVPDEMA study abroad scholarships for the REE region.

Many of the initiatives discussed above (e.g. BLINCC) will foster an interest in **government service in areas of national need** (national security, homeland security) **as well as in education** (REMAP, Bridges, DGEA activity with pre-service teachers), **business** (Russian at Business is Global), **and the non-profit sectors** (SPH program in Serbia). REEI will also address **AP1.2** by using T6 funds to support the activity of a coordinator and purchase of materials for the IU Global Employability Initiative, a collaborative (with other IU T6 centers) project to strengthen the IN workforce by integrating global skills and competencies across the technical education and career pipeline of Indiana. The core of this initiative involves developing a new Global Workforce Skills Certificate at Ivy Tech CC of IN; and integrating global skills in the curriculum of IN's Career and Technical Education (CTE) HS programs through providing professional development support for CTE faculty and internationalizing CTE career fairs.

Outreach to Business, Military, Media, and the Public: REEI's comprehensive outreach programs (Section I) disseminate IU's knowledge and know-how in the REE field to a variety of constituents. Support is requested for three GAs whose activities relate to all program goals, first and foremost, Outreach (see B2). REEI permanent staff engages in outreach to heritage, K-12, Institutions of Higher Education (IHEs), business and military constituents; support is requested for travel to recruit students and to monitor outreach programs. Military outreach is ramped up this cycle thanks to the School of Global and International Studies' (SGIS) new Military Relations Coordinator (who is also REEI Student Services Coordinator: Nowacky, #102). Funding is requested to promote REEI programs at the Defense Language Institute and, in a new collaboration with IU's Center for the Study of the Middle East (CSME), to fund IU faculty presentations in

seminars facilitated by them in their areas of expertise and in the context of national and global security issues at the US Army Command and General Staff College (Fort Leavenworth, KS).

A2) Timeline of proposed activities/effective use of resources and personnel: REEI activities are focused on completion during the grant cycle in 3 ways. First, many activities (such as the creation of new courses, course modules, HS Russian textbook, UG certificate, and 4+1 degree) will be created and implemented over the course of the grant cycle. Others, such as collaboration with MSIs, are intended to evolve over the course of the grant into long-lasting partnerships, seeding sustained focus on REE in their curricula and recruiting underrepresented students to REE studies. Finally, many outreach activities will continue unabated after the grant cycle, yet to new generations of students, on the solid foundations laid by those activities in the grant cycle addressed by this proposal. Generous and rising institutional support detailed in Section D allows REEI to reasonably budget its proposed activities. REEI's ability to use grant funds effectively reflects sustaining energy in SGIS and alignment with campus initiatives that promote inclusion, diversity, and global experience (OVPDEMA, FNECC). This proposal has benefited from a coordinated SGIS application effort, including biweekly T6 SGIS meetings over the last year. In the 2018-22 grant cycle, REEI will work closely with peer AS centers at IU and nationwide, and with other academic units on campus, to maximize results and minimize costs, combining rather than duplicating efforts to pursue key T6 objectives in outreach, FL and AS instruction, and resource development. REEI and partner centers all benefit from SGIS's shared services infrastructure, which includes a dedicated grant development specialist, FLAS manager, military relations coordinator, and career services specialists, among other positions. Joint teacher training workshops, collaborative curriculum development, and shared outreach activities allow REEI to make the best use of grant funds. This is especially true in summer FL instruction, as the Summer Language Workshop (SLW) is IU's most cost-effective contribution to the nation's supply of advanced FL speakers. FLAS fellowships requested in this application will support many students

in that program. Even without fellowship funding SLW is inexpensive, as IU guarantees in-state tuition to all students (in 2018, \$288 UG/\$374 GRAD per credit hour). Because SLW attracts top students from IHEs nationwide, REEI annually assists the US Dept. of Education in gathering and awarding leftover FLAS funds from other T6 institutions to ensure that all available federal funds are used to increase the nation's supply of language specialists.

A3) Reasonable costs: In the proposed budget, every effort has been made to choose effective and reasonable solutions to the challenges of AS and FL training. Cost-saving methods and complementary funding streams are employed whenever possible. For example, for programming and outreach on Russia, funds are utilized from the RSW CCNY grant. Many REEI outreach activities, including work with SoE and MSI partnerships, are built collaboratively to utilize the resources of IU and non-IU colleagues most effectively, and the same holds true for scholarly activities (e.g. collaborative conferences). REEI staff plans to apply for funds from additional sources to support REMAP. In the coming AY, re-application to CCNY Russian Studies funding in support of myriad RSW activities of the RSW is anticipated and REEI will seek additional funding opportunities from the US-Russia Foundation (USRF) to support REEI MA students.

A4) Long-term impacts on IU's UG, GRAD, and professional programs: Thanks to the combined support from T6 and IU, by the end of the 2018-22 grant cycle, REEI students will have access to expanded REE language and area courses, especially at the UG level. A new UG Certificate in REE Studies and development of a "4 +1" combined BA/MA in REE studies will attract more students (see Sections B2 and H). Professional development in REEI, in SGIS, and across campus, enhanced by new library acquisitions, faculty research travel, and exchange of ideas at conferences and workshops, will produce high quality students capable of applying their knowledge and experience as teachers, in government service, in business, in media, and many other areas of national need. The range of partnerships REEI programs foster—including with MSIs, and other AS centers—will ensure that a wide range of views help generate debate on world

regions and international affairs. Activities involving professional schools and programs—education, cybersecurity, business, public health—will internationalize student training in those programs. Finally, proposed work with MSIs and with K-12 teachers, both regionally and nationally, will shape the way students and faculty understand the value of FL and AS expertise.

B. Quality of Staff Resources: B1) Qualifications of teaching and professional staff: Most REEI-affiliated tenure-track faculty conduct original research in REE languages; the few affiliated faculty without qualification in area languages consider REE cases in comparison with other world regions (chart in Appendix 1). REEI full-time faculty number 89 across 23 different departments and schools. REEI distinguishes between 46 core faculty, who conduct original research in and/or teach REE languages while devoting at least 50% effort to REE studies, 42 associated faculty, who engage in at least 10% REE studies work but do not meet one or both of the core faculty criteria, and a visiting lecturer in Bosnian/Croatian/Serbian (BCS). The core faculty includes 30 tenured, and 3 tenure-track members, while the associated contingent counts 25 tenured and 6 tenure-track faculty within its ranks. Since 2014, 3 REEI core faculty (2 of them women) have been promoted to Full Professor, 4 to Associate Professor with tenure, and 1 lecturer became tenure-track Assistant Professor. Two REEI associated faculty in professional schools (Business, Public and Environmental Affairs), were promoted to Associate Professor. Notable awards bestowed upon REEI faculty in the last 4 years include 2 grants from the National Institute of Health and National Institute on Drug Abuse for Phillips (#1, Anthropology) to address gendered access to drug treatment and HIV services in Ukraine; a grant from the National Endowment of the Humanities to fund research into the demographic history of Muslims in Kazan' (Russia) for Lazzarini (#6, CEUS); a National Science Foundation grant for collaborative research into vulnerabilities in critical global trade infrastructures for Dunn (#12, Geography); a Mellon award for Malitsky (#27, Media School) to set up IU's new Center for Documentary Research and Practice; a grant to Monaghan (#74, Media School) from American Council of Learned Societies for researching the

journalistic treatment of religion; a National Endowment for the Arts Literature Fellowship and PEN/Heim Translation Grant for Valentino (#46, Slavic); and Honorary Doctorates to Bucur (#14, History) and Isaac (#78, Political Science) by the Romanian National University for Political Science and Public Administration. Former REEI Director Kenney (#16, History) served as President of ASEEEES in 2016, Valentino as President of the American Literary Translators Association in 2013-2016, and Fowler (#37, Slavic) as Vice-President of the American Association for Teachers of Slavic and East European Languages (AATSEEL) in 2013-2015. Recent high-profile appointments reflect REEI prominence in the IU administration: Valentino now serves as College Associate Dean for Diversity and Inclusion and International Affairs; former US Ambassador to Poland Lee Feinstein (#21, International Studies) is founding and current Dean of SGIS; and two high-profile Professors of Practice in SGIS pursue REE interests: Senator Richard Lugar (co-author of the Nunn-Lugar nuclear non-proliferation act) and Representative Lee Hamilton, who served as Vice-Chair of the 9/11 Commission. REEI Director Phillips (#1) has led the institute since January 2015. A prolific anthropologist of REE with specialization in Ukraine, she also co-directs IU's new CCNY-funded RSW. She studied at Moscow State University as an undergraduate in 1993 and went on to receive a PhD from the University of Illinois, where she began her longstanding scholarly involvement with Ukraine, which she has visited as a researcher on numerous occasions (30 months total), most recently in the summer of 2017. Phillips' research addresses the impact of socialist collapse on people's lives, especially in terms of health, social inequalities, changing citizen-state relations, and gender. Areas of major inquiry have included the effects of the 1986 Chernobyl disaster on health and healing strategies, the role of women in Ukraine's civil society, the politics of disability and, most recently, drug use and HIV prevention. Editor of the *Anthropology of East Europe Review* from 2008 to 2013, she also served as Board Member at Large for ASEEEES in 2015-17 and Treasurer for the Assoc. for Women in Slavic Studies (AWSS) in 2012-2015. Phillips recently tested as a Superior

speaker of Russian on the ACTFL Oral Proficiency Interview (OPI) scale and is proficient in Ukrainian. Associate Director/Outreach Coordinator Trotter (#101) supervises the staff and oversees outreach activities, grant management, and reporting. He has taught Russian language at U Michigan (where he received an MA in Slavic), Grinnell College, and IU. Trotter has near-native proficiency in Russian and an excellent command of Hungarian. He worked in Hungary (1993–2004) as a FL teacher trainer and in Russia (2004–2007) as Resident Director/Academic Coordinator of the in-country Russian Flagship program at Saint Petersburg State U. Trotter sits on the ACTR Board of Directors and the Executive Board of the Hungarian Studies Association, where he also holds the office of Secretary/Treasurer. Since 2012, he has served as national co-chair of the ACTR Olympiada of Spoken Russian. A fully certified ACTFL OPI tester for Russian, he taught Russian in SLW in 1998-2017 and served as SLW Interim Director in 2016-17. Student Services Coordinator Nowacky (#102) is language qualified in Russian and holds an MA in REE Studies from the U of Texas, where he led ROTC students on study visits to Russia. A former FAO who served in Europe and Iraq, Nowacky also serves as Military Relations Coordinator for SGIS. REEI Undergraduate Advisor Ashcraft (#103), completed UG studies at IU with a major in Sociology and went on to receive a M Ed degree. Megan Immerzeel, Program Specialist for REEI as well as the Institute for European Studies (EURO) and IAUNRC has an AA in Liberal Arts and 5 years' experience in financial and program administration at IU. She is also FLAS Coordinator for all IU FLAS centers. REEI GAs are currently enrolled in REEI MA programs and selected for their positions on the basis of faculty recommendations, demonstrated FL proficiency, writing ability, and facility with computer applications and social media. **Professional development:** IU provides faculty and staff with myriad professional development opportunities, including nationally recognized initiatives for instructional enhancement, notably the Center for Innovative Teaching and Learning (CITL), which offers comprehensive services to support excellent, innovative teaching and learning through workshops, individual consultations, and grants. The

Center for Language Excellence (CLE) adapts many of CITL's services for faculty who teach FL, with an array of workshops on topics from flipping the FL classroom to copyright/fair use and online curricular development (Section G). The Office of the Vice Provost for Faculty and Academic Affairs offers an array of opportunities for faculty professional development, e.g. faculty writing groups. IU tenured/tenure-track faculty are entitled to apply for a semester of paid research leave every 7th year. Most depts. offer annual conference travel funds; the Office of the Vice President for International Affairs (OVPIA) offers additional funds for overseas travel and research, language study, and short-term exchanges with overseas institutions. The \$45,000 annual yield on REEI's Mellon endowment supports faculty/student international research and conference participation specific to the REE region, with over 50 awards during the current cycle. University and unit-level institutional exchanges provide excellent professional development opportunities (Table 4). REEI staff members enroll tuition-free in courses on higher education administration, technology, business, and REE FL/area studies. ***Commitment to teaching, supervising, and advising students:*** Standard teaching assignment is 4 courses/year for tenured/tenure-track faculty and 6 for non-tenure-track faculty. REEI affiliate faculty additionally commit substantial time, energy, and expertise to student training by directing individual readings courses, language tutorials, and UG honors theses, MA theses, and PhD dissertations. REEI faculty enthusiastically participate in the REEI community through individual project supervision and informal student advising from acceptance into the program to graduation. Over 20 faculty annually ensure maintenance of high academic standards while overseeing completion of REEI MA essays. Nowacky devotes 40% and Ashcraft 20% of full-time-effort (FTE) to advising REEI MA students and REEI UG minors, respectively. **B2) Adequacy of staffing and oversight:** The REEI Executive Committee regularly includes faculty from core arts and sciences units (e.g. History, Slavic, Political Science, Economics, Anthropology), the Slavic bibliographer, and representatives from the professional schools (e.g. Education, Business, Public and Environmental Affairs, Law).

The committee meets 2 times annually to review REEI activities and set policy. Once a year, the entire REEI faculty assembles for a general review of Institute affairs. Staffing of REEI is adequate both to sustain a host of regular activities and to respond effectively to emergent grant and other opportunities. The (.50 FTE) Director develops and executes academic and extracurricular programming to advance knowledge about REE studies on the IU campus and beyond (locally, regionally, and internationally). She also oversees the implementation of programs and grants according to stated stipulations. The (1.00 FTE) Associate Director/Outreach Coordinator serves as fiscal manager for day-to-day operations and office manager. He develops and coordinates outreach programming, administers grants, and monitors exchanges and arrangements for visiting scholars. The Student Services Coordinator devotes .70 FTE to recruitment, advising, and professional development of REEI MA students; coordination of student-oriented programming for the larger community of IU graduate students with REE research interests; and development of initiatives in academic programming development, such as expansion of dual-degree arrangements between REEI and IU professional schools. The Undergraduate Advisor allots .20 FTE to advising REEI undergraduate minors. The Program Specialist devotes .30 FTE to processing of student financial aid (including FLAS) and administrative assistance with REEI grant-funded activities. REEI's CCNY-funded RSW is operated day-to-day by a part-time program coordinator (an alumna of REEI's MA program) and a part-time administrative assistant. In the current cycle, REEI's staffing of student positions includes 4 .50 FTE GAs for web assistance, publications assistance, outreach assistance, and assistance with the IU Libraries Slavic/East European collection, as well as hourly assistance for summer operations. SGIS has committed to providing tuition remissions for any GAs enrolled in coursework. Proposed reconfiguration of student staff is as follows. A .50 FTE GA for Communications will maintain and update the REEI website; edit and format a weekly calendar of REE-related on-campus and off-campus local events and a weekly list of grant, conference, and publishing opportunities with

REE relevance; manage REEI discussion forums for various constituencies; and promote REEI programming through social media outlets. This position will also provide editorial assistance for *REEIFication*, REEI's biannual digital newsletter; *Balkan Beat*, annual publication of REEI's McCloskey Fund; and the tri-quarterly newsletter of the Hungarian Studies Association. The .50 FTE GA for Outreach will assist with promotion and coordination of on-campus and off-campus outreach activities; help in development of materials for REE area studies at the K-12 level; manage data for grant administration and reporting; orient visiting scholars from abroad to the IU campus and university procedures; assist with distribution of Olympiada awards to schools around the country; and promote the IU Library's Slavic collection to broad constituencies. This position will collaborate with the SoE DGEI and the SGIS Int'l Education Outreach Administrator to maximize REEI Outreach efforts. The .50 FTE GA for Curricular Development will work closely with senior staff to advance the existing UG REEI minor into a Certificate (adding a professional training/internship credential and language requirement); develop a "4+1" BA/MA program in REE studies: assist with implementation of course innovations, such as pathways for UG students in REEI courses to develop outreach and instructional materials for K-12 constituents; and, under guidance of senior staff, will partner with regional social studies teachers and develop curricular materials for their use. Support is also requested for graduate hourly staff to assist REEI with communications and outreach in the summer.

As an academic unit within SGIS, REEI also benefits from the school's shared services infrastructure that supports programming, research, instruction, study abroad, and outreach. This shared services, in which SGIS invested \$1,112,512, consolidates and streamlines administrative processes of financial transaction processing, Human Resource administration and payroll processing, grant development and compliance, course scheduling and administration, communications and marketing (including web development and content writing), student services and recruitment, programmatic event planning, military liaison, and FLAS management.

B3) Non-discrimination and encouragement of application from members of underrepresented groups: REEI boasts a strong record of non-discrimination and has consistently been in compliance with Equal Opportunity Employment and Affirmative Action university policies, and the Americans with Disabilities Act. REEI advertises faculty and staff openings to members of the AWSS and in publications of other professional organizations that serve underrepresented groups, as well as *Insight into Diversity* magazine. Evidence of non-age-discrimination is the recent hire of Student Services Coordinator Elliott Nowacky, a retired Army officer. REEI regularly employs 2-3 women among its GAs. Since Fall 2015, active REEI MA cohort has annually included 1-2 fully funded African-American students, and a Haitian-American woman will begin the MA program in Fall 2018 with full funding over the course of the 2-year program. REEI proactively accommodates the needs of students with disabilities; in 2014-15 it hosted a mobility-impaired Russian Fulbright scholar on campus and in Fall 2017 welcomed two students with disabilities into its MA program. First-generation students regularly enter REEI's program. 40% of REEI-affiliated faculty members are women, including 9 full professors. Gender and other aspects of diversity are adequately addressed in the formation of all decision-making committees in the institute. The new REEI website (August 2018 launch) adheres to all accessibility best practices.

C. Impact and Evaluation: C1) Impact on university, community, region, and nation: As a leader in US REE studies since its founding in 1958, REEI has exerted a broad and deep impact on intellectual and public life for decades and continues to do so into the present. The impact of REEI's program is evident throughout this proposal: enrollment data are in the course list (Appendix 2) and in Tables 7-8; graduate placement data appear below in C5; participation in REEI's outreach programs is discussed in Section I. Faculty members, students, and members of the community know about REEI and turn to us for assistance with travel, foreign visitors, special projects, grant proposals, and reference questions. REEI's weekly calendar reaches over 1100

people; more than 2000 subscribe to the newsletter. More than 50 teachers borrow from the REEI AV collection yearly for classroom screenings to thousands of students. Campus-wide interest in REE is such that student groups and university officials often invite leading figures from the region and major REE policy-making experts to IU. In recent years IU has hosted well-attended visits by Krzysztof Penderecki, Poland's greatest living composer, and Krzysztof Zanussi, one of Poland's most celebrated film directors; the Prime Minister of Estonia; and many other creative, scholarly, and official visitors. In Fall 2016, REEI's \$1 million grant for Russian Studies from CCNY established the Russian Studies Workshop, a vibrant research and training hub that links IU faculty and students with colleagues in Russia and Europe.

REE-focused students from various depts. go on to graduate school in AS, public administration, law, history, political science, and other fields; IU graduates teach English in the REE region and serve as specialists in the US armed forces. Recent examples include an alumnus pursuing graduate work in modern Russian history and an alumna who is an intelligence analyst for the US Army. Together with SLW, REEI trains hundreds of specialists each year guarantees national influence. IU-Slavic PhDs, MAs and BAs have authored popular textbooks for students of Russian (Zita Dabars, Frank Miller, Sandra Freels, Sibelan Forrester); occupy prominent positions in national organizations (Forrester, former president of AATSEEL; Choi Chatterjee, former President of AWSS); have directed Russian programs at major universities (Miller at Columbia, Edna Andrews at Duke) and Russian Domestic Flagship Programs (Freels at PSU); have chaired leading university depts. (Helena Goscilo at OSU, Melissa Bokovoy at New Mexico); and oversee major Slavic library collections (Georgetown, Yale, Library of Congress, Rutgers, and Wisconsin). IU-trained teachers provide instruction in Russian at HSs in IN, Maryland, Ohio, Pennsylvania, and Tennessee. IU graduates with REE training who have risen to top government positions include Robert Gates, former CIA director and Secretary of Defense; James Collins, former US ambassador to Russia; Richard Miles, former US ambassador to Georgia and

Turkmenistan; James Cox, former Chief US Arms Control Delegate to the OSCE; and Victor Jackovich, former US ambassador to Bosnia-Herzegovina and Slovenia. REEI alums prominent in education and business include Nate Feldman, co-owner of the IBJ Corp. (publisher of the IN Business Journal); Alan Grafman, President and CEO of All Media Ventures; Paul Richardson, President and founder of Russian Information Services (RIS), a leading publisher of English language publications on Russia, e.g. *Russian Life* magazine; and Michael Milkie, Superintendent and co-founder of the Noble Street Network of Chicago-based charter schools, 2 of which offer the only HS Russian programs in Chicago.

PhDs who have secured academic appointments in the last decade include faculty at Knox College, IUE, Monmouth U, Bucknell U, U of Michigan-Dearborn, UNC-Charlotte, Gwynned Mercy U, Wingate U, and St. Joseph's U. Other career paths pursued by REEI alumni include Research, Instruction and Reference Librarian, Foreign Area or Foreign Service Officer, Political/Research/Foreign Media Analyst, and Legal Counsel. Many graduates work in non-governmental organizations (NGOs) such as the Eurasia Foundation, Freedom House, ACTR, Atlantic Council, Social Science Research Council, National Democratic Institute, and IREX, or as administrators in centers such as the REE center at Berkeley. Recent placements in business include specialized positions at Amazon, McKinsey & Co., IBM, Belden Inc., Budapest Bank/GE Capital, and BAE Systems. US Army and Air Force officers complete REEI's MA programs on an annual basis; the Defense Intelligence Agency sends students to SLW for advanced Russian; and over 150 ROTC students from IU and campuses across the country have undertaken intensive training in Russian language and cultures at SLW since 2007. In 2019-20, a new program with the Army War College will bring up to 4 army officers to study at REEI annually. A recent FAO graduate, Major Robert McVey, was appointed the Presidential Translator for the Washington-Moscow Direct Communication Link. REEI-affiliated faculty present research at conferences nationally throughout the year; faculty and staff regularly serve as outside evaluators of REE

programs at other universities. Faculty members testify before Congress, serve as consultants for government offices and NGOs, and are expert witnesses in immigration cases. **C2) Addressing of national needs, generation and dissemination of information to the public:** Central to REEI's mission are responsiveness to the ongoing national need for individuals with expertise and competence in FLs and area studies; development of a globally competent workforce able to engage with a multilingual and multicultural clientele at home and abroad; expansion of access to FL learning, especially for traditionally underserved students; and support for teaching and research on critical world regions, languages, and issues. REEI reaches about 1100 pre-college students of Russian every year by coordinating the nationwide Olympiada competitions and through distribution of teaching materials. REEI consistently generates and disseminates information to the general public and to particular constituencies for whom IU is an important source of information and expertise, as described in Section I and Table 11. **C3) Provision for equal access and underrepresented groups:** REEI works closely with IU offices that promote recruitment and retention of minority students, supporting their efforts to offer international experience in pursuit of those goals. In the last 3 years, REEI has provided full fellowship support for underrepresented women (2 African-Americans, 1 Haitian-American) in the REEI MA program. Cohorts regularly include first generation college students as well as students with disabilities. REEI draws on its own funds to create a nationally-competitive scholarship for first-generation college students to study Russian at SLW, awarded to 1-2 students annually. Engagement with MSIs on the local, regional, and national levels will enhance REEI's ability to recruit talented students from underrepresented groups into study of the REE region (**PG2**), whether or not they do so at Indiana.

Similarly, the Russian Olympiada, has successfully attracted the participation of HSs, like Furr HS in Houston and Pritzker College Prep in Chicago, that serve a high number of minority and disadvantaged students. Section B3 offers further detail on REEI's efforts to ensure equal access.

C4) Evaluation plan: REEI systematically collects quantifiable impact data on language learning and alumni employment. SLW has done pre- and post-language written proficiency testing since 1951. At IU expense, an REEI OPI-trained proficiency tester examines all Russian AY and Summer FLAS recipients, as described in G4). REEI Student Services Coordinator Nowacky regularly tracks GRAD school and career information from initial to current occupation for IU alumni who received a BA, MA, or PhD with a focus on the REE region. REEI tracks lecture and outreach attendance rates and administers satisfaction surveys and post-event surveys to measure response to key program components in language and area studies education and outreach. Teachers who participate in outreach programs are provided with announcements, newsletters, and cutting-edge resources. The internal review structure is augmented by external evaluations (Table 1). At least biannually during the past decade, T6 funds have helped hire proficiency-based FL instructors from other institutions to perform program evaluation for REE language instruction at SLW; which will continue in the upcoming cycle but with support of non-grant funds exclusively.

REEI dedicates approximately 10% of its NRC budget, in addition to substantial university funding, to evaluation activities. To ensure that the assessment program is fully integrated into REEI, the Director will inform the Executive Committee (each semester) and all faculty (at the annual meeting) of annual and grant-cycle targets, and seek to enlist ongoing faculty engagement in the achievement of these goals. The independent T6 evaluation of REEI will be conducted by Thomas P. Miller & Associates (TPMA), a full-service mixed-methods consulting firm that has assisted hundreds of clients across the US (including 40 universities) by conducting evaluation of progress in the areas of education and workforce development, community impact, and economic development. **Evaluation Components:** The 4-year independent evaluation conducted by TPMA includes comprehensive formative and summative evaluation of center activities and NRC collaborative efforts. The evaluation specifically focuses on measuring the extent to which REEI successfully meets 4 goals: to promote REE area and FL training at IU; to cultivate growth of MSI

faculty and student engagement in REE area and FL studies; to advance nationally the teaching and study of Russian and EE languages at pre-college levels; and to advance teacher training in promotion of REE area studies perspectives in K-12 curricula. TPMA worked closely with REEI to develop meaningful and specific objectives (*performance measures*) linked to each of these goals; and to develop project-specific *activities* and quantifiable outcome measures (*indicators*) to assess progress towards goals (see Performance Measure Form). **Formative Evaluation:** The first half of the project will focus on evaluating the extent to which 2 to 3 new programs/activities (MSI collaborations, Outreach programs) are being implemented as intended and accomplishing their stated need. The resulting feedback will allow for continuous improvement to help ensure that objectives are met. In Year 4, the evaluation focus will shift to showing the center's summative impact. **Summative Evaluation:** Data about the center's outcomes and impact will be collected by REEI and TPMA in all 4 years of the grant period. Additionally, TPMA will conduct surveys and focus groups to examine the extent to which REEI has impacted students, faculty, and the community.

An annual online *outreach survey* will be administered to determine the extent to which REEI has impacted participants' teaching, career, research, studies, and language use. TPMA will conduct a separate annual survey and analysis for REEI and partner NRCs of the teacher training workshops related to Indiana standards for HS geography and world history that REEI jointly organizes each year. *Focus group* interviews in Year 3 with K-12 teachers involved in REEI programs will provide valuable feedback for assessing and improving outreach engagement to in-service teachers and teachers-in-training. An *alumni survey* will be administered to all current and past students affiliated with REEI including current UGs and GRADs, alumni, FLAS recipients, and study abroad students. The survey will determine the impact REEI has had on their current/future studies and career. Additionally, REEI can use the data gathered on this survey to report on participants' current status, employment, and use of cultural knowledge/language in their

current studies/employment.

Additionally, REEI will participate in the evaluation of collaborative initiatives with other IU Centers, such as ICCI and the Center for the Study of Global Change’s partnership with Ivy Tech CC. The evaluations for these components include an *annual survey* of ICCI participants to determine whether they feel able to enhance internationalization of their curricula, as well as *interviews and focus groups* with Ivy Tech faculty, students, and employers of students to determine students’ global employability skills.

Evaluation Timeline and Deliverables: Baseline data on each of the evaluation questions will be collected at the beginning of the grant period. Data collection will continue annually for the summative evaluation and as needed for the formative evaluation. A formative/summative

Table 1: Recent External Reviews		
Unit Reviewed	Date	Authors
REEI and Russian Studies at IU	Oct 14-16, 2018	TBD
SLW: Russian, Ukrainian	2018	Richard Robin, George Washington U
SLW: Russian, BCS	2017	Thomas Garza, U of Texas
SLW: Russian	2016	Alla Smyslova, Columbia U
SLW: Russian	2015	Cynthia Martin, U of Maryland
Dept of Slavic and East European Languages and Cultures	2015	Karen Evans-Romaine, U of Wisconsin Cristina Kramer, U of Toronto

evaluation report will be submitted annually, and REEI will enjoy *continuous improvement meetings* with TPMA staff. Additional formative reports may be submitted in Years 1-2 depending

on the center’s request. In Year 4, a final summative report will focus on the extent to which the grant program accomplished the established goals. **Use of recent evaluations to improve program:**

Evaluation activities during the previous T6 cycle informed the current proposal in many ways. Student surveys indicated a demand for more UG REE courses, especially on REE media.

This proposal responds to the demand to expand REEI UG courses and minor (to a Certificate), and include course development grants for faculty to create two new media-focused courses. In addition, IU has instituted a comprehensive assessment system for UG education, the results of which shape curriculum design. REEI as a whole is reviewed annually by the SGIS deans, and the

Director undergoes a regular review. REEI elicits reports from each of its many visiting scholars, who help improve services, programs, and partnerships. REEI advisor Nowacky conducts exit interviews with all graduating MA students that provide valuable guidance for improvement and innovation. It was in response to student demand that REEI instituted and continues to expand REEI Networks!career and professionalization programming described in H2. Evaluation of REEI faculty and GRAD instructors takes place through student course evaluations, monitoring of courses by senior area studies colleagues or the language coordinator, and deans’ reviews of faculty’s annual reports. These evaluations have contributed to hiring decisions, and play a role in REEI’s continuing support for SLW instructors. SLW has undergone annual internal and external reviews (Table 1), including site visits from Project GO and the DoS. Classroom observations during these visits have led to more use of the target language in the lower levels of language instructions, clearer descriptions of curricular expectations, and thus better student outcomes and

Table 2: Graduates in Federal Jobs last 23 years (through June 2018)	
Army	50
State Dept.	28
Air Force	12
CIA	10
Dept of Commerce	5
DOD	1
Defense Intelligence	8
Senate/House offices	4
Drug Enforcement	3
Dept of Agriculture	2
USAID	1
General Accounting Office	2
INS	3
Social Security Admin	1
Customs/Border Protection	1
FBI	1
Library of Congress	2
9/11 Commission	1
Homeland Security	1
White House	1
Military, other	2
Federal Government, other	5
Total	144

greater student satisfaction (self-reported by students on midterm and final evaluations). In October 2018 SGIS will fund a comprehensive external review of REEI; this review will be utilized to strengthen NRC/FLAS programming. **C5)**

Improved supply of specialists and efforts to increase number of students placed in areas of national need:

REEI appreciates the critical importance to the NRC and FLAS programs of breadth and depth of training that contributes to the national need for individuals with expertise and global competence in FLs and AS. This expertise is required not only to meet the demands for careers in education, defense, intelligence, and diplomacy,

but also to address a wide range of 21st-century workforce needs, including health sciences,

STEM, economics, and information technology. REEI graduates make a significant impact across the nation, as evidenced by REEI's database of some 2500 IU graduates who studied REE content in all IU degree programs from 1958 to the present. These records, which are continuously updated, show REEI's remarkable success in preparing graduate students for government service. In the past 23 years, REEI placed 144 MA graduates with advanced REE FL skills in federal positions (Table 2); during 2014-18, 13 REEI MA graduates secured jobs across 21 federal units.

REEI graduates serve national needs in a broad range of careers. Of the 34 MAs graduating from REEI since 2014, 9 are in education, 7 in federal government, 6 in the US military, 4 in business, 3 in NGOs. **C6, C7) FLAS awards and national needs:** FLAS awards have allowed hundreds of IU GRADs and UGs to pursue FL study; they are an integral part of REEI's commitment to language study and training. Most of the highest-achieving among REEI GRADs have received an AY or Summer FLAS award. REEI FLAS selection processes identify a commitment to government service as a competitive criterion. REEI follows through on this objective, offering students many opportunities to learn about government service and meet with alumni who have chosen such a career path. Over 90% of all FLAS awards in the current cycle have supported study of REE languages identified as critical to national needs (Russian, Ukrainian, Polish, BCS) and the same proportion of awards are anticipated in the upcoming cycle (See Section J).

D. Institutional Commitment to Russian and East European Area Studies: Institutional financial and other support - center operation: IU investment in REEI exclusive of space and maintenance exceeds \$9.5M in the current fiscal year (see Table 3), an increase of more than 8% since 2014. SGIS has created several administrative positions that support international programs in general and T6 operations in particular, including an Assistant Dean for International Education and Global Initiatives, International Outreach Coordinator, Grant Specialist, school-wide Director of Finance, and Support Services team. IU funds 100% salary for 3 full-time permanent staff positions, 2 of whom are shared with other units (Nowacky is 70/30% REEI/SGIS, Immerzeel

provides services for REEI, EURO, IAUNRC, and SGIS—her FTE commitment to REEI is approximately 25%), and one half-time director in REEI. The university provides fee remissions and salaries for 4 REEI graduate assistants (GAs), and health insurance for one of them. In August 2015, REEI moved into the new Global and International Studies (GISB) building for international programs. REEI’s suite includes offices for permanent staff and postdocs, work stations for professional staff and GAs, meeting space, and storage for extensive language and audio-visual (AV) resources. In the GISB, REEI-affiliated students and faculty benefit from high-tech classrooms, state-of-the-art language labs, distance learning facilities, TV and audio broadcast facilities, and conference rooms. REEI is located near depts. and centers with which it shares common interests, thus deepening collaboration and cooperation. **Teaching staff:** The salary data in Table 3 show IU’s robust support for teaching staff. Strong institutional commitment is demonstrated by 15 new hires in REE studies over the past T6 cycle (see Section F3).

Table 3: Quantification of University Commitment (2017-18)	
Faculty salaries (salary multiplied by % time devoted to REE studies for faculty with % time listed in Appendix)	\$4,513,503
Fringe benefits (salary above x 40.23 % fringe rate)	\$1,815,782
REE SLW salaries + fringe	\$331,819
Library staff (non-faculty) salaries and fringe	\$226,944
Library acquisitions and operating budget	\$350,427
REEI Administrative salaries + R600 instructor/ fringe	\$167,989
Center for Language Excellence operating expenses (REE FL support)	\$2600
SGIS fiscal/admin staff salary+fringe (for REEI activities)	\$27,638
Faculty travel, research, and other enhancement	\$109,485
Polish Studies Center salaries+fringe+operating expenses	\$26,225
Student support: 61 students	\$1,551,478
Out-of-state tuition waiver for SWSEEL	\$364,820
REEI supplies and expenses	\$14,580
TOTAL	\$9,503,290

The creation of SGIS ensures IU’s commitment to sustaining faculty strength at current levels. REEI’s T6 grant contributed directly to a Caucasus specialist hire in the Dept. of International Studies (IS) in 2015-16, and in 2018-19 IS will hire an Asst. Prof. of Russian Foreign Relations to start in 2019-20. In 2017-18 SGIS paid 50% of 4 postdocs hired through REEI’s

CCNY grant; these postdocs taught 4 REE area courses in IS, Political Science, and Religious Studies. Each spring SGIS hires a Visiting Professor of Russian Studies, the distinguished

journalist and editor Maria Lipman (#92). **Library resources:** detailed in Section E, were recently ranked the best among all US universities by the Association of College and Research Libraries. The university supports the work of the Slavic bibliographer with a 6-person staff and generously funds acquisitions. **Institutions abroad:** IU's strong linkages with REE institutions are listed in Table 4. International partnerships are facilitated by OVPIA, which through oversight of international academic partnerships, exchanges, internal grants, and scholar services, provides financial and regulatory support and facilitates linkages for international research. IU identified Poland as a strategic priority in its International Strategic Plan, and thus renewed and expanded its ties in Poland alongside those in Russia, Hungary, among others. In 2017 the VPIA and colleagues traveled to Moscow and Saint Petersburg to reiterate IU's commitment to partnership with the National Research University Higher School of Economics. **Outreach activities:** IU pays 100% of the salary of the REEI Associate Director/Outreach Coordinator, supports an REEI Outreach GA, fully funds coordinating offices for government and media relations, and supports outreach to local Polish, Hungarian, and Russophone communities.

Table 4: Institutions Abroad and Exchanges (bold = IU "primary institutional-level partnership")			
Program	Country	Focus	Exchange
Gyorgy Ranki Chair	Hungary	Faculty	N
Fulbright Visiting Chair	Hungary	Faculty	N
Gyula Rezler Scholarship	Hungary	Hungarian GRAD - Sociology	N
OVPIA: Warsaw University	Poland	Faculty/GRAD	Y
OVPIA: Jagiellonian University	Poland	Faculty/GRAD	Y
Maurer School of Law: Warsaw University	Poland	Faculty/ GRAD – Law	Y
Maurer School of Law: Jagiellonian University	Poland	Faculty/ GRAD – Law	Y
Higher School of Economics (Moscow, Saint Petersburg)	Russia	Faculty	Y
Kazan Federal University (beginning 2016)	Russia	Faculty/ GRAD	Y
Fulbright International Education Administrator Program (annual, began 2013)	Russia	Russian Education Administrators	N
US Russia Foundation and Gaidar Institute, Economics Instructors Program (began 2014)	Russia	Faculty	N
Irkutsk Center for Independent Social Research	Russia	Faculty/GRAD - Russian Studies Workshop	N
IU School of Public Health: University of Belgrade	Serbia	UG and GRAD	Y
IU School of Education: University of Pristina	Kosovo	Faculty	N
OVPIA: University of Bucharest	Romania	GRAD	N
OVPIA: Romanian Ministry of Education	Romania	GRAD	N

A state-of-the art media studio in SGIS allows us to respond with agility to media requests for expert comment. **Student support:** In 2017-18, more than 50 REE graduate students in REEI, Slavic, History, Political Science, and other units, including professional schools, received stipend/tuition support from IU. SGIS provides tuition remissions for three endowed fellowships for MAs in REEI, as well as tuition remissions and partial stipends as part of 2 targeted fellowships for MA students from underrepresented groups. OVPIA, SGIS, the Graduate School, the College (and many College units), and the REEI Mellon Endowment fund student research and travel. REEI provides a renewable scholarship for entering freshmen who commit to the study of an EE language. IU also matches the income from new endowments for UG study abroad, including one for Poland (est. 2013) and one for Russia (est. 2018). Guaranteed resident tuition rates to all students in SLW make it one of the most affordable programs of its kind.

E. Strength of Library: E1a) Relative strength of library holdings: The Slavic and East

European (SEE) collection at IU provides lavish resources for the teaching and research needs of REEI disciplines and professional programs. SEE holdings in the IU Libraries reached ca.

Table 5: Library Operating Budget-Slavic, 2017-18	
Slavic monograph acquisitions	\$123,236
Slavic serial acquisitions	\$194,655
Hungarian/Baltic/Central Asian acquisitions	\$83,658
Binding and supplies (approximate)	\$9,300
Staff salaries (including fringe)	\$587,231
Staff travel and professional development	\$3,146
TOTAL	\$1,001,226

730,000 bound volumes at the beginning of this AY (almost 10% of the full research collection), with the largest concentration of materials in Russian, Polish, Czech and

Ukrainian. The most recent ranking placed the IU SEE collection 8th among academic research libraries and 2nd largest in the Midwest. IU subscribes to around 2,000 serial titles, including newspapers, placing it in the top 10 libraries nationally for total SEE serial titles. 90% of monographs and serials are in area FLs. An important area of growth has been Russian language publications about Islam in Russia. Accessible to any user on the shelf or through inter-library loan (ILL), the SEE collection contains important non-print materials (microfiche, microfilm, online items) covering national bibliographies, art, history, and literature, including: over 5,000 pre-

revolutionary Russian book and journal titles in the series *Russian History and Culture*; the *Stalin Digital Archive*, a collection of over 400,000 pages of Russian archival documents related to Stalin; the 19th century Polish newspaper *Czas*; the complete pre-revolutionary Russian series *Sbornik geograficheskikh, topograficheskikh i statisticheskikh materialov po Azii*; *Dissent in Poland*, a collection of documents from the Karta archive; the online index to the *Russian Academy of Sciences Bibliographies (INION)*; the *Universal Database of Russian Newspapers/Journals*; *Central and East European Online Library*, a full-text database of over 1,100 current scholarly journals published in 33 countries; the database *Muslims in Russia*; a complete collection of *Newspapers of the Russian Revolutionary Era*; records of the US DoS on the internal affairs of Albania, Bulgaria, Czechoslovakia, Hungary, Poland, Yugoslavia, and Romania; the newspaper *Universul* (1918–29) and the finding aids to the Soviet Union’s Communist Party archives. The REEI video library of over 1,500 documentary and feature films is available on campus and for K-16 teachers throughout the US. Special collections at IU that cover REE studies include: the personal papers of writers like the Russian Aleksandr Amfiteatrov and the Romanian Norman Manea at the Lilly Library; many rare items in the IU Central Asian Archive, including 1,000 microfilm reels of 19th–20th century Russian publications; recordings and transcripts of fieldwork done in Russia, Romania, Ukraine, and Kazakhstan at the Center for the Study of History and Memory; 350 recorded interviews of Jews in Ukraine, Moldova, Romania, and Slovakia at the Jewish Studies Program’s Archive of Historical and Ethnographic Memories; and the Library of the Trade Union Movement of Warsaw, Poland. The collection benefits from several cooperative acquisition programs and exchanges: the IU SEE collection has been investing in an in-depth Slovenian collection (2nd largest in the US), while U Michigan, U Chicago, Michigan State U, and Kansas U do likewise for BCS, Macedonian, Baltic, and Ukrainian, respectively. Major online databases were acquired cooperatively with other Midwestern Slavic centers. IU is a member of the Center for Research Libraries (CRL) consortium SEE Microform Project and maintains

exchange agreements with 31 libraries in the region, including the national libraries of Russia, Ukraine, the Czech Republic, Poland, Slovakia, Slovenia, Bulgaria, Romania, and several prominent university libraries. In 2018 the IU Wells Library was awarded a Digitizing Hidden Collections grant (\$62,218) from the Council on Library and Information Resources to digitize their collection of 4,000 Eastern Bloc Borderlands topographic maps created by the Russian and Soviet militaries (1883-1947); depicting Poland, Ukraine, Belarus, Latvia, Lithuania, Estonia, Finland, and Western Russia. Digitization will exponentially increase the maps' access and exposure to interested audiences. ***Institutional support for acquisitions and staff:*** In 2014–17 the SEE budget increased by 8.5%. A highly qualified full-time Slavic bibliographer, Wookjin Cheun (#19) maintains the collection and provides instructional support (in collaboration with faculty members), aided by a staff assistant. Another librarian devotes half time to Hungarian, Baltic, and Central Eurasian collection development. Permanent library staff in Law, SPEA, Music, History, Anthropology, and other subject areas develop REE content in their disciplinary collections. The library employs 5 Slavic catalogers, a number rivaled only by the Library of Congress. REEI fosters communication between the library and campus community by including the Slavic bibliographer on the REEI Executive Committee. The large university investment and recognized staff expertise attract external funding and donations. The Frederick Banda Endowment, for example, provides a permanent annual budget of over \$10,000 for Hungarian collections.

E1b) Student access to materials at other institutions: ILL is a free service for materials borrowed from other libraries. In 2016–17 IU patrons borrowed 20,720 items through ILL. Faculty and graduate students may also freely use the services of the member libraries of Big Ten Academic Alliance and borrow from the CRL consortium for extended periods of time. ***Access to IU holdings for researchers from other institutions:*** Anyone may conduct research within the open stacks of the IU Libraries research collection. Regular lending privileges are extended to all affiliates of the university and residents of the state of Indiana. Among the top 10 US libraries in

number of items lent to other libraries, in 2016–17 IU circulated 30,516 of its items through ILL. In this grant cycle the Slavic bibliographer will develop, with the support of REEI, a series of multidisciplinary research guides pertaining to newly emerging focus topics such as authoritarian politics, human rights, citizens' resistance/protest, and revival of religion. They will be constructed to meet, among others, the needs of small liberal arts colleges, MSIs, and CCs and, to enhance their visibility, will be published on REEI's website as well as on the library's subject homepage.

F. Quality of Non-Language Instructional Program: F1) Quality and Variety of Disciplines:

IU offers REE-focused courses in 24 disciplines and schools, covering all countries of the region (see course list). IU demonstrates balanced strengths in courses devoted 100% to the region: 13 courses focus solely on Eastern Europe; 25 courses on Russia and Ukraine; 2 courses wholly on Ukraine; 2 on the Balkans, 10 on the former Soviet region; 9 on Central Asia and the Caucasus (an increase of 7 courses over last cycle); and 13 on the region as a whole. New faculty hires and increasing demand by students have led to substantial increases in courses with at least 25% REE content since 2014: CEUS offers 23 new or revived courses; impressive increases are found in IS (14), Political Science (9), History (8), and Slavic (8). REEI offers a total of 191 courses, including courses with less than 100% (but at least 25%) REE content. REE faculty teach in many depts. ranked in the top 32 in the country, including SPEA (#1), Library Science (#9), Business, Education, History, Law, Political Science, and Sociology. *Area courses in professional schools:* REE courses in professional schools are listed in Appendix 2. SPEA teaches 9 courses (e.g. Nat'l Security Challenges), Business 8 (e.g. Public Policy and the International Economy), Education 2, Journalism 2, Law 2, Media 2, and Music 2 (e.g. Music of Russia). In this cycle, BLINCC will extend IU professional school expertise in cybersecurity and REE area studies to REEI MSI colleagues in Kentucky (see A1). **F2) Interdisciplinary courses:** Interdisciplinary instruction is at the heart of REEI's mission. The REEI MA requires two comprehensive interdisciplinary courses: Introductory Proseminar (comprehensive readings seminar) and Interdisciplinary

Colloquium (thesis writing seminar). Recently, students in these courses have pursued interests ranging from mental health services reform in Albania to Ukrainian dissident writing, from Russian military doctrine to educational policy in Croatia. REEI course offerings, many of which incorporate interdisciplinary perspectives, are listed in full in Appendix 2.

Table 6: Sample Listing of Interdisciplinary Courses Offered 2016-17					
Course Number	Course Title	Faculty (affiliation)	Semester	Enrollment	Interdisciplinarity
COLL-C103	Morality, Literature and Film	Johnston (Comp Lit)	Spring 2017	77	History, politics, literature, film
GLLC-G210	Vampires in European and American Culture	Holdeman (Slavic)	Fall 2016	18	Cultural studies, history, literature
INTL-I304	Refugees and Displaced People	Dunn (INTL, GEOG)	Fall 2016	31	Anthropology, geography, area studies, politics, history
ANTH-L400/L600	Seminar: Language in/of Media	Graber (CEUS, ANTH)	Fall 2016	24	Anthropology, linguistics, journalism, media studies
HIST-D201	Democratic Revolutions: Fall of Communism	Kenney (HIST)	Fall 2016	34	Politics, history
HIST-J300	Daily Life in Russia	Saburova (HIST)	Spring 2017	20	Politics, anthropology, sociology, history
POLS-Y348	The Politics of Genocide	Bielasiak (POLS)	Fall 2016	49	Politics, history, law
SLAV-R223/S562	Introduction to Russian Culture	Shardakova (SLAV)	Fall 2016, Fall 2017	63/62	Cultural studies, literature, history, politics
SLAV-S320/S540, HON-H303	Postcommunist Nostalgia	Antic (SLAV)	Fall 2016	18	Cultural studies, anthropology, literature, history, politics

Table 6 lists recent examples of successful interdisciplinary courses on a variety of topics that attract UGs and GRADs from depts. and professional schools across the university. **F3) Sufficient non-language faculty:** REEI's 89 area studies faculty (bios in Appendix 1) staff a comprehensive array of courses. New faculty in 2014-18 number 15 colleagues and include Antic (former Yugoslavia, literature and cultural studies; #34), Bell (armed conflict and human rights; #66), Borhi (Hungarian and CEE history and politics; #2), Caner (Byzantine studies; #76), D. Cavar (BCS and Polish linguistics; #25), M. Cavar (BCS, Polish, Russian linguistics; #26), Gilligan (human rights in the Caucasus; #22), Hsia (Hapsburg Empire; #62), Kamp (Central Asian history;

#56), Monaghan (journalism in Russia; #74), Saburova (Russian history and culture; #18), Sicinski (Polish literature; #44), Thomas (archaeology in Slovenia; #50), Veinovic (BCS instruction; #47), and Zadoff (Jewish history; #71). A generous new endowment led to the hire of a Central European historian (Borhi) in 2014-15, and two positions in Balkan and Caucasus studies were seeded with T6 funds in this cycle (Antic and Gilligan). In 2018-19 SGIS will hire a TT position in International Studies with specialty in Russian Foreign Relations; this position will teach new regional and comparative courses at the undergraduate and graduate levels. Recently-awarded RSW course development grants will add Russia content to IS courses (Violence Against Civilians in War) and facilitate a new content-based course taught exclusively in Russian (Contemporary Russian Political Culture). In this grant cycle, REEI seeks to address significant student demand by commissioning through course development grants 2 new undergraduate gateway courses: one in Russian Studies, and one in EE Studies; 2 new REE media-focused courses in the Media School and Slavic; and a Russia-focused course in International Studies. **Pedagogy training:** Graduate assistant instructors (AIs) undergo campus-wide and departmental pedagogical training before their teaching assignments. Several depts. (e.g. History, Anthropology, Political Science, Sociology) provide courses in teaching methods and offer workshops throughout the semester for continued mentoring. Completion of a 3-course pedagogy sequence earns students a Preparing Future Faculty certificate. The History Learning Project, which includes REEI faculty and graduate students, has earned international recognition for its success in identifying and removing learning bottlenecks. Faculty observe and comment on AI performance, and depts. keep a record of these evaluations, used to enhance guide pedagogical training. Advanced graduate students with strong AI evaluations have the opportunity to teach their own UG courses. The Center for Language Technology (CeLT) and CITL provide faculty and AIs services in instructional and curricular consulting, instructional technologies, service-learning, writing instruction, and the scholarship of teaching and learning. Faculty Learning Communities promote pedagogical

innovation. **F4) Depth of specialized course coverage in one or more disciplines:** IU boasts notable coverage of Russian and EE history (22 courses in the last 4 semesters); EE/Soviet/Russian politics (15 specialized courses in political science and CEUS); and literature (22 courses in REE film, literature and culture). Students can pursue in-depth study of ethnicity and nationalism in the region (9 faculty teach 9 courses), as well as courses focused on Central Asia and the Caucasus (6 faculty teach 9 courses). Students benefit every year from the added depth offered by visiting faculty from Russia, Hungary, former Yugoslavia, and other REE countries as well as postdoctoral fellows. Depth of coverage is enhanced by a rich variety of student cultural organizations: the Russian Language Cultural Assn, Czech Club, Baltic and Finnish Student Assn, Polish Cultural Assn, Hungarian Cultural Assn, Ukrainian Studies Assn, and Romanian Studies Assn organize conferences, film series, discussions, and celebrations which serve to develop and sustain a deep engagement with REE languages and cultures among IU students.

G. Quality of Language Instruction: G1) Instruction in area languages and enrollments: IU

offers regular AY instruction in 19 FLs of Russia/EE/Eurasia through Slavic, CEUS, EURO, and

Table 7: On-campus FL Enrollments, Fall 2017					
	1 st	2 nd	3 rd	4 th plus	TOTALS
REEI-supported FLs					
Russian	71	30	13	21*	135
BCS	7	7	7**	5	26
Czech	7**	4**	0	0	11
Polish	11	5	3	0	19
Romanian	2	0	0	0	2
Ukrainian	2	4	0	0	6
Yiddish	6	2	0	1	9
REEI/EURO-supported FLs					
Modern Greek	15	11	5	1	32
REEI/IAUNRC-supported FLs					
Estonian	2	0	1	1	4
Hungarian	5**	5	4	1	16
TOTALS	128	68	33	30	259
*11 4 th -yr and 10 5 th -yr					
**includes CIC participation					

Germanic Studies. REEI supports 10 FLs by means of FLAS funding and other forms of assistance: Russian, BCS, Czech, Estonian (in collaboration with IAUNRC), (Modern) Greek (in collaboration with EURO), Hungarian (in collaboration with IAUNRC), Polish, Romanian, Ukrainian, and Yiddish. The 259 students enrolled in REEI-supported FLs for Fall 2017, detailed in Table 7, surpasses the total of 250 for the same set of FLs in Fall 2013, a

contrast to the nationwide trend of declining student interest in FL study. Many IU students,

students from other IHEs, and non-IHE affiliated students study REEI-supported REE FLs in the IU SLW. A national leader among summer intensive FL programs, SLW provides the equivalent of an entire year of FL training in an 8-week course of 184 contact hours in Russian and 160 contact hours in other REEI-supported FLs. For over 60 years, SLW has usually outshone other summer programs by providing the largest menu of courses. In Summer 2018, enrollment reached 232 (102 IU students, 114 students of other IHEs, 16 non-student of HS student) in 15 LCTLs, including 7 from the REE area: BCS, Estonian, Georgian, Hungarian, Lithuanian, Russian, and Ukrainian, all REEI-supported FLs with total enrollment of 106, as detailed in Table 8.

Table 8: SLW Summer REE FL Enrollments, 2018					
	1 st	2 nd	3 rd	4 th plus	TOTALS
REEI-supported FLs					
Russian	28	15	18	21	82
BCS	5	0	0	0	5
Georgian	2	0	0	0	2
Lithuanian	5	0	0	0	5
Ukrainian	4	0	0	0	4
REEI/IAUNRC-supported FLs					
Estonian	4	0	0	0	4
Hungarian	4	0	0	0	4
TOTALS	52	15	18	21	106
*9 in 4 th -yr, 8 in 5 th -yr, 4 in 6 th -yr					

IU's longstanding policy of reducing tuition to in-state rates for out-of-state students in SLW also serves to support the study of these FLs. More than 65% of students (71) in the currently enrolled REEI-supported FL cohort have received full tuition/living stipend support through FLAS awards (10) or fellowships/scholarships provided

through REEI-based and SLW-based grants from the US DoS, the Institute for International Education (IIE)/DoD, and CCNY, as well as through REEI's Russian-language scholarship for first-generation students. SLW has hosted the rotating Baltic Summer Studies Institute (BALSSI), which provides instruction and programming for Estonian, Latvian, and Lithuanian, from 2016-18. Over the last 5 years, IU also has provided students at institutions in the Committee on Institutional Cooperation (CIC) with internet-mediated instruction in BCS, Czech, Estonian, Hungarian, and Polish. **G2) Levels of language training:** Among the REEI FLAS-supported FLs, 6 years of training are offered in Russian in both AY and Summer, and 3 years in BCS, Estonian, (Modern) Greek, Hungarian, Polish and Yiddish during the AY. In Fall 2017, 66 students enrolled in advanced-level (3rd-year and above) study of REEI-supported FLs, while 39 have done so in

Summer 2018 (for breakdown by FL, see Tables 8 and 9). REEI encourages IU students to enroll for in-country advanced study of REEI-supported languages in semester-length and AY programs. Support is also provided to students for advanced study of REEI-supported languages in summer programs abroad and at other IHEs (see Section H, and Appendix 2). A number of REEI students also pursue advanced training in a Central Asian language while at IU. ***Language training across disciplines:*** IU offers many opportunities for students to develop professional functionality in Russian. Content-based courses at the highly advanced (5th/6th-yr) level that address speaking, listening, writing, and reading while exploring a particular topical or disciplinary area include Business Russian, Russian for Social Sciences, Russian Modernism, and Contemporary Russian Political Culture. Students in these courses develop sophisticated, domain-appropriate, self-expressive skills for deployment in a variety of contexts that require professional-level proficiency in Russian. T6 funds would support development of additional such courses on Media in Russia and Russian Perspectives on the US. An instructor in Geography teaches a course in Russian (either Russia and Its Neighbors, or Environmental Issues in Russia) every year for advanced students. In spring 2017, REEI offered a course in History of Siberia, taught entirely in Russian by a prominent Buryat scholar with the support of a grant from IIE. In addition to these curricular initiatives, students across campus regularly attend sessions of “On Russia in Russian,” REEI’s Russian-language interdisciplinary colloquium (more detail in G4). **G3) Language faculty:** IU AY faculty for REEI-supported languages include 20 regular appointments (Russian, BCS, Czech, Estonian, Greek, Hungarian, Romanian, Polish, Ukrainian, Yiddish) and 1 visiting lecturer (BCS). Russian is also taught by approximately 5-7 Slavic graduate student AIs under the supervision of Director of the Russian Language Program Shardakova (#42). Both Shardakova and CEUS Language Coordinator Kivik (#5) are active in pedagogy training and curriculum development. SLW hires native and near-native speakers of REEI-supported FLs who are trained as language instructors and hold AY positions at various domestic and foreign IHEs (18 in 2018, see Appendix 1).

Pedagogy training and performance-based instruction: All FL instructors receive annual pedagogical training in performance-based instruction at workshops and presentations held on campus and at national meetings of ACTFL, ASEEES, and AATSEEL. Before working as FL AIs, Slavic graduate students must complete advanced-level FL training and, in most cases, a semester-length course in Methods of Russian Language Instruction that emphasizes performance-based methodologies. They also complete a workshop prior to start of AY under direction of Shardakova, assisted by seasoned AI peers. Ongoing instructional development proceeds in biweekly group and individual meetings with the language coordinator, class observation with coordinator feedback, and visits of AIs to peer-taught classes. Slavic AIs also avail themselves of bi-annual methodological “share fairs” for all IU language depts., other workshops organized by the IU Center for Language Excellence (e.g. on “flipped classroom” and other innovations in FL instruction), and use of REEI’s extensive FL pedagogy library. In addition, many Slavic AIs

Table 9: Aggregate Proficiency Goals for Russian	
Year	Percentage-targets
1st	Novice High/Intermediate Low
2nd	Intermediate Low/Intermediate Mid
3rd	Intermediate Mid/Intermediate High
4th	Intermediate High./Advanced Low
5th	Advanced Low/Advanced Mid
6th	Advanced Low/Advanced Mid/Advanced High

undertake coursework in second language acquisition and specialized areas of FL pedagogy. REEI-funded pedagogy workshops for SLW teachers are conducted by prominent specialists in FL teaching methodology (e.g., Liudmila Klimanova, U of Arizona; Naomi Geyer, U of

Wisconsin). Pedagogy specialists who are also practicing teachers of REE FLs (e.g., Tom Garza, U of Texas; Cindy Martin, U of Maryland; Alla Smyslova, Columbia) review the program in REEI-supported FLs. In the last 5 years, 21 AY and Summer faculty in REEI-supported FLs have completed ACTFL OPI Workshops, in most cases on the IU campus with organizational and financial support of REEI, CLE, and SLW. Currently, 8 AY and Summer faculty for REEI-supported FLs are fully certified to conduct either ACTFL or Inter-Agency Language Roundtable (ILR) OPIs in Russian, Hungarian, Polish, and Ukrainian. **G4) Quality of FL program:** With the

launch of an anticipated new DoD Russian Flagship Program at IU in August 2018, IU will provide even stronger instruction for UGs pursuing government, business, and global careers requiring professional-level Russian proficiency. **Performance-based instruction:** The Russian language curriculum in its entirety is articulated year-to-year in accordance with ACTFL proficiency principles with clearly stated proficiency goals across linguistic modalities for each year of study, as detailed in Table 9. Similar grids for other REEI-supported FLs are in development. The high quality of performance-based instruction is reflected in thoughtfully designed proficiency-oriented curricula for all participating FL programs and in the solid expertise of teaching faculty who strive to engage students in innovative and exciting ways, including peer-to-peer online collaboration, scrapbook projects, and simulations. Student achievements in pre- and post-testing noted below, and the number of awardees in the ACTR National Post-secondary Essay Contest (20 in the last 5 years), are further evidence of excellence. Reviews of its FL instruction curriculum and practices have resulted in major instructional grants to SLW by agencies such as IIE/DoD (total \$1,756,679 for 2013-18) and the US DoS (total \$958,511 for 2015-18). Quality is continuously monitored by pre- and post-course testing and expert review. **Quality of FL program as measured by resources for FL teaching:** Almost all IU classrooms feature multi-media equipment including A/V, computer, and Internet connection. The GISB has added nearly 40 new classrooms with state-of-the-art equipment in multimedia pedagogy and remote access for distance learning in the language labs. Instructors or REEI-supported FLs consistently utilize CeLT's recently remodeled and re-equipped FL laboratory to design courses, monitor students' oral skills, and prepare class activities that incorporate music, television, film, and software for all levels of FL learning. IU's CITL also enhances FL instruction as does the recently-established CLE which provides additional resources to promote FL instruction on the IU campus, organize proficiency-oriented professional development, and foster best practices in teaching and assessment. In the last 2 years, CLE has assisted IU faculty in Czech, Estonian, (Modern) Greek, and Hungarian in developing online

components for their FL courses. Since Fall 2010, REEI has organized “On Russia in Russian,” a Russian-language interdisciplinary colloquium that annually features 8-10 presentations delivered in Russian by native speakers to diverse audiences of UGs/GRADs students of Russian, native Russian-speaking students, and faculty and members of the public at large. The Russian Language Cultural Association (RLCA), an on-campus student organization, arranges events that provide an informal and enjoyable forum in which students can practice their Russian. REEI and RLCA have enabled Bloomington, IN to serve as one of a handful of US cities that take part in the international Russian “Total Dictation” annual literacy contest. Azbuka, a children’s program in Russian as a FL and component of the larger Bridges project for child FL instruction, allows UG Russian majors to teach the language to children under expert supervision. Students of Russian in SLW participate in weekly Russian-language radio broadcasts and contribute essays and creative writing to a Russian-language literary almanac, both under guidance of SLW faculty. As a supplement to FL classes, Slavic, REEI, and CEUS also sponsor FL table/coffee hours in 6 REEI-supported languages as well as theatrical performances and talent shows that feature use of those FLs. ***Quality of FL program as measured by language proficiency requirements:*** For its MA and graduate certificate, REEI requires demonstrated proficiency rather than accumulated course credit; students must score the equivalent of ACTFL Intermediate Mid for their chosen REE language of expertise. AY and summer FLAS and DoS fellowship recipients for Russian are tested at the beginning and end of the funded study period through an OPI conducted by ACTFL-certified testers. Nearly all students who start with proficiency in the ACTFL Novice range complete funded language study in the Intermediate range over the course of AY FL study (or equivalent in the summer). Most of those who begin with proficiency in the Intermediate or Advanced range improve by one sublevel over the same period while some move into the next higher range. Hungarian learners have pre- and post-ILR testing; SLW students of Ukrainian have external OPI tests.

H. Quality of Curriculum Design: H1) UG instruction, appropriateness and quality: General education standards at IU require students to complete one of 3 options: 1) language study through the 4th semester, 2) two courses (6 credit hours) in World Cultures, or 3) an international experience including an approved study abroad program or internship of at least 6 credit hours. All REE FL courses and most introductory REE courses have been approved to fulfill these requirements. REEI currently offers a minor in REE studies (15 credit hours or 5 courses) and a minor in REE Studies with language certification (15 credit hours plus 2 years of an area FL); 75% of current students

Table 10: REEI Advising Opportunities 2017-18		Attendance
Academic	REEI Networks! Academic topics	40
	College Major Fair Expo	1600
	One-on-One academic advising	90
	Fulbright and Fulbright Hays Interest Contacts	220
	Explore Majors and More Fair	800
Career	REEI Networks! Career topics (incl. Int'l Gov't Work)	80
	CIA Information Session	82
	Fall Career and Internship Fair	1394
	Winter Career and Internship Fair	897
	Information sessions: NSA and NNSA	7
	Peace Corps Info Sessions	119
Total		5329

opt for the minor with language certification. 211 UG minors have graduated since 2004 and 15 current students are enrolled in the minor. In this grant cycle, REEI requests funds to develop a REE Studies Certificate, launch two UG gateway courses—a survey of contemporary Russia and a survey of contemporary Eastern

Europe—as well as 3 other REE-focused UG courses, and to create and implement a “4 + 1” BA/MA program that will provide an attractive and reasonably priced pathway to graduate-level expertise in REE studies for IU undergraduates. REEI supports BA options through IS (where currently 13 majors study REE languages), which requires 3 years of FL study, and the Slavic Dept. (20 majors), which requires 3 years of FL study in the Russian track (35 credits) and 2 years of FL study in the EE track (BCS, Czech, or Polish: 32 credits). Slavic also offers a minor (10 students currently) and secondary teacher certification for Slavic languages. **H2) Academic and career advising:** A full-time professional staff member of SGIS (Ashcraft, #103) advises REEI UG minors. The REEI Student Services Coordinator advises GRADs and maintains detailed

records for each student from admission through graduation. He is able to call on a large network of alumni volunteers to mentor current students as they plan their professional futures. He monitors the international and domestic job market related to the region and sends electronic notice of new opportunities to alumni and students every 2 weeks. The results of this investment in advising are clear from career placement data (Sections C1, C5). Table 10 lists advising sessions organized in the last 2 years to inform REEI students of opportunities. In Fall 2013, REEI created the REEI Networks! Series to provide students with information on funding, internships, and other opportunities, as well as academic and career planning assistance; and to provide touch-points for community-building. 8 events during 2017-18 drew 10-35 students per event. Recent REEI Networks! sessions have featured IU alumnus Tom Leary, US Consulate General to Russia; Celeste Wallander, CEO of USRF; and Miriam Lansky, Senior Director for Russia and Eurasia at the Nat'l Endowment for Democracy. REEI students may avail themselves of the SGIS Career Advisor, as well as advisors at IU's Walter Center for Career Achievement. **H3) Graduate instruction:** Currently REEI has 21 actively enrolled MA students, including 8 dual degree students. The REEI MA degree requires two interdisciplinary courses (a comprehensive readings seminar and a thesis writing seminar), proficiency in an area language, and 24 credit hours of 8 courses distributed across 4 disciplinary groupings (history/ geography, social sciences, literature, and socio-cultural). In fall 2017 students could choose from about 60 content courses. Each student must write and defend an interdisciplinary essay that includes in-depth research in an area FL. The REEI MA is offered as a dual or joint degree with 8 professional school options (Media, School of Public and Environmental Affairs [SPEA], Business, Informatics [3 degrees: Information Science, Library Science, Security Informatics], Public Health, and Law). The most popular REEI dual degrees are with SPEA, which enhances a student's area training with professional skills such as policy analysis or environmental protection, and Library/Information Science. Unique in the US, the REEI MA/MLS or MIS degree has prepared graduates for prestigious careers as subject

librarians at the country's premier universities and nat'l libraries: Georgetown, Rutgers, Wisconsin, Yale, and Library of Congress. In 2011, History added an MA with a focus on the REE area, that has graduated 8, with 1 more to matriculate in Fall 2018. SLAV offers a Master of Arts in Teaching (MAT) and secondary teaching certification programs for pre-college Russian language teachers in conjunction with the SoE. Two recent SLAV MATs now teach Russian at West Point. REEI offers a PhD minor, requiring 3 3-credit-hour courses drawn from at least 3 disciplines outside the student's home dept. To date, REEI has awarded 147 graduate certificates or PhD minors to students in 14 disciplines. ***Appropriateness and quality of graduate program:*** REEI's rigorous programs are tailored to meet national needs. REEI introduced three new programs in response to requests from the Army (12-month MA, created in 2013) and the Air Force (non-degree GRAD certificate, created in 2014). A third program to be introduced in the Fall of 2019 will annually provide up to 4 US Army War College Fellows the opportunity to fulfill their Military Education Level 1 requirements by attending IU for 2 semesters. Graduates embark on careers in teaching, research, government, and the private sector (see Sections C1, C5); student success in national grant competitions highlights the excellence and relevance of IU's programs. Over the past cycle more than 20 students from 9 units on campus have won major national and international awards to study and conduct research in 12 different REE countries, including Fulbright-Hays, Fulbright, IREX, Title VIII/American Councils, DoS CLS, Gilman, and Boren fellowships. ***Disciplinary and professional breadth:*** REE coursework is offered in 21 College degree programs and 8 professional schools. Over 30% of AY FLAS awards in the current T6 cycle have gone to professional school students; the remaining FLAS awards went to GRADs and UGs across 10 departments. **H4) Research and study abroad:** IU UG/GRADs conduct research and study abroad in 9 REE countries through pre-approved programs (Appendix 2). Of particular note are recently introduced semester-length and shorter term programs in Hungary and Romania for MBA students and UGs in the School of Business. In 2014-2017, 66 IU UGs studied in Prague,

Budapest, and St. Petersburg through the Council for International Education Exchange (CIEE), which includes IU as an institutional member. In addition to these formal arrangements that send up to 140 students abroad per year, another 10–20 students annually receive funding from OVPIA or REEI to travel abroad for independent research, study, or internships.

I. Outreach Activities: REEI’s comprehensive outreach program has substantial impact on K-12 and postsecondary education, business, media, and the general public at regional and national levels. It involves the energetic participation of REEI faculty and staff as well as IU professional school entities as organizers, coordinators, and REE area experts. **I1a) Elementary and secondary education:** REEI has worked closely with the SoE, Slavic, and History on outreach to K–12 social studies teachers and preK-12 Russian teachers in IN and nationwide. Teachers are assisted through meetings of regional and national teacher organizations, circulation of instructional materials from the REEI AV library, and dissemination the REEI biannual newsletter. ***Pre-college Russian instruction:*** REEI has coordinated Rosinka, a preK–6 children’s program in Russian for heritage speakers of the language, since 2009. Originally dependent on T6 funds exclusively, registration fees and internal sources will enable Rosinka to operate without resort to T6 funds in the upcoming cycle. Since 2012, REEI has participated alongside other IU T6 centers in the Bridges: Children, Languages, World. Winner of the Paul Simon Award for the Promotion of Language and International Studies, Bridges provides FL and culture instruction to young learners in community settings and offers professional development opportunities for IU students of LCTLs who teach under the guidance of SoE specialists in FL pedagogy. Within Bridges, REEI supports Azbuka, an exploratory program in Russian which to date has taught over 100 children aged 7 to 11. In 2009 REEI revived the Illinois-Indiana ACTR Regional Olympiada of Spoken Russian. Under REEI coordination and with T6 counterparts at U Chicago and U Illinois, Urbana-Champaign (UIUC), participation in the bi-state competition grew to such an extent (from an initial 29 to 75) that separate contests for each state have run since 2015. Since 2012, Trotter has served

as National Co-Chair for the ACTR Olympiada of Spoken Russian, which annually engages more than 1000 pre-college students of Russian in 16 regional competitions across 19 states from Alaska to the Carolinas. Trotter has promoted the Olympiada to counterpart REE T6 centers across the country (Harvard, Duke, U of Pittsburgh, UIUC, U of Chicago, U of Texas), which have as a result enriched their outreach programs by adopting or starting up an Olympiada in their respective

Table 11: Selected Outreach Activities, 2017-18				
<i>Activity</i>	<i>Target</i>	<i>Impact per year</i>	<i>Faculty/Staff participation</i>	<i>Example</i>
Bloomington community-based Russian language programs	preK-6	20+ local children, regional	SoE faculty, doctoral student provide methodological guidance and assessment	Rosinka Program in Russian Language and Culture (heritage learners), Azbuka (for learners of Russian as FL)
Russian Culture Day	K–12	3 schools: 66 students, regional (Lafayette, Muncie, Peru)	REEI Outreach Coordinator in consultation w Slavic faculty presents on Russian lang. & culture to pre-college Russian classes	“Cheburashka (Getting to Know a Russian Cartoon Celebrity)”; “Russian Winter Holiday Customs”; “Americans in Russia”
ACTR Olympiada of Spoken Russian	K-12	1100+ students, national (19 states)	REEI Outreach Coordinator serves as national co-chair	Competition in Russian as FL for all levels
Teacher Training Workshops (full-day): Indiana standards for HS Geography/ World History	K–12	77 teachers, regional (Bloomington, Charlestown, Fort Wayne, Jasper)	PhD students/REEI Outreach Coordinator/SoE specialist present REE content on chosen standard, in consultation w REEI faculty, with follow-up MS/HS classroom applications	“Urbanization in Russia: A Tale of Two Cities”; “The Russian Conquest of Siberia (and Beyond): Origins, Modalities, and Legacies”
Annual academic conference/workshop or roundtable (1-3-days)	Post Sec.	50-100 faculty & students/event; proceedings filmed and posted on web, national	Faculty from College and professional schools serve as moderators and discussants alongside specialists invited from outside the university	“America’s Role in the World”: Panel on “Global Russia”
Business-focused web guides to REE languages and cultures	Business	Posted on IU CIBER website-most recent in Fall 2017, national/438 views as of 6/18	Sofiya Asher, Slavic faculty	“Polish Language and Culture Modules”

regions. REEI annually direct mails a packet of information on the IU Russian-language program and funding opportunities to teachers of HS students who have distinguished themselves in ACTR essay, Olympiada, and scholar laureate competitions. REEI funded and organized 4-day ACTFL

OPI full-certification workshops for Russian that included total participation of 6 K-12 Russian teachers from across the US (Washington, Oregon, Illinois, IN, New Jersey) in 2016 and 2017. REEI maintains a dedicated listserv through which more than 250 pre-college Russian teachers are informed about professional development opportunities, scholarships, student competitions, and other matters of interest to the profession. T6-funded plans for sustained and new initiatives in support of K-12 Russian instruction are detailed in Section A1. ***Social studies, world history, and geography:*** Since 2007, at more than 35 day-long workshops, over 750 MS/HS teachers of history, geography, social studies and other subjects at schools throughout IN have enhanced their pedagogical toolkits by incorporating REE perspectives on the content standards that figure in the Indiana Standards for World History and Geography. A collaborative activity with other IU T6 centers, the workshops are coordinated by SoE DGEA Dimitrieska (bio #59). T6-supported activities in K-12 social studies, world history, and geography are detailed in Section A1.

I1b) Postsecondary: REEI serves postsecondary teachers and students across the US through free loan of AV and other curricular materials, teacher training workshops and conferences at IU, visits to other campuses by IU faculty members, newsletter publication, and support for study of REE languages. In 2016 and 2017, REEI funded and organized 4-day ACTFL OPI full-certification workshops for Russian which 6 post-secondary teachers affiliated with Russian programs at U of Texas, OSU, U of Southern California, U of Arizona, and PSU completed. Over the current T6 cycle, REEI and SLW have deployed internal, CCNY, FLAS and other grants (DoS, DoD) to fully fund over 240 UGs/GRADs and faculty, both from IU and from dozens of IHEs across the United States, for intensive study of REE languages at SLW. In the last 3 years, an additional 24 GRADs and faculty from IU and other US IHEs have undertaken summer in-country study of BCS, Czech, Estonian, Georgian, Hungarian, Polish, Romanian, Russian, and Ukrainian with the support of REEI FLAS fellowships and so-called “portable” fellowships that draw upon SLW’s DoS Title VIII grant. REEI has also drawn upon T6 funds to support instruction in Baltic languages as a

consortial member of BALSSI and other REE LCTLs (BCS, Ukrainian, Georgian). Funds are requested to continue support of BALSSI and SLW instruction in BCS, Ukrainian, and Georgian.

During the current cycle, REEI has initiated a robust engagement with ISU, a regional MSI; REEI T6 funds supported Robyn Lugar, Assoc. Prof. of Social Work in her travels to Russia, where she led students from ISU programs in social work on a week-long study tour of Moscow and Tambov. On the ISU campus, students and faculty learned about contemporary and historical REE issues through a series of 7 REEI-sponsored public lectures. In the upcoming T6 cycle, REEI plans to expand the scope of its support for regional MSIs and other public universities in IN through the creation of the IN REE Network (IREEN, see Section A1).

In 2014-15 REEI received a US DoS Peer-to-Peer grant to run the US-Russia Journalism Teacher Exchange: Cross-Cultural Enhancements to Journalism Programs at Regional IHEs. Funds from that grant as well as REEI's T6 grant enabled 5 US journalism faculty, including 3 from MSIs Hampton U and Savannah State U to engage in a 2-week professional development trip to Saint Petersburg where US participants met with editors-in-chief and directors of prominent Petersburg-based media outlets and undertook myriad professional development activities addressing comparative journalism education. Hampton U faculty participants Kangming Ma and Van Dora Williams subsequently incorporated Russian media content into 5 of their courses with total enrollments of 166 students. Williams moved to a position at a non-MSI in 2016-17, but Ma continued to feature Russia prominently in her courses with the support of REEI, which has provided translations of Russian-language course materials, supplied Russian documentary and feature films for use in her courses, and facilitated the visit to Hampton U of Russian Regional Press Institute director Anna Sharogradskaya. Professor Ma looks forward to a continued collaboration between Hampton U and REEI in the upcoming grant cycle (see Section A1).

Currently, REEI and IAUNRC partner with REE centers at Pittsburgh, OSU, Berkeley, and Washington to support course development grants that increase the curricular presence of REE at

MSIs nationwide. This project has resulted in 13 REE-content enhanced courses at 13 MSIs in 5 different states with average enrollments of 18-19 students. Continued participation in this program with support of T6 funds is requested for the coming cycle as well (see A1).

On the IU campus, REEI upholds a long tradition of organizing and funding a rich array of programming that includes guest lectures, conferences, workshops, symposia, film series, concerts and other events that inform faculty, GRADs, UGs, and the general public about the REE region. Recent highlights of such programming in the current cycle have included the annual China, Russia, and the World symposium, which focused on cultural, political, and economic involvements of China and Russia in a different world area for each year (Africa, European Union, Central Asia, Middle East), post-Yugoslav and contemporary Ukrainian cinema series, a workshop that focused on human rights in the Caucasus, and Russia-related panels at the annual SGIS-sponsored forum American's Role in the World. T6 funds would also support additional on-campus programming as detailed in Section A1 (e.g., The Americanists, Networks, Flows and Displacement across Eurasia in the 21st Century, lectures on Islam in Eurasia, and others) as well as a leading presence for Russia in Spring, 2021 at the IU Arts & Humanities Councils annual Global Arts & Humanities Festival, a semester-length series of on-campus events designed to support global learning and international exchange.

I1c) Business: In the current cycle, REEI has assisted IU Center for Int'l Business Education and Research (CIBER) with production of an online guide to language and culture in Poland for the business community; REEI also supported CIBER's "Doing Business in Russia and Ukraine" conference and were a principal sponsor of the CIBER-organized annual Symposium on Sustainable Development in 2017, where cybersecurity (Russia, Estonia) figured as the principal theme. In the upcoming T6 cycle, REEI plans to use T6 funds to support a variety of IU CIBER initiatives: 1) creation of business-oriented language and culture modules for Russia and former Yugoslavia; 2) Russian language instruction in the Business is Global summer program for HS

students; and 3) support for an REE language teacher to attend the Language for Specific Purposes conference in Years 2 and 4. REEI will also support the introduction of REE content in the IU Kelley School of Business Cybersecurity Webinar. **Military:** REEI will continue an active program of outreach to military constituencies by sending REEI Student Services Coordinator/SGIS Military Affairs Coordinator Nowacky (#102) to promote REEI programs at annual FAO fairs at the Defense Language Institute. T6 funds are sought for that activity as well as guest lectures by IU faculty specialists to the US Army Command and General Staff College (Fort Leavenworth, Kansas). **Media, general public:** In addition to the above-mentioned student media activities at Hampton U, REEI organized and sponsored a major conference on Russian media in April, 2017 that featured Mikhail Fishman of the *Moscow Times*, Sergei Parkhomenko of *Ekho Moskvy*, and renowned journalist, editor, and IU Visiting Professor Maria Lipman (#92). All 5 of the Russian participants in REEI's US-Russia Journalism Teacher Exchange took part in site visits to IU and Bloomington's media outlets. IU faculty are regularly featured in major national and international news fora; REEI faculty media appearances (last two years) include CNN (Lipman), the PBS News Hour (Shahrani, #51), and NPR's Here and Now (Smyth, #31). REEI affiliate Media faculty Monaghan (#74) teaches courses on public relations writing and involves students in News Decoder, an educational not-for-profit news service and forum for youth to which she contributes. The popular RSW blog features IU student-writers in Russian Studies who reflect on and publicize our RSW programming. Through various outlets (Internet, newspapers, radio) thousands of members of the general public in Indiana are notified about REE cultural and educational events in the area every week. In addition to heritage-language programs, REEI supports EE heritage organizations statewide with support to celebrate national holidays and commemorations.

J. FLAS Awardee Selection Procedure: Advertising: REEI seeks to draw from a national pool for both its AY and especially Summer FLAS awards, while also recruiting the best GRADs and UGs on campus. REEI's comprehensive advertising campaign includes: 1) flyers to College

and SGIS units and the professional schools; 2) brochures for SLW mailed to Russian teachers across the nation; 3) postings to national electronic fora like SEELANGS, AATSEEL, and ASEEEES; 4) individual e-mail notifications to applicants to the university; 5) postings to REEI's faculty and student e-mail list and on the REEI website; 6) advertising in the *Indiana Daily Student* newspaper; 7) FLAS information sessions on campus; 8) visits by REEI and SLW staff to campuses around the nation. Notice of the summer FLAS is also included in IU's SLW advertisement in the ACTR, AATSEEL, and ASEEEES newsletters and at booths during national meetings of those organizations. A high number of applicants demonstrates the impact: REEI regularly receives over 40 applications apiece for AY and Summer FLAS awards. **Application procedure:** SGIS has standardized the AY and summer FLAS application procedure across all T6 centers. The online application is due on February 1st for the following summer/AY. Applicants provide 2 statements, detailing a) previous language training and b) relationship of proposed language study to academic and career goals. In addition, applicants submit transcripts, GRE scores, and 3 letters of recommendation. All eligible SLW applicants are considered for FLAS funding automatically. To ease the process and reduce the costs of sending transcripts and GRE scores, all IU applicants may request that their home department forward materials for the FLAS application. **Selection committee and criteria:** REEI Director appoints a committee of 3 faculty members representing different disciplines and regional specialties; one member represents a professional school and one is a FL specialist; all have advanced proficiency in REE languages. The committee evaluates FLAS applications on the basis of merit, as defined by quantitative indices (grade point average and GRE scores; SAT scores for UGs) and qualitative criteria (letters of recommendation, statements of purpose, and quality of institutions attended). For Summer FLAS applicants, funding becomes available on a rolling basis throughout the spring, necessitating a more flexible procedure. The REEI Director and the SLW Director review all applications and grade them separately. Grades are averaged by the FLAS coordinator and significant discrepancies

are resolved in discussion. **Selection Process:** Shortly after the February 1st application deadline, the FLAS Coordinator checks individual applications and informs applicants of missing materials. Eligible applications are then evaluated individually by a committee that is provided clear and detailed directions about criteria for awards, including the announced priorities. After the FLAS Coordinator compiles an aggregate ranking, the committee meets with the REEI staff and Director to discuss discrepancies in ranking and arrive at a final recommendation. By early March, REEI contacts awardees with letters of award. An alternate list of potential awardees, ranked slightly lower, is maintained to ensure that REEI will still be able to award all FLAS fellowships to worthy applicants, if any of the initial FLAS offers are declined by the April 15th deadline. Summer FLAS awards are made later and on a rolling basis, as detailed above. **Priorities—FLAS CPP 1:** At the time of application, each FLAS applicant will be required to submit a FAFSA for access by REEI FLAS Coordinator (who is trained to handle sensitive student data, per IU and FERPA guidelines). This staff member will annotate the FLAS candidate list, providing REEI with confirmation as to whether each given candidate exhibits financial need, based on his/her initial FAFSA EFC (Expected Family Contribution) score. Based on this information, REEI will adjust the ranking of candidates prior to finalizing award lists. This procedure ensures that every effort is made to see that the FLAS is awarded to students who both have financial need and show potential for high academic achievement. In line with FLAS **CPP 2**, and in keeping with REEI's decades-long practice of FLAS administration, REEI will award FLAS for study of REE languages only and will not make any awards for study of French, German, or Spanish. FLAS awardees are among the very best of REEI students; they are as committed as our faculty to REE. The ultimate aim of REEI's program is to send them out as graduates to add their imprint to the impact REEI makes on the world around it.

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Glossary of Abbreviations and Acronyms	
AAADS	African-American and African Diaspora Studies
AATSEEL	American Association of Teachers of Slavic and East European Languages
ACTFL	American Council of Teachers of Foreign Languages
ACTR	American Council of Teachers of Russian
AFRF	American Friends of Russian Folklore
AI	Associate Instructor
AmS	American Studies
ANTH	IU Department of Anthropology
AP	Absolute Priority
AS	Area Studies
ASEEES	Association for Slavic, East European, and Eurasian Studies
AV	Audio-Visual
AWSS	Association for Women in Slavic Studies
AY	Academic Year
BALSSI	Baltic Summer Studies Institute
BCS	Bosnian/Croatian/Serbian
BGSICCAE	Bluegrass State Intelligence Community Center of Academic Excellence
BLINCC	Bluegrass-Indiana Cybersecurity Collaboration
CA	Central Asia
CC	Community College
CCNY	Carnegie Corporation of New York
CeLT	Center for Language Technology
CEUS	Central Eurasian Studies
CIA	Central Intelligence Agency
CIBER	IU Center for International Business Education and Research
CIC	Committee for Institutional Cooperation
CIEE	Council for International Education Exchange
CITL	IU Center for Innovative Teaching and Learning
CLE	IU Center for Language Excellence
CLS	Critical Language Scholarship (funded by the US Department of State)
College/ COLL	IU College of Arts and Sciences
CPP	Competitive Preference Priority
CRL	Center for Research Libraries
CSME	IU Center for the Study of the Middle East
CTE	Indiana's Career and Technical Education High School Programs
DGEA	Director of Global Education Initiative
DLI	Defense Language Institute

DoEd	Department of Education
DoD	Department of Defense
DoS	Department of State
EE	East Europe
EURO	IU Institute for European Studies
FAFSA	Free Application for Federal Student Aid
FAO	(Army) Foreign Area Officer
FERPA	Family Educational Rights and Privacy Act
FL	Foreign Language
FNECC	IU First Nations Educational & Cultural Center
FTE	Full-Time Effort (employee/staff)
GA	Graduate Assistant
GEI	Global Employability Initiative
GISB	Global and International Studies Building
GRAD	Graduate student
HBCU	Historically Black College and University
HIST	IU Department of History
HONS	IU Hutton Honors College
IAUNRC	Inner Asian and Uralic National Resource Center
ICCI	The Institute for Curriculum and Campus Internationalization
IEOA	International Education Outreach Administrator
IHE	Institution of Higher Education
IIE	Institute for International Education
ILL	Interlibrary Loan
INION	Russian Academy of Science Bibliographies
IREEN	Indiana Russian and East European Network
IREX	International Research and Exchanges Board
IS	IU's Department of International Studies
ISU	Indiana State University
IU	Indiana University
KSU	Kentucky State University
KY	Kentucky
LCTL	Less-Commonly Taught Languages
MA	Master of Arts
MAT	Master of Arts in Teaching
MSI	Minority-Serving Institutions
MT	Montana
NGO	Non-Governmental Organization

NNSA	National Nuclear Security Administration
NSA	National Security Agency
OPI	Oral Proficiency Interviews
OR	Oregon
OSCE	Organization for Security and Co-operation in Europe
OSU	Ohio State University
OVPDEMA	IU’s Office of the Vice President for Diversity, Equality & Multicultural Affairs
OVPIA	IU Office of the Vice-President for International Affairs
PG	Program Goal
PMF	Performance Measurement Form
POLS	IU Department of Political Science
PSU	Portland State University
REE	Russian and East European
REEI	IU Russian and East European Institute
REMAP	REEI-Montana-Altai-Curriculum Development Project
RIS	Russian Information Service
RLCA	Russian Language Cultural Association
ROTC	Reserve Officers Training Corps
RSW	Russian Studies Workshop at IU
SEE	Slavic and East European
SGIS	IU School of Global and International Studies
Slavic/ SLAV	IU Department of Slavic and East European Languages and Cultures
SLW	IU Summer Language Workshop (formerly the Summer Workshop in Slavic and East European Languages, SWSEEL)
SoE	IU School of Education
SPEA	IU School of Public and Environmental Affairs
SRNI	Siberian Research Network Initiative
T6	Title VI
TPMA	Thomas P. Miller & Associates (independent program evaluator)
U	University
UG	Undergraduate student
UIUC	University of Illinois Urbana-Champaign
UNC	University of North Carolina
USRF	United States-Russia Foundation
VA	Virginia
VU	Vincennes University

Sec. 602 (e) of the T6 of the Higher Education Act of 1965, as amended requires that each institution of higher education desiring a grant (NRC and/or FLAS) shall include in the application –

(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.

As a flagship state university in a blue region of a red state with a Republican majority legislative caucus and governor, IU-Bloomington necessarily brings diverse perspectives and a wide range of views to bear on scholarship, public debate, and training of students. Two statespersons deeply committed to bipartisan cooperation serve on the founding board and faculty of the School of Global and International Studies—Congressman Lee Hamilton and Senator Richard Lugar. REEI alumni include former Secretary of Defense Robert Gates, political scientist Stephen Cohen, and former US ambassador to Russia James Collins, and we, too, deeply value diverse perspectives in debates on world regions and international affairs.

Diversity, to the REEI community, means deep study of a region where attention to diversity is crucial to an understanding of history and current challenges; a decades-long tradition of providing curricular and co-curricular platforms for thoughtful consideration of rival perspectives on the societies, economics, cultures, and politics of the region; and a belief that knowledge of the region flourishes in a community of scholars and practitioners who represent diverse backgrounds and viewpoints. REEI actively recruits MA students from a wide variety of disciplinary, educational, and social backgrounds. Our classes bring together students on leave from military service with those completely unfamiliar with that experience; students focused on government service with those who desire to teach language; those drawn by love of literature with those moved first of all by human rights. The interdisciplinary MA program, shaped by scholars hired with or supported by T6 funds, is designed to sustain these conversations and to encourage each student to explore new perspectives. We recognize, too, that FLAS has something of the same effect, as it requires students to continue language study and take area studies courses alongside their disciplinary focus. The impacts are clear in REEI students' MA essays and their career paths.

In the next grant cycle, REEI will create the Indiana REE Network linking diverse scholars and students of REE across the state, including at 4 minority serving institutions (MSIs). Collaborations with MSI colleagues in Kentucky and Montana will bring a wide range of views to important issues of cybersecurity, education, and others. We will cultivate this same spirit of diversity in perspectives in our many new programs, including a speaker series “The Americanists,” which will bring American Studies specialists from Russia to discuss their research and current perceptions of the US in Russia; and “Religious Authority in Islam in Muslim Eurasia,” a joint initiative with IU’s Islamic Studies Center exploring Islamic diversities in the region. We are confident that our faculty affiliates, invited scholarly guests, and visiting fellows from all over the world will continue to bring unexpected new views into the REEI community.

Finally, we know from experience that outreach to the community is a two-way street. Through our faculty and staff, REEI endeavors to bring new ideas to K-12 schools, communities and partner institutions (including community colleges and MSIs). But we expect that these partners will bring new perspectives to us in return. We learn more about pedagogy, about the expectations of business and military constituents, and about how one can look at Russia and Eastern Europe in new ways, through new lenses. Outreach thus enriches the university even as it spreads the knowledge assets of the universities to constituencies who possess their own unique expertise and know-how, from which we can also benefit.

Sec. 602 (e) of the T6 of the Higher Education Act of 1965, as amended requires that each institution of higher education desiring a grant (NRC and/or FLAS) shall include in the application –

(2) A description of how the applicant will encourage government service in areas of national need, as identified by the Secretary, as well as in areas of need in the education, business, and nonprofit sectors.

A hallmark of the NRC and FLAS Programs is breadth and depth of training that contributes to the national need for individuals with competence in world languages and area studies for careers in education, defense, intelligence, diplomacy, health sciences, STEM, economics, and information technology. In line with these priorities, REEI aims to enhance undergraduate and graduate training in REE studies through support for study of critical languages; exchanges involving students, faculty and administrators from REE countries; partnerships with professional schools (Policy, Education, Information and Library Science, Media, Public Health, Business); alliances with Minority-Serving Institutions and community colleges; and professionalization and networking programs for students.

REEI is particularly focused on this grant cycle's priority to train teachers in language and area studies, through expanded cooperation with IU School of Education's new Center for P-16 Research and Collaboration to advance global studies and language learning in Indiana's K-16 curriculum. REEI also is involved in the US Dept. of Defense IN Language Roadmap, a statewide plan to strengthen world language learning, with collective input from stakeholders across business, education, health care, and government sectors. Additionally, the new Global Employability Initiative unites REEI with other area centers at IU in an innovative program for globally-focused workforce development at community colleges across IN. IU is a finalist for the US Dept. of Defense Russian Language Flagship Program, to start August 2018.

Our position in the School of Global and International Studies, with its robust infrastructure for career advising and internship placement, allows us to amplify the opportunities for internships, study abroad, and career placement for our students. The School offers numerous career services for students, including a dedicated career advisor; a Global Leaders and Professionals Program for customized career counselling and skills development; and Ascend Indiana, a service that partners IN businesses with globally-skilled students. Important too is the Walter Center for Career Achievement in the College of Arts and Sciences, which houses a dedicated Peace Corps recruiter in partnership with SGIS and the School of Public Health.

To encourage careers in education, government service, business, the nonprofit sector, and other areas of national need, REEI will maintain and seek to strengthen its strong job placement record. Throughout the academic year we engage REE students in career-focused programs through REEI Networks!, a visiting speaker series that provides opportunities for students to network with and learn from professionals (e.g. diplomats, analysts, heads of think tanks, entrepreneurs) who use their REE expertise to excel in endeavors of government service, business, education, civil society, and other areas. REEI has a well-established and effective system for tracking alumni that we utilize to assist current students in their training, career discernment, and job placement. REEI's Student Services Coordinator works individually with students to identify and pursue internship and employment opportunities. He compiles a bi-weekly jobs list that appraises all REEI-affiliated students and alumni of employment opportunities around the country and the world. Table 2 and Section C1 and C5 demonstrate the career placement success enjoyed by REEI graduates in areas of national need, and we will continue this tradition of success.

Appendix 1: REEI Curriculum Vitae (Faculty/Staff CVs) and Position Descriptions

REEI core faculty are those who devote at least 50% of their time to Russian/East European Studies AND whose facility in an REE area language is at least 2 (good). Associate faculty do not meet at least one of those criteria but devote at least 10% of their time to Russian/East European Studies.

I. Indiana University REEI CORE FACULTY			
Department (# fac)	CV # / Name	Rank	Language
Anthropology (1)	1. Sarah Phillips	Professor	Russian/Ukrainian
Central Eurasian Studies (7)	2. Laszlo Borhi 3. Kathryn Graber 4. György Kara 5. Piibi-Kai Kivik 6. Edward Lazzarini 7. Toivo Raun 8. Valeria Varga	Associate Assistant Professor Lecturer Specialist Professor Lecturer	Hungarian Russian/Buryat Russian/Buryat Estonian/Russian/Finnish Russian/Tatar Estonian/Finnish/Russian Hungarian/Russian
Comparative Literature (2)	9. Jacob Emery 10. Bill Johnston	Associate Professor	Russian/BCS Polish/Russian
Economics (1)	11. Michael Alexeev	Professor	Russian
Geography (2)	12. Elizabeth Dunn 13. Roman Zlotin	Professor Lecturer	Polish/Georgian Russian
History (5)	14. Maria Bucur-Deckard 15. Ben Eklof 16. Padraic Kenney 17. Hiroaki Kuromiya 18. Tatyana Saburova	Professor Professor Professor Professor Lecturer	Romanian Russian Polish/Russian Russian/Ukrainian/Polish Russian
School of Informatics, Computing, and Engineering (1)	19. Wook-Jin Cheun	Librarian	Russian
Institute for European Studies (1)	20. Franklin Hess	Instructor	Greek
International Studies (2)	21. Lee Feinstein 22. Emma Gilligan	Professor, Dean Associate	Russian/Polish Russian
Jewish Studies (1)	23. Dov-Ber Kerler	Professor	Yiddish/Russian
School of Law (1)	24. Timothy Waters	Professor	Hungarian/BCS
Linguistics (2)	25. Damir Cavar 26. Malgorzata Cavar	Associate Assistant	Polish/BCS Polish/BCS/Russian
Media School (1)	27. Joshua Malitsky	Associate	Russian
School of Music (1)	28. Halina Goldberg	Professor	Polish/Russian
Political Science (4)	29. Jack Bielasiak 30. Aurelian Craiutu 31. Regina Smyth 32. Dina Spechler	Professor Associate Associate Associate	Polish/Russian/Yiddish Romanian Russian Russian
Religious Studies (1)	33. Patrick Michelson	Associate	Russian

Appendix 1: REEI Curriculum Vitae (Faculty/Staff CVs) and Position Descriptions

I. Indiana University REEI CORE FACULTY continued				
Department	CV # / Name	Rank	Language	
Slavic/East European Languages and Cultures (13)	34. Marina Antic	Assistant	BCS	
	35. Sofiya Asher	Lecturer	Russian/Polish/Ukrainian	
	36. Craig Cravens	Lecturer	Czech/Hungarian/Russian	
	37. George Fowler	Associate	Russian/Hungarian/Bulgarian	
	38. Steven Franks	Professor	Russian/BCS/Polish/Macedonian	
	39. Jeffrey Holdeman	Lecturer	Czech/Polish/Russian	
	40. Svitlana Melnyk	Lecturer	Russian/Ukrainian	
	41. Joanna Nizynksa	Associate	Russian	
	42. Maria Shardakova	Associate	Russian/BCS/Polish/Czech	
	43. Miriam Shrager	Lecturer	Russian	
	44. Lukasz Sicinski	Lecturer	Polish	
	45. Sara Stefani	Assistant	Russian	
	46. Russell Valentino	Professor, Assoc. Dean of College	Russian/BCS	
	Visiting Language Instructors – Academic Year (1)	47. Nataša Veinović	Lecturer	BCS

II. REEI ASSOCIATED FACULTY			
Department	CV # / Name	Rank	Interest
Anthropology (4)	48. Frederika Kaestle	Associate	Ancient DNA in Russian Far East
	49. Anya Royce	Professor	Ballet/pop culture, national identities
	50. Jayne Leigh-Thomas	Research Associate	Bioarcheology, late Bronze Age Slovenia
	51. Nazif Shahrani	Professor	Soviet political culture and Muslim Central Asian societies
School of Art, Architecture, and Design (2)	52. Sarah Bassett	Associate	Byzantine art
	53. Michelle Facos	Professor	Center-periphery in East European art
School of Business (1)	54. Scott Shackelford	Associate	Cybersecurity in Eastern Europe
Central Eurasian Studies (3)	55. Devin DeWeese	Professor	Islamization in Central Asia
	56. Marianne Kamp	Associate	Central Asian states and societies under Soviet rule
	57. Ron Sela	Associate	History of Islamic Central Asia
Economics (1)	58. Michael Kaganovich	Professor	Economic growth and human capital
School of Education (3)	59. Vesna Dimitrieska	Research Associate	Teaching, learning of LCTIs
	60. Terrence Mason	Dean,	Civic education in Eastern

Appendix 1: REEI Curriculum Vitae (Faculty/Staff CVs) and Position Descriptions

	61. Martha Nyikos	Professor Professor	Europe Language Education/Hungarian
History (2)	62. Ke-Chin Hsia	Lecturer	Late 19 th century, early 20 th - century East Central Europe
	63. Mark Roseman	Professor	Anti-Semitism/Holocaust
School of Informatics, Computing, and Engineering (2)	64. Andrew Asher	Assessment Librarian	Anthropology of Eastern Europe
	65. Akram Habibulla	Librarian	Hungary, Baltics
International Studies (3)	66. Andrew Bell	Assistant	Law of armed conflict, humanitarian intervention
	67. Gardner Bovington	Associate Lecturer	Politics of East Central Asia
	68. Olga Kalentzidou		Ethnicity, nationalism, food and memory in the Balkans
Jewish Studies (3)	69. Judah Cohen	Associate Professor	Music in Jewish life, diaspora
	70. Alvin Rosenfeld		History/Literature of the Holocaust
	71. Miriam Zadoff	Associate	History of the Jews of Central Europe, modern Jewish intellectual and cultural history
School of Law (1)	72. Daniel Cole	Professor	Polish law
Linguistics (1)	73. Markus Dickinson	Assistant	Errors in corpora for Russian
Media School (1)	74. Elaine Monaghan	Assistant	Eastern European Journalism
School of Music (1)	75. Aida Huseynova	Lecturer	East-West encounters in music
Near Eastern (1)	76. Dan Caner	Associate	Byzantium
Political Science (3)	77. William Bianco	Professor	NASA-Roskosmos collaboration
	78. Jeffrey Isaac	Professor	Liberalism and post- communism
	79. William Winecoff	Assistant	Politics of global economy
School of Public/Environmental Affairs (7)	80. David Audretsch	Distinguished Professor	European economic development
	81. Denvil Duncan	Assistant	Labor supply, tax evasion, income quality in Russia and Eastern Europe
	82. Robert Kravchuk	Professor	State and local government finance
	83. Frank Nierzwicki	Clinical Assistant Professor	Planning and economic development in Poland and Southeastern Europe
	84. Vicky Meretsky	Professor	Environmental management in Russia and Central Asia
	85. Maureen Pirog	Professor	Poverty, income maintenance on child support, welfare reform in the former USSR
	86. Daniel Preston	Clinical Assistant	Conflict, reconciliation, nation building and economic

Appendix 1: REEI Curriculum Vitae (Faculty/Staff CVs) and Position Descriptions

		Professor	development in the former Yugoslavia
School of Public Health (1)	87. Justin Otten	Director, Global Health Affairs	Post-socialist economic transition
Second Language Studies (1)	88. Debra Friedman	Assistant	Language socialization in multilingual communities, including Ukraine
Sociology (1)	89. Christine Von Der Haar	Lecturer	Media and society, public opinion in Russia

III. VISITING FACULTY & POST-DOCTORAL SCHOLARS		
CV # / Name	Rank	Interest
90. Anna Dekaltchuk	Post-doctoral scholar	Russian and the European Union
91. Ivan Grigoriev	Post-doctoral scholar	Russian constitutional court
92. Maria Lipman	Visiting Professor	Contemporary Russian politics and society
93. Francesca Silano	Post-doctoral scholar	History of Russian Orthodox Church
94. Meagan Todd	Post-doctoral scholar	Islam in Russia

IV. REEI ASSOCIATED LIBRARIANS & LIBRARY STAFF; REEI STAFF		
Unit	CV # / Name	Position
Librarians	[19]. Wook-Jin Cheun [63]. Andrew Asher [64]. Akram Habibulla	Slavic Bibliographer Assessment Librarian, Associate Librarian Librarian
Library Staff	95. Matthew Caples 96. John Durbin 97. Carl Horne 98. Jim Lanning 99. Todd Ramlo 100. Veronika Trotter	Senior Monographic Cataloger Senior Serials Cataloger Slavic and Central Eurasian Cataloger Senior Monographic Cataloger Senior Monographic Cataloger Senior Collections Reference Assistant, Area Studies
REEI Center Staff	[1]. Sarah Phillips 101. Mark Trotter 102. Elliott Nowacky 103. Jennifer Ashcraft	Director Associate Director/Outreach Coordinator Student Services Coordinator/SGIS Military Relations Coordinator Undergraduate Advisor

Appendix 1: REEI Curriculum Vitae (Faculty/Staff CVs) and Position Descriptions

V. REEI ASSOCIATES IN SUMMER LANGUAGE WORKSHOP		
Position	CV # / Name	Academic Year Employer
Director	105. Kathleen Evans	Indiana University
Russian Faculty	106. Ani Abrahamyan 107. Irina Dolgaleva 108. Elena Doludenko 109. Brett Donohoe 110. Megan Luttrell 111. Natalya Matskevich-Levin 112. David McVey 113. Dmitry Romashov 114. Anna Sharogradskaya 115. Natalya Shpylova 116. Marina Tsyлина	Indiana University Old Dominion University Caucasus Mathematical Center (Russia) Indiana University University of Kansas Indiana University Ohio State University Indiana University Regional Press Institute (Russia) Indiana University University of Wisconsin
Bosnian/Croatian/ Serbian Faculty	117. Teuta Ismaili	Indiana University
Estonian Faculty	118. Liina-Ly Roos	University of Washington
Georgian Faculty	119. Ekaterine Sekhniashvili	IQC Avalon (Georgia)
Hungarian Faculty	[8]. Valeria Varga	Indiana University
Lithuanian Faculty	120. Dalia Cidzikaite	Martynas Mažvydas National Library of Lithuania (Lithuania)
Ukrainian Faculty	[29]. Svitlana Melnyk	Indiana University

VI. OTHER REEI ASSOCIATED POSITIONS	
Unit	Position
School of Global and International Studies	121. Deborah Hutton, Outreach Coordinator

VII. POSITION DESCRIPTIONS	
Unit	Position
School of Global and International Studies	1. Bridges Coordinator
Russian and East European Institute	2. REEI Graduate Assistant for Outreach
Russian and East European Institute	3. REEI Graduate Assistant for Communications
Russian and East European Institute	4. REEI Graduate Assistant for Curricular Development
Center for the Study of Global Change	5. Global Employability Coordinator

Appendix 1: REEI Curriculum Vitae (Faculty/Staff CVs) and Position Descriptions

I. REEI CORE FACULTY

ANTHROPOLOGY

1. SARAH DRUE PHILLIPS, Professor, Department of Anthropology (tenured); Director, Russian and East European Institute

Year of appointment: 2003

Time devoted to Russian/East European studies: 100%

Area courses taught (5): *E412/E612* Anthropology of Russia and East Europe; *E400/E600* Chernobyl: Legacies of a Meltdown; *E614* Post-Socialist Gender Formations; *E445/645* Advanced Seminar in Medical Anthropology (approved as REEI course; includes at least 25% REE area content); *REEI-R 601* Interdisciplinary Colloquium in Russian/East European Studies

Current research interests: Ukraine and Russia; civil society and non-governmental organizations (NGOs), HIV and addiction, gender studies, medical anthropology, disability studies

Education: B.A., Wake Forest University, 1993

Ph.D., University of Illinois at Urbana-Champaign, 2002

Academic experience: 15 years post-secondary teaching

Language competence: Russian 3, Ukrainian 3

Overseas experience: Extensive ethnographic research in Ukraine, most recently June 2017. Residence in Ukraine since 1995 is 30 months; residence in Russia since 1993 is 7 months.

Recent publications (16): 2018. Russian translation of *Disability and Mobile Citizenship in Postsocialist Ukraine* (with new Introduction and Afterword). Kharkiv: Kharkiv University Press; 2018. "Pure' Drug Users, Commercial Sex Workers, and 'Ordinary Girls': Gendered Narratives of HIV Risk and Prevention in Post-Soviet Ukraine" (with Jill Owczarzak, Woo Jeong Cho) *Culture, Health & Sexuality*; 2018. "Finding and Reforming the (In)visible State: Nongovernmental Organizations and the Response to HIV in Ukraine" (with Jill Owczarzak, Olga Filippova) *Structural Dynamics of HIV: Risk, Resilience and Response*, ed. Deanna Kerrigan and Clare Barrington, pp. 195-211; Springer; 2017 "HIV prevention, Precarity, and Fragmented Landscapes of Service Provision in Ukraine" (with Jill Owczarzak) *Medical Anthropology Theory* 4(2); 2015. "A 'Common Factors' Approach to Developing Culturally Tailored HIV Prevention Interventions" (with J. Owczarzak, O. Filippova, P. Alpatova, A. Mazhnaya, T. Zub, R. Aleksanyan) *Health Education & Behavior*; 2015; "A View from the Frontlines in Slavyansk, Ukraine: HIV Prevention, Drug Treatment, and Help for People Who Use Drugs in a Conflict Zone" (with Jill Owczarzak, Mikhail Karelin) *International Journal of Drug Policy* 26(1), 2015; 2014. "Responsibility, Trust, and Transformation in Ukrainian Public Health" (with Jill Owczarzak) *Perspectives on Europe* 44(2); 2014. "A novel, bottom-up approach to promote evidence-based HIV prevention for people who inject drugs in Ukraine: Protocol for the MICT ("Bridge") HIV Prevention Exchange Project" (with Jill Owczarzak, Olga Filippova) *Implementation Science* 9:18; 2014; "The Women's Squad in Ukraine's protests: Feminism, nationalism, and militarism on the Maidan" *American Ethnologist* 41(3): 414-426; 2013; "Citizens or 'Dead Souls?' An anthropological perspective on disability and citizenship in post-Soviet Ukraine." *Disability in Eastern Europe and the Former Soviet Union: History, policy and everyday life*, ed. Michael Russell and Elena Iarskaia-Smirnova, Routledge, pp. 165-183, 2012; "Representations of disability in print news media in postsocialist Ukraine" *Disability & Society* 27(4):487-502, 2012; "The Space of Disability Rights Activism in Postsocialist Ukraine: NGOs and Civil Society between the Local and the Global" *The Journal of Social Policy Studies*, special issue on the History of Disabilities 10(1):43-60 (in Russian) 2012; "Disability, Sexuality, and Masculinity in Post-Soviet Ukraine" *The Journal of Social Policy Studies* 10(2):235-258 (in Russian), 2012; "Citizenship and Human Mobility: Disability and the 'Etatization' of Soviet and post-Soviet Space" *Russia in Motion: Essays on the Politics, Society and Culture of Human Mobility, 1850-Present*, ed. John Randolph and Eugene M. Avrutin, pp. 253-272. Urbana: University of Illinois Press, 2012; "Implications of EU Accession for Disability Rights Legislation and Housing in Bulgaria, Romania, Croatia, and the Former Yugoslav Republic of Macedonia" *Journal of Disability Policy Studies* 23(1):26-38, 2012; 2011. *Disability and Mobile Citizenship in Postsocialist Ukraine*. Bloomington: Indiana University Press (298 pgs).

Major Grants Received: NIH, NIDA, NSF, SSRC, NEH, AAUW, Woodrow Wilson Women's Studies, Fulbright-Hays, IREX, FLAS

Supervision of student research last 5 years: Chair of 10 PhD dissertations; 4 MA theses (REEI and EURO)

Appendix 1: REEI Curriculum Vitae (Faculty/Staff CVs) and Position Descriptions

CENTRAL EURASIAN STUDIES

2. LASZLO BORHI, Associate Professor, Central Eurasian Studies; Peter A. Kadas Chair

Year of appointment: 2014 (tenured)

Time devoted to Russian/East European studies: 100%

Area courses taught (8): Contemporary Central Europe, War and Peace in East Central Europe, Europe between Hitler and Stalin, 1933-1953, Cold War History 1945-1991, Dark Decade: Hungary between Hitler and Stalin, 1938-1948, Hungary 1890-1945 (graduate/undergraduate), Hungary 1945 to the Present, History of Eastern Europe in the 19th and 20th century

Current research interests: History of international relations, Hungary, East Central Europe, US

Education: B.A., ELTE University Budapest, 1986

M.A., Indiana University, 1991

Ph.D., Hungarian Academy of Science, 2012

Language competence: Hungarian (native), French 2, Russian 1, German 1, Italian 1

Academic experience: 27 years post-secondary teaching

Overseas experience: Educated in Hungary; Courses taught at ELTE University Budapest, University of Pecs, Hungary, University of Innsbruck [in framework of UNO overseas study program]

Recent publications (9): 2016. *Dealing with Dictators: The United States, Hungary and East Central Europe, 1942-1989*. Indiana University Press; 2014. "Interpreting and Dealing with the Ukraine Crisis: Implications and Lessons from History," Brookings Institution; 2014. "Hungary's Role in the Soviet Bloc" In: *Imposing, Maintaining and Tearing Down the Soviet Bloc – The Cold War and East-Central Europe* Edited by Mark Kramer and Vít Smetana (Lexington Books), pp. 87-98; 2013. "The Soviet Union, the United States and Eastern Europe, 1941-1953" In: Antonio S. Thompson, Christos G. Frenzos eds., *The Routledge Handbook of American Military and Diplomatic History, 1865 to Present*. Routledge. 77-88; 2013. "The International Context of Hungarian Transition, 1989" In: Kevin McDermott, Matthew Stibbe eds., *The 1989 Revolutions in Eastern Europe – From Communism to Pluralism*. Manchester University Press, 113-135;

Major grants received: Fulbright scholarship (1996, 2012)

Supervision of student research last 5 years: 2 MA theses

Distinctions: Ferenc Pataki Prize of the Hungarian Academy of Sciences; Zoltan Bezerdj Prize, Hungarian Ministry of Culture; Gold Cross of Merit, Republic of Hungary; György Ránki Prize, Hungarian Historical Society

3. KATHRYN GRABER, Assistant Professor, Department of Central Eurasian Studies/Department of Anthropology (tenure-track)

Year of appointment: 2014 (Post-doctoral teaching fellow at Indiana University 2012-2014)

Time Devoted to Russian and East European Studies: 80%

Area Courses Taught (3): Property in Central Eurasia; Independent Readings in Anthropology (topic: Media Ethnography in Russia and Eastern Europe); Language and Identity in Central Eurasia

Current Research Interests: Mass media, materiality and material agency, multilingualism, language ecology, anthropology of performance, historical anthropology, cultural and intellectual property, socialism and post-socialism, race and ethnicity; Mongolia and Russia, especially Siberia

Education: B.A., University of Chicago, 2002

M.A., University of Michigan (Anthropology), 2006

M.A., University of Michigan (Russian and East European Studies), 2008

Ph.D. University of Michigan, 2012

Academic Experience: 6 years post-secondary teaching

Language Competence: Russian (3); Buryat (2); Mongolian (1); Czech (1); Georgian (1); Ewenki (1)

Overseas Experience: 2 years field research in Russia; study abroad in Russia, Czech Republic, South Africa

Recent Publications (2): 2015, Co-author with Murray, JD, "The Local History of an Imperial Category: Language and Religion in Russia's Eastern Borderlands, 1860s–1930s." *Slavic Review* 74(1); 2013, Sole author, "What They Said (She Said) I Said: Attribution and Expertise in Digital Circulation." *Culture, Theory and Critique* 54(3)

Supervision of student research last 5 years: 5 PhD theses, 4 MA theses

Distinctions: Title VIII–Supported Postdoctoral Research Fellowship, Kennan Inst., Woodrow Wilson Intl. Ctr. for Scholars (Washington, DC), 2012; Social Science Research Council (SSRC) Eurasia Program. Dissertation Support Fellowship, 2010–11; Rackham Predoctoral Fellowship, Univ. of Michigan, 2010–11

Appendix 1: REEI Curriculum Vitae (Faculty/Staff CVs) and Position Descriptions

4. GYÖRGY KARA, Professor, Central Eurasian Studies (tenured)

Year of appointment: 1990

Time Devoted to Russian and East European Studies: 50%

Area Courses Taught (3): New Mongol Literatures; Altaic Linguistics; Evenki Structure

Current Research Interests: Mongolian languages and cultures; Inner Asian & Altaic philology, cultural history, Ancient Turkic documents, Kitan and Jurchin scripts

Education: Cand. Sc., Hungarian Academy of Sciences, 1967; Dr. Sc., Leningrad State Univ., 1975

Academic Experience: 51 years post-secondary teaching

Language Competence: native Hungarian, Modern Mongolian 3, Russian 2, German 2, Classical Mongolian 1, Old Turkic/Uighur 1, Manchu 1, Classical Tibetan 1, Chinese 1, Evenki 1, French 1,

Distinctions: Diploma of honor from the Ministry of Foreign Affairs of Mongolia, 2015; Golden Medal of IU for Altaistic Studies, 2011; Order of Labor Merit of the Republic of Mongolia, 2005; Alexander von Humboldt Forschungspreis, 1999; Order of the Polar Star of the Republic of Mongolia, 1998

Supervision of student research last 5 years: 2 PhD theses

5. PIIBI-KAI KIVIK, Lecturer, Central Eurasian Studies (non-tenured); Language Coordinator, Central Eurasian Studies (non-tenured)

Year of appointment: 2013

Time devoted to Russian/East European studies: 100%

Area courses taught (2): Topics in Estonian culture: Old Barny, the Czar's Madman and Estonian Survival; Estonia's Place: Borders and Neighbors

Language courses taught: Introductory, Intermediate, Advanced Estonian

Current research interests: Usage-based and interactional linguistics, second language acquisition, pragmatics, ethnography of communication, conversation analysis, sociolinguistics (language contact and variation), Estonian and Finnic linguistics, foreign language teaching and learning.

Education: Ph.D. Indiana University, Linguistics, 2012

M.Phil. University of Cambridge, English and Applied Linguistics, 1997

M.A. University of Tartu, English Language and Linguistics

Academic experience: 25 years of teaching at college/university level

Language pedagogy training: Methodology coursework as part of higher education; Methodology workshops at Summer Language Workshop (2002-2012); ACTFL Oral Proficiency Interview workshop (2011)

Language competence: Estonian- native, English-3, Russian- 2, Finnish- 2, German- 1

Overseas experience: taught 6 years at University of Tartu, Estonia

6. EDWARD J. LAZZERINI, Academic Specialist, Central Eurasian Studies; Director, Denis Sinor Research Institute for Inner Asian Studies; Director, Inner Asian and Uralic National Resource Center; Adjunct Professor, History (non-tenured)

Year of appointment: 2002.

Time Devoted to Russian and East European Studies: 100%

Area Courses Taught (5): Islam and Modernity in Central Eurasia, 1850-2008; Rus, Khazars, and Bulgars: Ambition and Competition in the Heart of Central Eurasia, 8th-13th Centuries; Russia and its Orient, 1552-1914; The Volga-Kama Region, 13th-19th Centuries; Empires at Odds: Russia and China from the Treaty of Nerchinsk to 1914.

Current Research Interests: Ismail Bey Gasprinskii and Turkic Modernism; The Cartoon and Turkic Public Opinion in Late Imperial Russia; From Tajdid to Jadid: the Varieties and Evolution of Tatar Thought, 1750-1931

Education: B.A., Trinity College, 1965

M.A., Fordham University, 1967

Ph.D., University of Washington, Seattle, 1973

Language Competence: Russian 3, French 3, German 2, Modern Turkish 2, Ottoman Turkish 1, Crimean Tatar 2, Volga Tatar 2, Italian 1

Overseas Experience: Research in Russia, Ukraine (especially Crimea), Tatarstan, Azerbaijan, Turkey, China, England, France, Germany, Austria, Finland.

Recent Publications (1): "Rethinking the Advent of Jadidism" in *Kazan Islamic Review* 1/2015.

Supervision of student research last 5 years: 40 dissertations/theses

Appendix 1: REEI Curriculum Vitae (Faculty/Staff CVs) and Position Descriptions

7. TOIVO RAUN, Professor, Department of Central Eurasian Studies, and Adjunct Professor, Department of History (tenured)

Year of appointment: 1990

Time devoted to Russian/East European studies: 100%

Area courses taught (5): Modern Scandinavia and the Baltic States; Finland in the 20th Century; Uralic Peoples and Cultures; Empire and Ethnicity in Modern Russia; The Baltic States Since 1918; Unity and Diversity in the European Union

Current research interests: Ethnic relations and cultural survival: the Baltic case; rise and impact of literacy in the Baltic region; the Estonian lands in World War I

Education: B.A., Swarthmore College, 1964
M.A., Princeton University, 1966
Ph.D., Princeton University, 1969

Academic experience: 49 years post-secondary teaching.

Language competence: Estonian Native, Finnish 3, German 3, Russian 2, French 2, Latvian 1, Swedish 1

Overseas experience: Born in Estonia; research and lecturing in Estonia, 1990-2014; Visiting Professor at Tartu University, Estonia, 1992, 1997; IREX Senior Scholar Travel Grant for research in Estonia, 1989

Recent publications (4): 2017, Sole author, "Literacy in the Russian Empire in the Late 19th Century: The Striking Case of the Baltic Provinces." *Acta Historica Tallinnensia* 23(1); 2016, Co-author with Leinarte, D; Plakans, A, "Historical Demography in the Baltic States: Lithuania, Latvia, Estonia." *In A Global History of Historical Demography*, Peter Lang with Fauve-Chamoux, A; Bolovan, I; Sogner, S Eds; 2015, Sole author, "Transnational Contacts and Cross-Fertilization Among Baltic Historians in Exile, 1968-1991." *In East and Central European History Writing in Exile 1939-1989*, Brill with Zadencka, M; Plakans, A; Lawaty, A Eds.; 2015, Sole author, "Riga and Tallinn in the Late Tsarist Era: Multiethnicity and Social and Political Change." *Hungarian Studies* 29(0)

Supervision of student research last 5 years: 4 dissertations/these

Distinctions: 2012 Order of the White Star 4th Class for services to the Estonian state and people; 2006- Honorary Member, Estonian Learned Society, Tartu, Estonia; 2001- Member, Editorial Board, Tuna-Journal of Historical Culture (Tartu, Estonia); 1992-94 Pres., Assoc. for the Advancement of Baltic Studies

8. VALERIA VARGA, Lecturer, Central Eurasian Studies (non-tenured)

Year of appointment: 2005

Time devoted to Russian/East European studies: 100%

Language courses taught (3): Introductory Hungarian I & II; Intermediate Hungarian I & II; Advanced Hungarian

Current research interests: Teaching Hungarian as a foreign language; teaching English language, methodology; and English-Hungarian bilingual education.

Education: M.A., Hungarian Language and Literature, Eotvos Lorand University, Budapest, 1985.
M.A., Russian Language and Literature, Eotvos Lorand University, Budapest, 1985.
M.A., English Language and Literature, Eotvos Lorand University, Budapest, 1993.
Professional teacher's degree, Eotvos Lorand University, Budapest, 2005.

Academic experience: 24 years post-secondary education

Language pedagogy training: Coursework in methodology at Eotvos Lorand University; ACTFL

Training/Certification as Interagency Language Roundtable Tester for Hungarian (2012); Methodology workshops at Summer Language Workshop 1998-2012

Language competence: Hungarian (native), Russian 3, French 1

Overseas experience: Born and raised in Hungary; six months of higher education in Russia

Appendix 1: REEI Curriculum Vitae (Faculty/Staff CVs) and Position Descriptions

COMPARATIVE LITERATURE

9. JACOB EMERY, Associate Professor (tenured), Department of Comparative Literature/Department of Slavic and East European Languages and Cultures

Year of Appointment: 2010

Time devoted to Russian/East European studies: 100%.

Area courses taught (8): Dreams Come True; Nabokov; Russian Literature from Pushkin to Dostoevsky; Figuring out the Novel; Central European Cinema; Puzzles and Puzzlers; Doubles, Copy Clerks, and Clones; Questioning Genre from Schlegel to Bakhtin.

Current research interests: Russian, Balkan, and Scandinavian fiction; rhetoric and figure; critical theory; Marxism; anthropology; science fiction; metafiction; translation.

Education: Ph.D in Slavic, Harvard University, 2006.

Academic experience: 12 years post-secondary teaching

Language competence: Russian, 3. Bosnian-Croatian-Serbian, 2, Swedish, 3; French, 2; German, 2

Overseas experience: Russia, Summers 2012-2014; Lithuania, Summer 2013; Former Yugoslavia, Summer 2010

Recent publications (7): "Romantic Aesthetics and Cybernetic Fiction." In *The Russian Posthuman*, edited Colleen McQuillen and Julia Vaingurt. Boston, MA: Academic Studies Press. Forthcoming; 2017. "Sigizmund Krzhizhanovskiy's Poetics of Passivity." *Russian Review*; 2016. "Species of Legitimacy: The Rhetoric of Succession around Russian Coins." *Slavic Review*; 2015. "Danilo Kiš's Metafictional Genealogies." *Slavic and East European Journal*; 2014. "Jacob Emery reviews David Damrosch's World Literature in Theory." *Asymptote*; 2014. "The Customs House of Hades: Why Dickens and Gogol Traffic with the Underworld." *Yearbook of Comparative Literature*; 2014. "Keeping Time: Reading and Writing in 'Conversation about Dante.'" *Slavic Review*.

Supervision of student research last 5 years: 29 dissertations/theses

10. BILL JOHNSTON, Professor, Comparative Literature (tenured)

Year of appointment: 1999

Time devoted to Russian/East European studies: 50%

Area course taught (2): Workshop in Literary Translation (students may work on Slavic language projects); Topics in Translation: Advanced Translation Workshop

Current research interests: translation of Polish literature

Education: B.A., Oxford University, 1982
M.A., University of Durham, U.K., 1987
Ph.D., University of Hawaii at Manoa, 1995

Academic experience: 31 years post-secondary teaching, 1 year K-12 teaching

Language competence: Polish 3, Russian 2

Overseas experience: residence in Poland 1983-1991, 2004-2005, 2008-2009.

Recent publications (13): Jeanne Benameur: from *The Child Who*. In *The Arkansas International*, 4, Spring 2018, pp. 74-81; Adam Mickiewicz: from *Pan Tadeusz*. In *The Hampden-Sydney Poetry Review*, 43, Fall 2017, pp. 43-45; Julia Fiedorczuk: Two Poems. In *EuropeNow*, Issue 5, March 2017; Julia Fiedorczuk: *Oxygen*. Brookline, MA; Zephyr Books. 2017; Julia Fiedorczuk: Psalm V. In *Poetry*, 208/4, p. 370. July/August 2016; Tomasz Różycki: *Twelve Stations*. Brookline, MA; Zephyr Books. 2015 (winner of 2016 Found in Translation Award and longlisted for the PEN Poetry in Translation Award); Teatr Ósmego Dnia [Theater of the Eighth Day]: The Files. In Domiknika Laster (ed.), *Loose Screws: Nine New Plays from Poland* (pp. 1 – 37). London: Seagull Books. 2015; Andrzej Stasiuk: Dog. In *New England Review*, 35/4, 2015, pp. 163-167; Magdalena Tulli: What is Art For? (Interview). In *The White Review*, January 2015; Stanisław Lem: *The Invincible*. Pro Auctore. 2014; Julia Fiedorczuk: Five Poems. *World Literature Today*, November-December 2014. pp. 30-32; Andrzej Stasiuk: Asia: Shade and Shadow. In *Continents*, February 2014; Andrzej Stasiuk: Kyrgyzstan. *Words Without Borders*, January 2014.

Supervision of student research last 5 years: 1 Ph.D. dissertation

Distinctions: Guggenheim Fellowship (2013); American Association of Teachers of Slavic and East European Languages Award for Best Literary Translation into English (2012); Officer's Cross of the Order of Merit, awarded by the President of the Republic of Poland (2012); PEN Translation Award (2012)

Appendix 1: REEI Curriculum Vitae (Faculty/Staff CVs) and Position Descriptions

ECONOMICS

11. MICHAEL ALEXEEV, Professor, Economics (tenured)

Year of Appointment: 1992

Time devoted to Russian/East European studies: 90%

Area courses taught (1): Soviet-Type Economies in Transition.

Current research interests: Informal economic activities and reforms in the former USSR; tax policy; corruption.

Education: B.A., Moscow State University, 1975

M.A., Duke University, 1982

Ph.D., Duke University, 1984

Academic experience: 33 years post-secondary teaching

Language competence: Russian (native), Ukrainian 1

Overseas experience: raised/educated in Russia; research in Russia 1996/97, 2008; technical assistance programs to Russia, Ukraine, Kazakhstan, Kyrgyzstan.

Recent publications (9): "Factors determining intra-regional fiscal decentralization in Russia and the US" *Russian Journal of Economics*, forthcoming, co-authored with Arseny Mamedov, 2017; "A Tale of Two Crises: Federal Transfers and Regional Economies in Russia in 2009 and 2014-2015 " ; *Economic Systems*, forthcoming, co-authored with Andrey Chernyavskiy; 2017. "Income Equivalence and a Proposed Resource Rent Charge". *Energy Economics*, 66 (2017): 349-359, co-authored with Robert Conrad; 2016. "Fiscal Incentives in Federations: Russia and the US Compared". *Comparative Economic Studies*, 58: 485-506; 2015. *The Oxford Handbook of the Russian Economy* [Russian translation] Delo, Moscow, co-edited with Shlomo Weber [reviewed in the Russian edition of Forbes magazine]; 2015. "Taxation of Natural Resources and Economic Growth in Russia's Regions," *Economic Systems*, 39(2): 317-338, co-authored with Andrey Chernyavskiy; 2015.

Supervision of student research last 5 years: 1 REEI M.A. student and 6 Ph.D. students

GEOGRAPHY

12. ELIZABETH DUNN, Professor, Geography and International Studies (tenured)

Year of Appointment: 2014

Time devoted to Russian/East European studies: 75%

Area courses taught (4): Human Geography; Geography of Europe; Advanced Topics in Global Development: Food and Development; Contested Territories/Conflicted Identities: Humanitarianism and Displacement

Current research interests: Economic transformation and regulation in Poland; humanitarian aid; ethnic conflict; state formation; refugee studies; Georgia

Education: B.A., University of Rochester, 1991

M.A., University of Chicago, 1993

M.A., The Johns Hopkins University, 1995

Ph.D., The Johns Hopkins University, 1999

Academic experience: 18 years post-secondary teaching

Language competence: Polish (2), Georgian (2), Slovak (1)

Overseas experience: Extensive research in Georgia and Poland

Recent publications (11) : 2017 *No Path Home: Humanitarian Camps and the Grief of Displacement*. Ithaca: Cornell University Press. 2016 "Afterword" in Alisse Waterston, ed., *Gender in Georgia*. London: Berghahn. 2015 "Capitalizing on Aid: Postwar Development and State Building in the Republic of Georgia." In *State and Legal Practice in the Caucasus*. Stephane Voell, and Iwona Kaliszewska, eds. London: Ashgate. 2014. "The Empire Strikes Back: War Without War and Occupation Without Occupation in the Russian Sphere of Influence." *American Ethnologist* 41(3):405-413; 2014 "Ethnographies of Absence in Contemporary Georgia." *Slavic Review* 73 (2) (co-author Martin Demant Frederiksen); 2012 "A Gift From the American People" *Iowa Review*, 42(2):37-48; 2012 "The Chaos of Humanitarianism: Adhocracy in the Republic of Georgia" *Humanity*3(1):1-23; "The Pasteurized State" *Endeavour* 35 (3): 107-115.

Supervision of student research last 5 years: 6 PhD dissertations, 3 MA theses

Appendix 1: REEI Curriculum Vitae (Faculty/Staff CVs) and Position Descriptions

13. ROMAN ZLOTIN, Senior Lecturer, Geography (non-tenured)

Year of appointment: 2002

Time devoted to Russian/East European studies: 100%

Area courses taught (5): Environmental Problems and Social Constraints in Northern and Central Eurasia; Russia and Its Neighbors; Current Issues: Russia and Its Neighbors (in Russian); World Regional Geography; Environmental Issues (in Russian).

Current research interests: impact of environmental degradation on biodiversity and public health; biodiversity conservation and ecosystem restoration; effects of global climate and land use change on terrestrial ecosystems; population geography; geography of soil; plant-animal and animal-microorganism interactions; global and regional patterns of biological production and decomposition.

Education: B.A., Moscow State University,
M.A., Moscow State University, 1963
Ph.D., Institute of Geography, USSR Academy of Sciences, 1970

Academic experience: 32 years post-secondary teaching

Language competence: Russian (native), Polish 1, German 1

Overseas experience: Native of Russia, extensive research in Central Asia, and Poland

Supervision of student research last 5 years: 8 M.A. theses

HISTORY

14. MARIA BUCUR, Professor, History (tenured); John W. Hill Chair of European History; Professor, Gender Studies

Year of appointment: 1996

Time devoted to Russian/East European studies: 50%

Area courses taught (17): Eastern Europe in the 20th Century; Interwar Eastern Europe; Eastern Europe under Communism; Problems in East European Historiography; Nationalism in the Balkans, 1804-1920; Opposition and Survival under Communism; East European History; Memory and Nationalism in Modern Europe; Colloquium in Romanian Historiography; War and Memory in Twentieth Century Europe; Readings in Russian and East European Studies; Interdisciplinary Colloquium in Russian and East European Studies; Gender and Modernity; The Idea of Europe; Global Feminisms; Century of Women; Gender and Citizenship

Current research interests: gender/citizenship under communism/post-communism; gender/modernism in Europe

Education: B.S.F.S., Georgetown University, 1991
M.A., University of Illinois, 1993
Ph.D., University of Illinois, 1996

Academic experience: 22 years post-secondary teaching

Language competence: Romanian (native), French 3, German 1, Russian 1, Hungarian 1, Italian 1

Overseas experience: Extensive research in Romania, Poland, Bulgaria, Hungary, Czech Republic

Recent publications (16): *The Century of Women: How Women Have Been Transforming the World since 1900.*

Lanham: Rowman and Littlefield, 2018; *The Birth of Democratic Citizenship: Women and Everyday Life in*

Socialist and Post-Socialist Romania, with Mihaela Miroiu. Bloomington: Indiana University Press, 2018;

“Prostitution in Romania: Bucharest and Constanta,” *Guide to the League of Nations Archives on Human*

Trafficking, Jean-Michel Chaumont, Paul Servais, and Magaly Rodriguez, eds.. Geneva: UN, 2017; “From

Invisibility to Marginality: Women’s History in Romania,” *Women’s History Review*; 2016. “Intimate Politics under

Communism in Romania,” in Catherine Baker, ed., *Gender in Twentieth - Century Eastern Europe and the Soviet*

Union. Basingstoke: Palgrave; 2016. “The Economics of Citizenship: Gender Regimes and Property Rights in

Romania in the 20th Century,” In Anne Epstein and Rachel Fuchs, eds., *Gender and Citizenship in Historical and*

Transnational Perspective. Basingstoke: Palgrave; 2016. “Women and State Socialism: Failed Promises and Radical

Changes Revisited,” Review Essay, *Nationalities Papers*, 44, no. 5: 847-55; 2016. “Being There. An

Autobiographical Perspective on the 1989 Revolution in Romania,” *Romanian Journal of Society and Politics.*

Special Issue on 1989, vol. 10, no. 1, issue 18: 7-23; 2015.

Supervision of student research last 5 years: 4 MA graduate students, 9 PhD graduate students, 5 undergraduates

Distinctions: National Endowment for the Humanities research exchange grant, 2002; National Endowment for the

Humanities/NCEEER, Collaborative Research Grant, May 2009; Woodrow Wilson Fellowship, 2015. Honorary

Doctorate by the National University for Political Science and Public Administration (SNSPA) in Bucharest, 2018.

Appendix 1: REEI Curriculum Vitae (Faculty/Staff CVs) and Position Descriptions

15. BEN EKLOF, Professor, History (tenured); Adjunct Professor, School of Education

Year of appointment: 1977

Time devoted to Russian/East European studies: 100%

Area courses taught (7): Empire of the Tsars/Imperial Russia; Heroes and Villains in Russian History; The World in the Twentieth Century; Colloquium in Imperial Russia; *Anna Karenina*: Social and Cultural Interpretations; *War and Peace*: Tolstoy and the Napoleonic Era; Icon and Axe: A Survey of Russian History

Current research interests: Education in Russia in the late Imperial period, history of provincial Russian intelligentsia in the late Imperial period; contemporary higher education

Education: B.A., Middlebury College, 1968
M.A., Princeton University, 1972
Ph.D., Princeton University, 1977

Academic experience: 38 years post-secondary teaching

Language competence: Russian 3, French 2, German 2

Overseas experience: IREX, Fulbright Hays, Woodrow Wilson, grants for research in the Soviet Union; residence and travel in Yugoslavia, Bulgaria, Romania, and Finland; Fulbright Scholar in Russia, 2009-2010

Recent publications (6): “‘Seeing Like a State?’ Innovative approaches to the history of education in Russia presented at the International conference at the Indiana University Europe Gateway at CIEE Global Institute (Berlin, 14-15 October 2017)” in *History of Education & Children’s Literature*, XIII, 1 (2018), pp. 685-701; “Travelling Narratives and the Merger of Selves in Life-Writing: Nikolai Charushin Memory Wars, and the Legacy of Populism in Soviet Russia, 1918-1931” in the *Slavonic and East European Review* (Vol. 96, No. 1, 2018) pp. 67-92 (co-authored with Tatiana Saburova); (Co-authored with Tatiana Saburova): A Generation of Revolutionaries: Nikolai Charushin and Populism in Russia from the Great Reforms to Perestroika, Bloomington: Indiana University Press, (2017); “In pursuit of a Different Revolution in 1917: “Old Revolutionaries with an Irreproachable Past,” *Slavic Review*, (Vol. 76, No. 3, Fall, 2017) pp. 683-693 (co-authored with Tatiana Saburova); (Co-authored with Tatiana Saburova) "Дружба, семья, революция. Николай Чарушин и поколение народников в России (1870-е - 1930-е гг.)". Moscow, Novoe Literaturnoe Obozrenie (2016); “Education in Eastern and Central Europe: Re-thinking Post-Socialism in the Context of Globalization” (coauthored with Iveta Silova). In *Comparative Education: The Dialectic of the Global and Local*. 4th Edition. Ed. Robert F. Arnove. Rowman and Littlefield: N. Y., (2013).

Supervision of student research last 5 years: 4 REEI M.A. essays and 5 Ph.D. dissertations

16. PADRAIC KENNEY, Professor, History and International Studies (tenured);

Adjunct Professor, Department of Political Science

Year of appointment: 2007

Time devoted to Russian/East European studies: 90%

Area courses taught (5): Colloquium in East European History: Problems in East European Historiography; Democratic Revolutions; Polish History; Eastern Europe Since 1945; Interdisciplinary Colloquium in Russian and East European Studies

Current research interests: Political Prisoners in the Modern World (book); Communists in 20th century

Education: A.B., Harvard College, 1985
M.A., University of Toronto, 1986
Ph.D., University of Michigan, 1992

Academic experience: 25 years post-secondary teaching.

Language competence: Polish 3, Russian 2, Slovak 1, Ukrainian 1, Czech 1, German 1, French 1

Overseas experience: Poland 5 years, Russia (Soviet Union) one semester, shorter research/guest lecture visits to Hungary, Czech Republic, Slovakia, Bulgaria, Slovenia, Lithuania, Latvia, Ukraine.

Recent publications (3): 2017. *Dance in Chains: Political Imprisonment in the Modern World*, New York: Oxford University Press; 2016, editor, “Memory of Economic Crisis,” special issue of *Remembrance and Solidarity Studies*; 2015. “‘A Parade of Trick Horses’: Work and the Physical Experience in the Political Prison,” in *Global Convict Labour*, eds. Christian G. de Vito and Alex Lichtenstein (Brill), 380-99; 2013.

Major research grants received: Fulbright-Hays, Fulbright, ACLS, Woodrow Wilson, German Marshall fellowships; IREX, NCSEER grants

Supervision of student research last 5 years: Chair of 2 Ph.D. dissertation committees; 1 REEI M.A. essay

Distinctions: President, Association for Slavic, East European and Eurasian Studies, 2016.

Appendix 1: REEI Curriculum Vitae (Faculty/Staff CVs) and Position Descriptions

17. HIROAKI KUROMIYA, Professor, History (tenured)

Year of appointment: 1990

Time devoted to Russian/East European studies: 100%

Area courses taught (9): D320/R500 Modern Ukraine; H640 Russian Historiography; J300 World War II; D310/R500 Russian Revolution and Soviet Regime. H640 Soviet History, H740 Seminar in Russian History, D200 Russian History through Films, J300 Stalin and Mao, J300 The Cold War;

Current research interests: 20th century Ukrainian history, Stalinism, and modern Russian history.

Education: B.A., Tokyo University, Japan, 1977
M.A., Tokyo University, Japan, 1979
Ph.D., Princeton University, 1985

Academic experience: 34 years post-secondary teaching

Language competence: Russian 3, Ukrainian 3, German 2, French 2, Polish 2, Chinese 1, Mongolian 1, Belarusian 1, Japanese (native)

Overseas experience: Russia, Ukraine, England, Germany, France, Japan, Georgia, China, Poland, Austria, Sweden, Finland, Holland, Serbia, Bulgaria, Hungary, Slovenia, Croatia, Czech Republic, Slovakia, Latvia, Estonia, Switzerland, Italy, Turkey, etc.

Recent publications (26): “Communism, Violence and Terror,” Silvio Pons and Stephen Smith (eds), Cambridge History of Communism, vol. 1 (Cambridge: Cambridge University Press, 2017), pp. 279–303; “Political Provocation as Stalin’s Foreign Policy: The von Twardowski Affair, 1932,” Jan Malicki (ed.), *Historia est testis temporum, Bibliotheca Europae Orientalis*, vol. XLVII (Warsaw: Uniwersytet Warszawski. Studium Europy Wschodniej, 2017), pp. 105–126; “The Great Terror: New Dimensions of Research,” Andrej Kotljarchuk and Olle Sundström (eds), *Ethnic and Religious Minorities in Stalin’s Soviet Union: New Dimensions of Research* (Stockholm: Erlander, 2017), pp. 33–45; “Wielki Terror w ZSRS 1937–1938,” in *Biuletyn IPN*, 2017, nos. 7–8, pp. 8–16; (co-authored with Georges Mamoulia); *The Eurasian Triangle: Russia, The Caucasus, and Japan, 1904–1945* (Warsaw-Berlin: De Gruyter Open, 2016); “Intelligence and Diplomacy: The Secret Service of Colonel Michitarō Komatsubara to the Soviet Union,” Piotr Kołakowski, Bolesław Sprengel, Marek Stefański, and Józef Zawadski (eds.), *W cieniu służb: Ze studiów nad bezpieczeństwem państwa* (Toruń: Adam Marszałek, 2016), pp.157–169; “How to Make Sense of the Donbas in the Ukrainian-Russian Conflict in the Twenty-First Century,” *Nowy Prometeusz*, no. 9 (July 2016), pp. 11–24; (co-authored with Andrzej Peplowski) “Stalin, Espionage, and Counterespionage,” in *Stalin and Europe: Imitation and Domination, 1928–1953*, Timothy Snyder and Ray Brandon (eds) (Oxford University Press, 2014), pp. 73–91.

Supervision of student research last 5 years: 3 PhD dissertations, 7 MA thesis

18. TATIANA SABUROVA, Lecturer, History (non-tenured)

Year of appointment: 2018

Area courses taught (4): Icon & Axe: Russian 1861- Present; Issues in Russian/East European History: Daily Life in Russia; The Making of Modern Russia; Seminar in History: Daily Life in Russia

Current research interests: 19th-century Russian intellectual history; history of Siberia; history of photography; Russian populism

Education: Specialist degree in History Omsk State Pedagogical University, 1991
Candidate of sciences, History Omsk State Pedagogical University, 1995
PhD in History Omsk State Pedagogical University, 2006

Academic experience: 27 years post-secondary teaching

Language competence: Russian (native)

Recent publications (16): “‘Remembrances of the Distant Past’: Generational Memory and the Collective Auto/Biography of Russian Populists in the Revolutionary Era” (with Ben Eklof), *Slavonic and East European Review*, 2018, 96 (1), pp. 67-93; *A Generation of Revolutionaries: Nikolai Charushin and Russian Populism from the Great Reforms to Perestroika* (Indiana University Press: Bloomington, 2017), co-authored with Ben Eklof; “In Pursuit of a Different Revolution: Russian Populists of the Seventies Generation in 1917”, *Slavic Review*, Fall 2017, Vol. 76, #3, pp. 683-93, (co-authored with Ben Eklof); “The Napoleonic War of 1812 in the commemoration practice and historical memory of Russian society: from Imperial to contemporary Russia,” *Russia and the Napoleonic Wars*, ed. Janet M. Hartley, Paul Keenan, Dominic Lieven (London: Palgrave Macmillan, 2015), 243-57; “The 150th anniversary of the Napoleonic War of 1812 in Russia: Commemorative practices,” *Two centuries in Russian memory. The bicentennial of the Napoleonic War of 1812* (St. Petersburg: European University in St. Petersburg, 2014, pp. 67-91), with Natalia Rodigina.

Appendix 1: REEI Curriculum Vitae (Faculty/Staff CVs) and Position Descriptions

SCHOOL OF INFORMATICS, COMPUTING, AND ENGINEERING

19. WOOKJIN CHEUN, Librarian for Slavic and East European studies (tenured)

Year of appointment: 2006

Time devoted to Russian/East European studies: 100%

Area courses taught (1): Slavic Bibliography

Education: B.A., Dankook University, Seoul, Korea, 1981
M.A., Indiana University, 1993
M.L.S., Indiana University, 1993
Ph.D., Indiana University, 2002

Academic experience: 9 years post-secondary teaching

Librarian experience: 12 years academic librarianship

Language competence: Korean (native), Russian 3, Polish 1, Ukrainian 1, Japanese 1

Overseas experience: Research: Moscow, Vladivostok, Russia: May-July 1995 Khabarovsk, Moscow, Vladivostok, Russia: July 1996 – May 1997; Acquisitions trip to Russia (Moscow, St. Petersburg, Warsaw, Prague), July 12-August 1, 2009.

INSTITUTE FOR EUROPEAN STUDIES

20. FRANKLIN HESS, Coordinator, Modern Greek Program and Senior Lecturer, Institute for European Studies (non-tenured)

Year of appointment: 2007.

Time devoted to Russian/East European Studies: 100%

Area courses taught (4): Greek Cinema and Culture; Violence, Critique, Film: The United States, Greece, and the Wars of Yugoslav Succession; Greek Rap in Its European Context; Greek History Encounters Greek Film

Language courses taught (3): Beginning, Intermediate, and Advanced Modern Greek

Current Research Interests: The Notion of Civilization in Modern Greek Culture, Greek Television, Greek Film, Immigration and Multiculturalism in Greece, and the Eurozone Crisis.

Education: B.A., Goshen College
M.A., University of Iowa
Ph.D., University of Iowa

Academic Experience: 14 years post-secondary teaching.

Language Competence: Modern Greek (3), Spanish (1), Chinese (1), French (1)

Overseas Experience: Fulbright-Hays Award for Greece, 1995-96

Recent publications (16): “Crisis and Changes in the Mediascape: Greece and the Globe” in *Living under Austerity: Greek Society in Crisis*, eds. Dosis Doxiadis and Aimee Placas (Berghahn, forthcoming July 2018); “Country Report: Greece” and “Country Report: Cyprus.” *Freedom in the World 2018*. New York: Freedom House, 2018; “Country Report: Greece” and “Country Report: Cyprus.” *Freedom in the World 2017*. New York: Freedom House, 2017; “Country Report: Greece” and “Country Report: Cyprus.” *Freedom of the Press 2017*. New York: Freedom House, 2017; “Country Report: Greece” and “Country Report: Cyprus.” *Freedom in the World 2016*. New York: Freedom House, 2016; “Country Report: Greece” and “Country Report: Cyprus.” *Freedom of the Press 2016*. New York: Freedom House, 2016; “Country Report: Greece” and “Country Report: Cyprus.” *Freedom in the World 2015*. New York: Freedom House, 2015; “Country Report: Greece” and “Country Report: Cyprus.” *Freedom in the World 2014*. New York: Freedom House, 2014; “Country Report: Greece” and “Country Report: Cyprus.” *Freedom in the World 2013*. New York: Freedom House, 2013.

Appendix 1: REEI Curriculum Vitae (Faculty/Staff CVs) and Position Descriptions

INTERNATIONAL STUDIES

21. LEE FEINSTEIN, Professor; Dean of the School of Global and International Studies

(tenured)

Year of Appointment: 2014

Time devoted to Russian/East European studies: 50%

Area courses taught (4): Introduction to International Studies, Sovereignty and International Law; Arms Control and National Security; Humanitarian Intervention and Use of Force

Current research interests: Foreign Policy; International Security; Global Governance; International Institutions; International Law; Nonproliferation

Education: A.B., Vassar College

M.A., City University of New York Graduate School and University Center

J.D., Georgetown University Law Center

Academic Experience: 8 years post-secondary teaching

Language Competence: Russian 3, Polish 3, French 2, Spanish 2

Overseas Experience: Former US Ambassador to Poland (2009-2012), travel to over 80 countries on various U.S. government diplomatic missions (2009-2012 and 1994-2001)

Recent Publications (2): 2017, Co-author, with Lindberg, T, "Allies Against Atrocities: The Imperative for Transatlantic Cooperation to Prevent and Stop Mass Killings," Stanley Foundation; 2015, Co-author, with Lindberg, T, "Arresting Atrocity: Obama's Agenda to Prevent Genocide." *Foreign Affairs*.

Distinctions: Executive Council, United States Holocaust Memorial Museum, Washington D.C., 2017-present (Presidential Appointment); Chair, Committee on Conscience, Simon-Skjoldt Center for the Prevention of Genocide, 2017-Present; Commander's Cross with Star, Republic of Poland, 2012; Member, Council on Foreign Relations; 1999-Present; Meritorious Honor Award to Promote Ratification of the Chemical Weapons Convention (Group), Department of State, 1997

22. EMMA GILLIGAN, Associate Professor, International Studies (Tenured)

Year of appointment: 2014

Time devoted to Russian/East European studies: 50%

Area courses taught (2): Human Rights and International Law; Genocide after World War II

Current research interests: War crimes in Chechnya; International human rights movements; Contemporary Russian studies.

Education: Bachelors (Honors), University of Melbourne

Ph.D., University of Melbourne

Language competence: Russian 3

Academic experience: 15 years post-secondary teaching

Overseas experience: Chechnya, Georgia

Recent publications (6): "Sanctioning Russia: Human Rights, Magnitsky and the Crisis in Ukraine," *Demokratizatsiya* (2016); "The Origins and Evolution of Violent Discourse in the Russo-Chechen Wars," *Europe-Asia Studies* (2016); "Refashioning the Dissident Past: Politics and Resistance in the Putin Era," *Russian Review*, Vol. 74, No. 4, pp 559-665 (2015); "The Costs of Peace in Chechnya," *Current History*, Vol. 114, No 774, pp 266-271 (2015); "Chechnya and the Paradox of 9/11" in *States of War Since 9/11: Terrorism, Sovereignty and the War on Terror* (Routledge, United Kingdom) pp 47-67 (2014); "Redefining Humanitarianism: The Historical Challenge of R2P," *Journal of Human Rights*, Volume 12, Issue 1 (2013).

Appendix 1: REEI Curriculum Vitae (Faculty/Staff CVs) and Position Descriptions

JEWISH STUDIES

23. DOV-BER KERLER, Professor, Yiddish Studies, Department of Germanic Studies and Department of Jewish Studies (tenured)

Year of appointment: 2000

Time devoted to Russian/East European studies: 100%

Area courses taught (2): Y300/Y505 Topics in Yiddish Literature; Y350/Y506/C378 Topics in Yiddish Culture.

Language courses taught (3): Y101/Y501 Beginning Yiddish I; Y102/Y502 Beginning Yiddish II; Y495 Individual Readings in Yiddish (Advanced Yiddish)

Current research interests: Yiddish-Slavic language, folklore, oral history.

Education: B.A., Hebrew University, 1983

Ph.D., Oxford and Lincoln College, 1988

Language competence: Yiddish (native), Russian (native), Hebrew 3, English 3, German 1

Overseas experience: Native of Russia; Israel. Lithuania, Russia, Ukraine

Recent publications (1): "Surviving remnants of Yiddish folk-song creativity in contemporary Ukraine" [in Yiddish] *Afn shvel* (New York), No. 362–363 / Winter–Spring 2014, Feb 2014

Supervision of student research last 5 years: 7 PhD dissertations/3 MA theses

Distinctions: NEH Grant for the Indiana University Yiddish Ethnographic Project to fund four Yiddish ethnographic expeditions to Eastern Europe and Ukraine, 2005-2006

LAW

24. TIMOTHY WATERS, Professor of Law (Tenured)

Year of appointment: 2007

Time devoted to Russian/East European studies: 50%

Area courses taught (4): Drawing Lessons about Law and Democracy from the Yugoslav Wars; The Milosevic Trial; International Criminal Law: Legal Responses to Mass Atrocity and War Crimes; International Law: Logics and Legacy of the Great War

Current research interests: Self-determination and secession, international criminal law, constitutional design

Education: B.A., University of California at Los Angeles, 1989

M.I.A., Columbia University School of International and Public Affairs, 1998

J.D., Harvard Law School, 1999

Academic experience: 11 years post-secondary teaching

Language competence: Hungarian 3, Swedish 3, German 3, Serbian 2, Turkish 1, Norwegian 1, Dutch 1

Overseas experience: Visiting Professor at Central European University, Budapest (2002, 2008-9), Elections Monitor with OSCE missions in Bosnia, Kosovo, and Armenia (1996-2003), Research Officer on International Criminal Tribunal for the Former Yugoslavia, The Hague (1999-2000), Human Rights/Democratization Officer with OSCE mission to Bosnia and Herzegovina (1996-7), Peace Corps Volunteer, Hungary (1991-4).

Recent publications (11): 2017. *Hidden Legitimacy: Crafting Judicial Narratives in the Shadow of Secrecy at a War Crimes Tribunal: A Speculation*, in *The Legitimacy Of International Criminal Tribunals* (N. Hayashi and C.M. Baillet, Eds.). New York: Cambridge University Press; 2016. *The Spear Point and the Ground Beneath: Territorial Constraints on the Logic of Responsibility to Protect*, 30 *International Relations* 314; 2015. *Clearing the Path: The Perils of Positing Civil Society in Conflict and Transition*, 48 *Israel Law Review* 165; 2015. *Taking the Measure of Nations: Testing the Global Norm of Territorial Integrity*, 33 *Wisconsin International Law Journal* 563; 2014.

Shifting States: Secession and Self-Determination as Subsidiarity, in *Percorsi Costituzionali* 3/2014. Rome: Fondazione Magna Carta; 2013. *Misplaced Boldness: The Avoidance of Substance in the International Court of Justice's Kosovo Opinion*, 23 *Duke Journal Of Comparative & International Law* 267; 2013. *The Milošević Trial: An Autopsy* (Ed.). Oxford: Oxford University Press; 2013 (paperback 2015). *Plucky Little Russia: Misreading the Georgian War Through the Distorting Lens of Aggression*, 49 *Stanford Journal Of International Law* 176; 2013.

Supervision of student research last 5 years: 1 PhD dissertation

Distinctions: Val Nolan Faculty Fellow, 2015-7; Visiting Fellow, American University of Iraq – Sulaimani, 2016; Alexander von Humboldt Experience Research Fellow, 2012-13; Visiting Fellow, Max Planck Institute for Comparative Public Law and International Law, 2012-3

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LINGUISTICS

25. DAMIR CAVAR, Associate Professor, Department of Linguistics (tenured), Co-Director of the LINGUIST LIST

Year of appointment: 2016

Time devoted to Russian/East European studies: 50%

Current research interests: GORILLA (Global Open Resources and Information for Language and Linguistic Analysis), Speech and Language Resources, Corpora, Speech Recognition and related technologies for low-resourced languages: Burmese, Chatino, Croatian, Yiddish

Education: Ph.D. in Linguistics (magna cum laude), University of Potsdam, 1999

Academic experience: 19 years post-secondary teaching

Language competence: Croatian (native), German(near-native), Polish 3

Overseas experience: Prolonged residence in Germany, Yugoslavia, Poland

Recent publications (7): 2016. Preliminary Results from the Free Linguistic Environment Project. (with Lwin Moe, Hai Hu, Kenneth Steimel) Pages 161-181 in D. Arnold, M. Butt, B. Crysmann, T. Holloway-King, S. Müller (eds.) *Proceedings of the Joint 2016 Conference on Head-driven Phrase Structure Grammar and Lexical Functional Grammar*. CSLI Publications; 2016. Endangered Language Documentation: Bootstrapping a Chatino Speech Corpus, Forced Aligner, ASR. (with Małgorzata E. Ćavar, Hilaria Cruz). In *Proceedings of the LREC 2016*, Portorož, Slovenia; 2016. Global Open Resources and Information for Language and Linguistic Analysis (GORILLA). (with Małgorzata E. Ćavar, Lwin Moe). In *Proceedings of the LREC 2016*, Portorož, Slovenia; 2016. Generating a Yiddish Speech Corpus, Forced Aligner and Basic ASR System for the AHEYM Project. (with Małgorzata E. Ćavar, Damir Cavar, Dov-Ber Kerler, Anya Quilitzsch). In *Proceedings of the LREC 2016*, Portorož, Slovenia; 2014. Visualization of Language Relations and Families: MultiTree. In: N. Calzolari, K. Choukri, T. Declerck, H. Loftsson, B. Maegaard, J. Mariani, A. Moreno, J. Odiijk, S. Piperidis (eds.) (with Małgorzata E. Ćavar) *Proceedings of the Ninth International Conference on Language Resources and Evaluation (LREC'14)*, May 26-31. Reykjavik, Iceland, European Language Resources Association (ELRA), ISBN 978-2-9517408-8-4.

26. MALGORZATA CAVAR, Assistant Professor, Department of Linguistics and Department of Slavic and East European Languages and Literatures (tenure-track). Co-director of the LINGUIST LIST

Year of appointment: 2016

Time devoted to Russian/East European Studies: 75%

Area courses taught (2): Structure of Russian: Phonology and Morphology; Language Variation and Change

Current research interests: Phonological theory: the role of perception in phonology, relation between different phonetic realizations of phonological distinctions, palatalization, laboratory/empirical phonology, Second language acquisition of phonetics/phonological systems, language focus: Slavic.

Education: Ph.D., University of Potsdam, 2004

Academic experience: 14 years post-secondary teaching

Language competence: Polish (native), BCS 3, Russian 3

Overseas experience: Raised in Poland, graduate study in Germany

Recent publications (6): Damir Cavar, Malgorzata Cavar and Lwin Moe (in press) "Global Open Resources and Information for Language and Linguistic Analysis (GORILLA)." In: *Proceedings of the Tenth International Conference on Language Resources and Evaluation (LREC'16)*. European Language Resources Association (ELRA); Damir Cavar, Dov-Ber Kerler, Malgorzata Cavar and Anya Quilitzsch (in press) "Generating a Yiddish Speech Corpus, Forced Aligner and Basic ASR System for the AHEYM Project." In: *Proceedings of the Tenth International Conference on Language Resources and Evaluation (LREC'16)*. European Language Resources Association (ELRA); Malgorzata Cavar, Damir Cavar and Hilaria Cruz (in press) "Endangered Language Documentation: Bootstrapping a Chatino Speech Corpus." In: *Proceedings of the Tenth International Conference on Language Resources and Evaluation (LREC'16)*. European Language Resources Association (ELRA); Damir Cavar and Malgorzata Cavar (2014) "Visualization of Language Relations and Families: MultiTree." In: *Proceedings of the Ninth International Conference on Language Resources and Evaluation (LREC'14)*. Reykjavik, Iceland: European Language Resources Association (ELRA); Linda Shockey and Malgorzata Cavar (2014) "Shared Casual Speech Processes: Aid to Learning." In: Szypra-Kozłowska, J. et al (eds.), *Recent Developments in Applied Phonetics*. Wydawnictwo KUL: Lublin; Linda Shockey and Malgorzata Cavar (2013) "Roadrunners and Eagles." In: *Research in Language*. Vol 11(1).

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MEDIA SCHOOL

27. JOSHUA S. MALITSKY, Associate Professor, Communications and Culture (tenured)

Year of appointment: 2005

Time devoted to Russian/East European studies: 50%

Area courses taught (5): Film and Revolution; The History of Documentary; Film & Propaganda; Soviet Cinema and Art of the 1920s ; Media Genres: The Films of Dziga Vertov

Current research interests: Soviet and Yugoslavian non-fiction film

Education: B.A., University of Wisconsin, 1994

M.A., University of North Carolina at Chapel Hill, 2000

Ph.D., Northwestern University, 2005

Academic experience: 12 years post-secondary teaching; 4 years K-12 teaching

Language competence: Russian 2, French 2, Spanish 1

Overseas experience: Serbia: 3 months research at Yugoslav Film Archives

Recent publications (4): “The Documentary Imaginary of Brotherhood and Unity: Nonfiction Film in Yugoslavia, 1945-1951.” Forthcoming from *Boundary 2*; “Education and Information: Sara Gomez and Cuban Nonfiction Film Culture of the 1960s” in Susan Lord, edited, *Images of Utopia, Documents of Belonging: Sara Gomez’s Contribution to Cuban and World Cinema*. Bloomington: Indiana University Press, Forthcoming 2018; “Esfir Shub’s *KShE* and the Movement of Energy,” in *The Oxford Handbook of Communist Visual Cultures*. Ed. Aga Skrodzka, Xiaoning Lu, Katarzyna Marciniak. Oxford: Oxford University Press, 2018; “Knowing Sports: The Logic of the Contemporary Sports Documentary.” *Journal of Sport History* 41.2 (Fall 2014): 205-214. (refereed.)

Supervision of student research last 5 years: 13 PhD dissertations/1 MA thesis

SCHOOL OF MUSIC

28. HALINA GOLDBERG, Professor (Music, Musicology), Jacobs School of Music (tenured)

Year of appointment: 2002

Time devoted to Russian/East European studies: 60%

Area courses taught (4): Music and Politics in EE, Music in 20th century Poland, Chopin, Russian Opera

Language competence: Polish native, Russian 2

Current research interests: cultural studies, music and politics, performance practice, and reception, with special focus on 19th- and 20th-century Poland and Eastern Europe, Chopin, and Jewish studies.

Education: M.A., Master of Arts, Queens College, City University of New York, 1989

Ph.D., Doctor of Philosophy, City University of New York Graduate Center, 1997

Academic experience: 30+ years of post-secondary teaching

Overseas experience: not sure what is expected here: frequently contributing invited and conference papers, interviews, serving on doctoral and tenure/promotion committees for various institutions in Europe. Regular research in Poland and other countries.

Recent publications (11): 2017. “Chopin’s Oneiric Soundscapes and the Role of Dreams in Romantic Culture.” *Chopin and His World*, eds. Jonathan Bellman and Halina Goldberg. (The Bard Music Festival). Princeton: Princeton University Press; 2017; Introduction to *Chopin and His World*, eds. Jonathan Bellman and Halina Goldberg. (The Bard Music Festival). Princeton: Princeton University Press. Co-authored with Jonathan Bellman; 2016. * “Family Pictures at an Exhibition: History, Autobiography, and the Museum Exhibit on Jewish Łódź ‘In Mrs. Goldberg’s Kitchen.’” *Going to the People: Jews and the Ethnographic Impulse*, ed. Jeffrey Veidlinger. Bloomington: Indiana University Press. 256-281; 2015. * “Nationalizing the Kujawiak and Constructions of Nostalgia in Chopin’s Mazurkas,” *19th Century Music* vol. 39 no. 3 (Spring 2016): 223-47; 2015. “Descriptive Instrumental Music in Nineteenth-Century Poland: Context, Genre and Performance,” *The Journal of Musicological Research*, vol. 34, no. 3: 224-248; 2014. “The Topos of Memory in the Albums of Maria Szymanowska and Helena Szymanowska Malewska.” *Annales Académie Polonaise des Sciences—Centre Scientifique à Paris*, vol. XVI (2014):

Major grants received: Fulbright-Hays Faculty Research Abroad , Ministry of Culture and National Heritage, Poland

Supervision of student research last 5 years: 11 PhD dissertations

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POLITICAL SCIENCE

29. JACK BIELASIAK, Professor, Political Science (tenured)

Year of appointment: 1974

Time devoted to Russian/East European studies: 100%

Area courses taught (5): East European Politics; Comparative Democratization; Comparative Politics: Electoral and Party Systems; The Politics of Genocide; Dictatorship to Democracy.

Current research interests: East European and post-Soviet politics and party systems; public opinion on European integration in East Europe and FSU.

Education: B.A., Brooklyn College, 1969
M.A., Cornell University, 1972
Ph.D., Cornell University, 1975

Academic experience: 43 years post-secondary teaching

Language competence: Polish (native), French 3, Russian 2, Yiddish 2, Czech 1, Bulgarian 1, Romanian 1

Overseas experience: Distinguished Fulbright, Warsaw, 2004; Warsaw University, 1989-90; IREX, Poland, 1984

Recent publications (2): "The Paradox of Solidarity's Legacy," in Andrzej Rychard and Gabriel Motzkin, eds. *The Legacy of Polish Solidarity: Social Activism, Regime Collapse, and Building a New Society* (Peter Lang Publishers, 2015). Revised reprint; "Party Systems Determinants of Electoral Reform in Post-communist States," *Comparative Communist and Post-Communist Studies* 46:1, March 2013 (with John Hulsey)

Supervision of student research last 5 years: 11 Ph.D. dissertations, 2 MA theses

Distinctions: Distinguished Fulbright Chair in East European Studies, Warsaw University, 2004

30. AURELIAN CRAIUTU, Professor, Political Science, (tenured)

Year of appointment: 2001

Time devoted to Russian/East European studies: 50%

Area courses taught (1): Before and After the Revolution: Lessons from the Fall of Communism.

Current research interests: Modern and contemporary political theory; democratic theory and consolidation; transitions to democracy; political ideologies, classical and contemporary liberalism; civic culture and civil society;

Education: B.A., Academy of Economic Studies, Bucharest, Romania, 1988
M.A., Princeton University, 1996
Ph.D., Princeton University, 1999

Academic experience: 16 years post-secondary teaching

Language competence: Romanian (native), French 3, German 1, Spanish 1

Overseas experience: Romania: Academy of Economic Studies and National School of Political Studies and Public Administration

Recent publications (16): Isaiah Berlin on Marx and Marxism," in *The Cambridge Companion to Isaiah Berlin*, eds. Steven B. Smith and Joshua Cherniss (Cambridge University Press, forthcoming fall 2018); *Faces of Moderation: The Art of Balance in an Age of Extremes* (Philadelphia: U of Pennsylvania, 2017); "On Faith and Democracy as a New Form of Religion: A Few Tocquevillian Reflections" (with Matthew N. Holbreich), in *Combining the Spirit of Religion and the Spirit of Liberty: Tocqueville's Thesis Revisited*, ed. Michael Zuckert, University of Chicago Press (2017); "Rousseau and Madame de Staël: A Surprising Intellectual Dialogue," in *Thinking with Rousseau: From Machiavelli to Schmitt*, ed. Helena Rosenblatt and Paul Schweigert, Cambridge University Press (2017); „*Et in inferno ego: Matei Calinescu's Political Reflections*," in *Yearbook of Comparative Literature: Matei Calinescu Festschrift*, University of Toronto Press and Indiana University, Vol. 59, 2013 (published in 2016), pp. 51-63; "Raymond Aron and Alexis de Tocqueville: Political Moderation, Liberty, and the Role of the Intellectuals," in *A Companion to Raymond Aron*, eds. José Colen and Elizabeth Dutartre, Astier (France) & Palgrave Macmillan (UK/USA), 2015, pp. 261-74; "Tocquevilles neue politische Wissenschaft wiederentdecken: Einige Lektionen für zeitgenössische Sozialwissenschaftler" in: Harald Bluhm and Skadi Krause (Hg.), *Alexis de Tocqueville. Analytiker der Demokratie*, Paderborn: Wilhelm Fink Verlag, 2015, pp. 33-51. ISBN 978-3-7705-5954-1 [in German, trans. Skadi Krause]; "Two Critical Spectators: José Ortega y Gasset and Raymond Aron" (with Brendon Westler), *The Review of Politics* (US), Vol. 77, No. 4, Fall 2015, pp. 575-602; "Tocqueville and Eastern Europe," in Christine D. Henderson ed., *Tocqueville's Voyages: The Evolution of His Ideas and Their Journey Beyond His Time* (Indianapolis: Liberty Fund, 2014).

Supervision of student research last 5 years: 5 Ph.D. students

Appendix 1: REEI Curriculum Vitae (Faculty/Staff CVs) and Position Descriptions

31. REGINA SMYTH, Associate Professor, Political Science (tenured)

Year of appointment: 2006

Time devoted to Russian/East European studies: 75%

Area courses taught (7): Protest in a Global Age; Russian Politics; Soviet Union Revolution to Revolution; Russian Protest; Post-Communist Politics; The Political economy of Dual Transitions; Electoral Authoritarian Regimes

Current research interests: Party formation in new democracies, role of parties in legislative decision-making, nature of patronage linkages in post-Communist society, efficacy of protest as a mechanism of political change in electoral authoritarian regimes.

Education: B.A., State University of New York at Albany, 1983
M.A., Duke University, 1994
Ph.D., Duke University, 1997

Academic experience: 17 years post-secondary teaching

Language competence: Russian 2

Overseas experience: Extensive research in Russian, including as Fulbright Research Scholar, 2010-11

Recent publications (10): with Rostislav Turovsky. "Legitimizing Victories: Electoral Authoritarian Control in Russia's Gubernatorial Elections," *Europe-Asia Studies*, forthcoming; "Studying Russia's Authoritarian Turn." *Russian Politics* 1.4 (2016): 337-346; with Irina Soboleva, "Navalny's Gamesters: Protest, Opposition Innovation, and Authoritarian Stability in Russia." *Russian Politics*, 1.4 (2016), 347-371; with Sarah Oates. "Mind the Gaps: Media Use and Mass Action in Russia." *Europe-Asia Studies* 67.2 (2015): 285-305; with Irina Soboleva, Luke Shimek and Anton Sobolev, "Defining Common Ground: Collective Identity in Russia's Post-Election Protests and Rallies," in Cameron Ross, editor, *Civil Society Awakens? The Systemic and Non-Systemic Opposition in the Russian Federation: National and Regional Dimensions*, Ashgate Press, 2015; with William Bianco, Christopher Kam, Itai Sened. "The Uncovered Set and Its Applications," in Jac C. Heckelman and Nicholas Miller, eds. *Elgar Handbook of Social Choice and Voting*, Northampton, MA: Elgar, 2015; with Jacob Bauer-Bir, William T. Bianco, Nicholas D'Amico, Christopher Kam, and Itai Sened. "Predicting Majority Rule: Evaluating the Uncovered Set and the Strong Point." *Journal of Theoretical Politics* (2015); with William Bianco, Christopher Kam, and Itai Sened, "Party Relevance and Party Survival in New Democracies," *International Area Studies Review*, 17, 3 (2014): 251-261; "The Putin Factor: Personalism, Protest, and Regime Stability in Russia." *Politics & Policy* 42, 4 (2014): 567-592. "Looking Beyond the Economy: Pussy Riot and the Kremlin's Voting Coalition," w Irina Soboleva in *Post-Soviet Affairs*, December 2013; "A Well-Organized Play," w Anton Sobolev and Irina Soboleva in *Problems of Post-Communism* 60, 2 (2013)

Supervision of student research last 5 years: 10 dissertations/theses

32. DINA ROME SPECHLER, Associate Professor, Political Science (tenured)

Year of appointment: 1984

Time devoted to Russian/East European studies: 100%

Area courses taught (7): The Analysis of Foreign Policy; Soviet and Russian Foreign Policy; Comparative Foreign Policy; Force and Diplomacy in the Nuclear Age; Political Simulations: Model UN; The Cold War and After; Introduction to International Relations.

Current research interests: Gorbachev's policy in Eastern Europe; domestic sources of Russian foreign policy; major power competition in the Middle East and Russia's "Near Abroad"; major innovation in foreign policy.

Education: B.A., Radcliffe College, 1965
M.A., Harvard University, 1971
Ph.D., Harvard University, 1973

Academic experience: 51 years post-secondary teaching

Language competence: Russian 2, French 1, Hebrew 3, Swedish 1, Latin 1

Overseas experience: Residence: Israel, Sweden; Education: Sweden

Recent publications (3): Dina R. Spechler and Martin C. Spechler, "Reassessing the Burden of Eastern Europe on the USSR," in Stephen Fortescue, ed., *The Russian Economy* (Routledge, 2017); Dina Spechler, Defne Jones and Navruz Nekbakhtshoev, "Collective Action for Rural Village Development," *Development* (September 2016); "Russia's Lost Position in Central Eurasia," with Martin Spechler in *Journal of Eurasian Studies* 4:1 (2013)

Supervision of student research last 5 years: 17 dissertations/theses

Appendix 1: REEI Curriculum Vitae (Faculty/Staff CVs) and Position Descriptions

RELIGIOUS STUDIES

33. PATRICK MICHELSON, Associate Professor, Department of Religious Studies (tenured); Adjunct Associate Professor, Department of History

Year of Appointment: 2011

Time devoted to Russian/East European studies: 50%

Area courses taught (2): True Belief: A History of Orthodox Christianity; Russian Orthodoxy in an Age of Empire and Revolution

Current research interests: Russian Orthodox thought, Modern Christian thought, European intellectual history

Education: Ph.D., University of Wisconsin, 2007

Academic experience: 10 years post-secondary teaching

Language competence: Russian 3

Recent publications (3): *Beyond the Monastery Walls: The Ascetic Revolution in Russian Orthodox Thought, 1814–1914* (Madison: U of Wisconsin Press, 2017); Co-editor with Judith Deutsch Kornblatt, *Thinking Orthodox in Modern Russia: Culture, History, Context* (Madison: University of Wisconsin Press, 2014); “Freedom of Conscience and the Limits of the Liberal *Solovyov*,” *Solov’evskie issledovaniia [Solovyov Studies]* 41, no. 1 (2014).

Supervision of student research last 5 years: 1 PhD dissertation, 2 MA theses

SLAVIC/EAST EUROPEAN LANGUAGES AND CULTURES

34. MARINA ANTIĆ, Assistant Professor, Slavic and East European Languages and Cultures (tenure-track)

Year of appointment: 2016

Time devoted to Russian/East European studies: 100%

Area courses taught (4): Postcommunist Nostalgia, Inventing Eastern Europe, Literature and Nationalism, Yugoslav Experiment

Language courses taught (2): Elementary Bosnian/Croatian/Serbian language, Advanced Bosnian/Croatian/Serbian

Current research interests: Former Yugoslav literature and culture, postcolonial studies, Marxism, cultural studies, intellectual history, nationalism, peripheral modernisms, critical theory.

Education: Ph.D., University of Wisconsin - Madison, 2013.

Language competence: Bosnian/Croatian/Serbian (native), Russian 2, German 2

Academic experience: 5 years post-secondary teaching

Recent publications (6): 2016. “Bosnian Spring or the Young Bosnia Movement 2.0? The History of Uneven Development on the European Margins from Princip to Plenums,” *The Long Shots of Sarajevo: Events – Narratives – Memories of 1914*, Tübingen: Narr Francke Attempto; 2015. “Historicizing Bosnia: Kosta Hörmann and Bosnia’s Encounter with Modernity” in *Wechsel Wirkungen: The Political, Social, and Cultural Impact of Austro-Hungarian Occupation of Bosnia-Herzegovina (1878-1918)*, eds. Ruthner, Clemens, Raymond Detrez, Ursula Reber, and Diana Reynolds, Peter Lang USA

Supervision of student research last 5 years: 1 MA thesis

35. SOFIYA ASHER, Lecturer, Slavic and East European Languages and Cultures (non tenure-track)

Year of Appointment: 2013

Time devoted to Russian/East European studies: 50%

Area courses taught:

Language courses taught (5): Elementary Russian I; Intermediate Russian I and II; Elementary Polish I and II

Current research interests: Ukrainian, Russian, and Polish language teaching

Education: M.A., University of Illinois at Urbana-Champaign, 2011

M.A., Drohobych Pedagogical University, Drohobych, Ukraine, 1999

Language pedagogy training: ACTFL certified OPI tester for Russian and Ukrainian

Academic experience: 13 year post-secondary teaching

Language competence: Ukrainian (Native), Russian (3), Polish (3), French (2), German (2)

Overseas experience: Born and raised in Ukraine; ESL Instruction in Slubice, Poland

Appendix 1: REEI Curriculum Vitae (Faculty/Staff CVs) and Position Descriptions

36. CRAIG CRAVENS, Senior Lecturer (non-tenure track)

Year of Appointment: 2011

Time devoted to Russian/East European studies: 100%

Area courses taught (5): Robots and Beer Pubs: Czech Culture from 863 to 1989; From Kafka to Kundera: Modern Czech Literature; Dostoevsky and his Demons; Czech Cinema; East European Cinema

Language courses taught (5): Introductory Czech, I and II; Intermediate Czech I and II; Introductory Russian I

Current research interests: Narrative theory, Czech underground culture, Modern Czech literature, Czech-Russian literary relations.

Education: Ph.D., Princeton University 1998.

Academic experience: 19 years post-secondary teaching

Language competence: Czech 3, Russian 3, Hungarian 1

Language pedagogy training: ACTFL OPI training workshop (2016)

Overseas experience: Extensive teaching and research in the Czech Republic

Recent publications (2): Translation of Magdaléna Platzová, *Aaron's Leap*, from Czech to English. Bellevue Literary Press. 2014; Translation of Ivan Klíma, *My Crazy Century*, from Czech to English. New York: Grove Atlantic, 2013.

Supervision of student research last 5 years: 1 MA thesis

37. GEORGE FOWLER, Associate Professor, Chair of the Department of Slavic and East European Languages and Literatures (tenured); Director and Publisher at Slavica Publishers; Associate Editor, *Journal of Slavic Linguistics*;

Year of appointment: 1990

Time devoted to Russian/East European studies: 100%

Area courses taught (6): Contemporary Russian Culture; Structure of Russian I: Phonology and Morphology; Structure of Russian II: Syntax and Semantics; Russian Word Formation; Structure of Hungarian; History of the Russian Literary Language

Language courses taught (4): Advanced Intermediate Oral Russian I; Advanced Intermediate Oral Russian II; Russian for Graduate Students I; Survival Russian

Current research interests: Public humanities; comparative semiotics of Russian and American advertising; Russian morphology and syntax

Education: Ph.D., University of Chicago, 1987

Language competence: Russian 3, Bulgarian 2, Hungarian 2, Polish 1, Serbo-Croatian 1

Academic experience: 35 years post-secondary teaching

Overseas experience: Russia and Hungary

Recent publications (1): "The Impact of English in Russian Advertising", *REGION: Regional Studies of Russia, Eastern Europe, and Central Asia* 1(2): 279–314, 2012[with Liudmila Amiri];

Supervision of student research last 5 years: 4 Ph.D. dissertations

Appendix 1: REEI Curriculum Vitae (Faculty/Staff CVs) and Position Descriptions

38. STEVEN FRANKS, Professor, Slavic and East European Languages and Cultures; Professor, Linguistics (tenured); Adjunct Professor, Speech and Hearing Sciences; Faculty Member, Cognitive Science Program; Faculty Member, Cognitive Science Program

Year of appointment: 1987

Time devoted to Russian/East European studies: 100%

Area courses taught (8): Comparative Slavic Morphosyntax; Structure of Russian; Russian for Graduate Students; Seminar on Coordination; Seminar on Agreement; Graduate Readings in Slavic Studies; Thesis Research; Advanced Research.

Current research interests: Comparative Slavic morphosyntax; the South Slavic Noun Phrase; Slavic clitics; quantification in Slavic; dative subjects in Russian; secondary predication in Russian and Polish; *wh*-movement

Education: B.A., Princeton University, 1977
M.A., University of California, Los Angeles, 1979
Ph.D., Cornell University, 1985

Academic experience: 33 years post-secondary teaching

Language competence: Russian 3, Bosnian/Croatian/Serbian 2, Bulgarian 2, Macedonian 2, Polish 2, German 2

Overseas experience: Fulbright-funded visits to Poland, Italy, Croatia; IREX-funded visits to Bulgaria, Russia; Summer language study in Macedonia

Recent publications (20): 2017. *Syntax and Spell-Out in Slavic*. Slavica Publishers; 2017. Slavic Generative Syntax. *Journal of Slavic Linguistics* 25.2: 199–239; 2016. Clitics are/become minimal(ist). In *Formal Studies in Slovenian Syntax. In honor of Janez Orešnik*, ed. by F. Marušič and R. Žaucer. John Benjamins, 91–27; 2015. *Studies in Accentology and Slavic Linguistics in Honor of Ronald F. Feldstein*. Slavica Publishers. [Shrager, Andrews, Fowler & Franks, eds.]; 2015. Invariant –to in Bulgarian. In *Studies in Accentology and Slavic Linguistics in Honor of Ronald F. Feldstein*, ed. by M. Shrager et al. Slavica, 99–136. [Franks & Rudin]; 2015. Syntactic and Typological Aspects of Universal Concessive Conditionals in Bulgarian. In *Rethinking the Past – Looking to the Future. Proceedings of the Ninth Joint Meeting of Bulgarian and North American Scholars*, ed. by A. Miltenova, C. Vakareliyska and C. Holden. Institute of Literature BAS, 109–122. [Franks & Rudin]; (2015). Speculations on DP-structure: Macedonian versus Bulgarian. In *Formal Approaches to Slavic Linguistics: The First Berkeley Meeting*, ed. by M. Szajbel-Keck, R. Burns & D. Kavitskaya, 56–76; 2015. Less Movement is More Minimalist Movement. In *The Proceedings of Florida Linguistics Yearly Meeting 2* [available @<http://journals.fcla.edu/floridalinguisticspapers/index>]; 2015. Reflections: The Slavic Linguistics Society Comes of Age. *Journal of Slavic Linguistics* 23.2, 189–196; 2014. Cased PRO: From GB to Minimalism and Back Again. In *New Insights into Slavic Linguistics*, ed. by J. Witkoś & S. Jaworski. Peter Lang, 73–90.

Supervision of student research last 5 years: 2 Ph.D. dissertations

39. JEFFREY HOLDEMAN, Senior Lecturer and Director of Undergraduate Studies, Department of Slavic and East European Languages and Literatures (non-tenured)

Year of appointment: 2002

Time devoted to Russian/East European studies: 50%

Area courses taught (2): Vampire in European and American Culture; Immigration and Ethnic Identity in the United States

Language courses taught (6): Methods of Russian Language Instruction; Elementary Russian I & II; Intermediate Russian II; Elementary Czech I & II.

Current research interests: Teaching of Russian and Czech, phonetics and sociolinguistics, language maintenance and shift, Russian Old Believers in the United States and Central Europe; Slavic and East European immigration to the United States, Eastern and central European music.

Education: B.A., University of Tennessee, 1992, 1993
M.A., Ohio State University, 1995
Ph.D., Ohio State University, 2002

Language pedagogy training: University-level training in foreign language pedagogy

Academic experience: 17 years post-secondary teaching

Language competence: Russian 3, Czech 3, Polish 2, Serbo-Croatian 1, Bulgarian 1, Macedonian 1, Romanian 1, Lithuanian 1

Overseas experience: Russia (13 months), Czech Republic (10 months); fieldwork in Poland, Lithuania (8 months).

Recent publications (1): with Beth Lewis Samuelson, Lauren Caldarera, Diana Jacobs, Nancy Uslan, and Madelyn Kissel: "All the World's a Page." *Talking Stick* (vol. 30, no. 3) Jan.–Feb. 2013: 38–45, 51.

Appendix 1: REEI Curriculum Vitae (Faculty/Staff CVs) and Position Descriptions

40. SVITLANA MELNYK, Lecturer (non-tenured)

Year of Appointment: 2014

Time devoted to Russian/East European studies: 100%

Area courses taught (1): Intro to Ukrainian culture 2009, 2014 (Fall)

Language courses taught (6): Advanced Russian; Business Russian; Russian Stylistics and Syntax; Intermediate Ukrainian; Elementary Ukrainian; Russian for Social Sciences

Current research interests: Sociolinguistics, Ukrainian-Russian bilingualism, linguistic minorities

Education: Ph.D in Philology, Kyiv National Taras Shevchenko University, 1996.

Language pedagogy training: Degreed training in Russian and Ukrainian as a foreign language teaching; ACTR Trained and Certified OPI Tester for Russian and Ukrainian

Academic experience: 23 years post-secondary teaching

Language competence: Ukrainian (native), Russian (native)

Overseas experience: native of Ukraine, 1 year post-secondary teaching in Hungary

Recent publications (1): Pavlenko, A., Jarvis S., Melnyk S. & Sorokina A. (2016) [Communicative relevance: Color references in bilingual and trilingual speakers](#). *Bilingualism: Language and Cognition*

Supervision of student research last 5 years: 6 MA theses

41. JOANNA NIŻYŃSKA, Associate Professor (tenured)

Year of Appointment: 2014

Time devoted to Russian/East European studies: 100%

Area courses taught (4): Survey of Polish Literature and Culture; Introduction to Polish Culture; Seminar in Russian Literature; Cities and Regions of Central Europe

Current research interests: Comparative approaches to Polish studies; trauma and post-memory in post-Communist countries; gender/queer studies; writing history of "minor literatures"; Polish-American poetic relations

Education: Ph.D., University of California Los Angeles, 2002.

Academic experience: 17 years post-secondary teaching

Language competence: Polish (native), Russian 3

Overseas experience: Born and raised in Poland

Recent publications (3): *Traumatyczne, codzienne, queer: Królestwo wieloznaczności Mirona Białoszewskiego*. Trans. Agnieszka Pokojska (Cracow: Universitas, 2013).; *The Kingdom of Insignificance: Miron Białoszewski and the Quotidian, the Queer, and the Traumatic* (Northwestern University Press, 2013).; "Globalization and Its Discontents: Notes on Polish Studies in an Age of Globalization," *East European Politics and Societies* (2013)

Supervision of student research last 5 years: 1 PhD thesis

42. MARIA SHARDAKOVA, Associate Professor, Slavic and East European Languages and Cultures (tenured); Russian language program director

Year of Appointment: 2010

Time devoted to Russian/East European studies: 100%

Area courses taught (5): Post-Soviet Russian Culture & Society; Russian Modernism: Literature, Music, and Visual Arts; Identity, Bilingualism, and Second Language Acquisition; Introduction to Russian Culture; Contemporary Russian Culture

Language courses taught (3): Elementary, Intermediate, Advanced Russian

Current research interests: Cross-cultural and interlanguage pragmatics, second language and cross-cultural humor, humor and politeness, bilingualism and identity, second language teaching methodology and assessment.

Education: Ph.D., Bryn Mawr College, 2005.

Academic experience: 23 years post-secondary teaching

Language pedagogy training: Second-language acquisition and language pedagogy studies at Bryn Mawr College; ACTFL Trained and Certified OPI Tester for Russian

Language competence: Russian (native)

Overseas experience: Born and raised in Russia

Recent publications (4): "So many ways to be impolite? L2 humor as a classroom management tool." Salvatore Attardo (Ed.), *The Routledge Handbook of Language and Humor*. Routledge, 2017, 219-234. "American learners' comprehension of Russian textual humor." *The Modern Language Journal*, Vol. 100(2), 2016, 466-483. "Playful performances of Russianness and L2 symbolic competence." *Pragmatics and Language Learning*, Vol. 14, 2016.

Supervision of student research last 5 years: 2 PhD theses, 1 MA thesis, 1 undergraduate honors thesis

Appendix 1: REEI Curriculum Vitae (Faculty/Staff CVs) and Position Descriptions

43. MIRIAM SHRAGER, Lecturer, Slavic Languages and Literatures (non-tenured)

Year of Appointment: 2008

Time devoted to Russian/East European studies: 100%

Area courses taught (4): Russian Folk Tales; History of the Russian Literary Language; Russian and Soviet Film; Introduction to Russian Culture

Languages courses taught (7): Intermediate Russian I & II; Advanced Intermediate Russian I & II; Advanced Russian Syntax and Stylistics I; Russian for Heritage Speakers; Readings in Russian Literature

Current research interests: Russian pedagogy, Slavic and general linguistics, phonetics, phonology, dialectal fieldwork, folklore.

Education: Ph.D., Indiana University

Academic experience: 19 years post-secondary teaching

Language pedagogy training: University-level language pedagogy training as part of graduate study

Language competence: Russian, Modern Hebrew: native proficiency; Czech, Polish, BCS 2

Overseas experience: Native of Russia, Moscow; lived in Israel; conducted in the past and continue to conduct research and field work in Russia; have participated twice in the Summer Language School in Olomouc, Czech Republic

Recent publications (1): 2015. "Common Slavic Deverbatives and their Origin", *Studies in Accentology and Slavic Linguistics in Honor of Ronald Feldstein*, ed. Miriam Shrager, Edna Andrews, George Fowler, and Steven Franks. Bloomington: Slavica.

44. LUKASZ SICINSKI, Lecturer (non-tenured)

Year of appointment: 2015

Time devoted to Russian/East European studies: 100%

Area courses taught (4): Faces of War and Freedom (Fall 2017); Introduction to Polish Culture (Spring 2017; Spring 2018); The Bold and the Restless: Polish Film from the 1950s to the Present (Fall 2016); From Rubbish of Culture to Culture of Rubbish (Spring 2016)

Language courses taught (5): Advanced Intermediate Polish I & II (2015/2016; 2016/2017; 2017/2018); Intermediate Polish I & II (2015/2016; 2016/2017; 2017/2018); Elementary Polish I (Fall 2015)

Current research interests: 20th century Polish literature and culture; intersections of literature and philosophy; epistemology of rubbish; philosophy of language; postwar Polish cinema; contemporary Czech cinema.

Education: Ph.D., University of Toronto, 2017.

Academic experience: 10 years of post-secondary teaching

Language pedagogy training: ACTFL Trained and Certified OPI Tester for Polish

Language competence: Polish – Native, Czech 2, German 1

Overseas experience: Teaching Polish culture and Polish as foreign language in Poland and Germany

45. SARA STEFANI, Assistant Professor (non-tenured)

Year of Appointment: 2009

Time devoted to Russian/East European studies: 100%

Area courses taught (11): Introduction to Russian Culture; Tolstoy's War and Peace; Russian Literature: Tolstoy to Solzhenitsyn; Russian Literature: Pushkin to Dostoevsky; Readings in Russian Literature I (in Russian); Slavic-S Independent Reading, Russian Culture and Media; Independent Honors Project, Women and Travel; Chekhov; Russian Postmodernism in Its International Context; Independent Reading in Nineteenth-Century Narrative; Russia's Second Golden Age and After: The 1920s and 1930s; Nineteenth-Century Russian Literature II

Language courses taught (1): W306/W356 Intensive Advanced Russian

Current research interests: Russian literature and culture, especially cultural connections between Russia and England, Russian avant-garde, Russian visual arts, Russian Modernism and Postmodernism

Education: Ph.D. Yale University, 2008

Academic experience: 13 years post-secondary teaching

Language competence: Russian 3

Overseas experience: 3+ years residence in Russia

Recent publications (1): "Foreign Influences and Domestic Concerns." *Critical Insights: War and Peace*. Ed. Brett Cooke. Amenia, NY: Grey House Publishing. (2014)

Appendix 1: REEI Curriculum Vitae (Faculty/Staff CVs) and Position Descriptions

46. RUSSELL VALENTINO, Professor, Slavic and East European Languages and Cultures, Associate Dean for International Affairs, College of Arts and Sciences (tenured)

Year of Appointment: 2013

Time devoted to Russian/East European studies: 50%

Area courses taught (5): Intro to Russian Culture; Two Books and Four Movies: Zhivago and Lolita in Print and Film; Honors seminar on War and Peace; Civilization and the Russian Far East; Gogol in Context

Current research interests: literary translation and translation studies; world literature; 19th-20th century Russian literature; Mediterranean Studies; virtue theory; republicanism; Russia and Asia; comparative urban sociology, Adriatic Studies

Education: B.A., California State University Fresno, 1986
M.A., Ph.D, UCLA, 1993

Academic experience: 33 years

Language competence: Russian (3), BCS (3), French (3), Italian (3); German (1)

Overseas experience: Research with various lengths of stay in the USSR, Russia, France, Germany, Italy, Bosnia, Croatia, Serbia, Slovenia, and Japan

Recent publications (8): 2017, special issue on "Rhetoric and Translation" in *Poroi: A Journal of Rhetorical Analysis and Invention* (<http://ir.uiowa.edu/poroi/vol13/iss1/>); 2016; "An Accidental Pilgrimage," in the book *Inspired Journey: Travel Writers in Search of the Muse*, ed. Brian Bouldrey (Madison, WI: The University of Wisconsin Press), pp.155-162; 2016. "The Siege Starts Without Warning," translated from the Serbo-Croatian by Miljenko Jergovic, *The New York Times* (<http://www.nytimes.com/2016/10/23/opinion/the-siege-starts-without-warning.html>); 2016. Paperback edition of *The Woman in the Window: Commerce, Consensual Fantasy, and the Quest for Masculine Virtue in the Russian Novel* (Columbus, Ohio: The Ohio State University Press); 2013. "Good Enough for Jesus," *The Buenos Aires Review*; 2013. *Between Exile and Asylum: An Eastern Epistolary*, translated from the Croatian of Predrag Matvejevic, reprint by VBZ, Zagreb, Croatia; 2013. *A Castle in Romagna*, translated with Tomislav Kuzmanovic from the Bosnian of Igor Stiks, reprint by VBZ, Zagreb, Croatia; 2012. "Lenin's Empty Place," *Defunct Magazine*, III: 3

Supervision of student research last 5 years: Ph.D. students: 6 (3 as co-chair); MFA students: 4; MA students: 1

Distinctions: Principal Investigator for a three-year NEH Collaborative Research Grant (with the Russian State Humanities University and the University of Zadar) for project entitled "Translation and the Making of World Literature"; President, American Literary Translators Association (2013-16); Keynote address, AATSEEL annual conference, January 2013; Editor, *Iowa Review* 2009-2013; Fulbright-Hays Faculty Research Award (1999-2000); NEA Literature Fellowship (2002; 2009; 2016); PEN/Heim Translation Grant 2016.

VISITING LANGUAGE INSTRUCTORS – ACADEMIC YEAR

47. NATAŠA VEINOVIĆ Visiting Lecturer, Slavic/East European Languages/Cultures (non-tenured)

Year of appointment: 2016

Time devoted to Russian/East European studies: 100%

Language courses taught (6): Bosnian/Serbian/Croatian I & II, Intermediate Bosnian/Serbian/Croatian I & II, Advanced Bosnian/Serbian/Croatian I & II

Current research interests: Croatian as a second and foreign language

Education: MA, Croatian Language and Culture, University of Zagreb.

Academic experience: 13 years post-secondary teaching

Language competence: BCS (native)

Overseas experience: educated in Croatia; taught BCS in Russia, Macedonia, Ukraine, China

Appendix 1: REEI Curriculum Vitae (Faculty/Staff CVs) and Position Descriptions

II. REEI ASSOCIATED FACULTY

ANTHROPOLOGY

48. FREDERIKA KAESTLE, Associate Professor, Anthropology (tenured)

Year of appointment: 2001

Time devoted to Russian/East European Studies: 15%

Current research interests: Prehistoric and historic population movement in the Russian Far East and Central Eurasia, Peopling of the Americas, Ancient DNA analyses.

Education: B.A., Yale University, 1992
M.A., University of California, Davis, 1994
Ph.D., University of California, Davis, 1998

Academic experience: 15 years post-secondary teaching

Language competence: Spanish 3, Latin 2, Swahili 1, Northern Paiute 1, Japanese 1

Overseas experience: Research project Russian Far East in collaboration with the Museum of Archaeology and Ethnography, Vladivostok, Russia, 2002.

Recent publications (3): Rich, Alicia & Wasserman, Michael & Deimel, Caroline & Kaestle, Frederika & K. Breeden, Scott & Hunt, Kevin. (2018). "Is Genetic Drift to Blame for Testicular Dysgenesis Syndrome in Semliki Chimpanzees (*Pan troglodytes schweinfurthii*)?". *Journal of Medical Primatology*. In Press. 10.1111/jmp.12352; Reynolds, Austin & Raff, Jennifer & Bolnick, Deborah & Cook, Della & Kaestle, Frederika. (2014). "Ancient DNA From the Schild Site in Illinois: Implications for the Mississippian Transition in the Lower Illinois River Valley". *American Journal of Physical Anthropology*. 156. 10.1002/ajpa.22668; Marshall, Charla & Kaestle, Frederika. (2013). Ancient DNA from Angel Mounds. *Midcontinental journal of archaeology, MCJA*. 38. 259-268. 10.1179/mca.2013.012.

Major research grants received: NSF grants

Supervision of student research last 5 years: 12 Ph.D. dissertations; 1 REEI M.A. essay

49. ANYA PETERSON ROYCE, Chancellor's Professor, Anthropology, Comparative Literature, Latin American and Caribbean Studies (tenured)

Year of appointment: 1973

Time devoted to Russian/East European studies: 25%

Area courses taught (5): Arts, Politics, and Global Encounters, Anthropology of the Performing Arts, Anthropology of Dance, Ethnographic Research and Writing, The Arts and Anthropology

Current research interests: Dance, performing arts; ethnic identity and values; death; diversity, especially within the U.S., contemporary social and cultural theory; creativity and aesthetics; pilgrimage

Education: B.A., Stanford University, 1968
M.A., University of California Berkeley, 1971
Ph.D., University of California Berkeley, 1974

Academic experience: 43 years post-secondary teaching

Language competence: Spanish 3, French 3, Italian 3, German 2, Isthmus Zapotec 2, Russian 2, Polish 1.

Overseas experience: Poland—2009, 2005, 1989, 1982

Recent publications (4): Royce, Anya Peterson. (2017). Elizabeth Colson (1917–2016): reflections on a conversation. *Anthropology Southern Africa*. 40. 142-146. 10.1080/23323256.2017.1318708; *Antropologia Tańca* [The Anthropology of Dance], Polish translation. Includes a new chapter bringing the field up to date since 2002; includes new photographs. Warsaw: Warsaw University Press; 2014; "Epilogue: State of the Art," new chapter for the Polish translation of *The Anthropology of Dance*, Warsaw: Warsaw University Press; 2013; "Taking the Long Way Round: Journeys of Transformation," in *Of Our Times/Comhaimseartha*, August. Limerick: The Irish World Academy of Music and Dance; 2013; "Journeys of Transformation: Isthmus Zapotec Beliefs and Rituals Surrounding Death and Pilgrimage." College of the Holy Cross, McFarland Center for Religion, Ethics, and Culture.

Supervision of student research last 5 years: 4 Ph.D. dissertations

Distinctions: 2018 Tracy M. Sonneborn Award, which honors an IU Bloomington faculty member for outstanding research/creative activity and teaching.

Appendix 1: REEI Curriculum Vitae (Faculty/Staff CVs) and Position Descriptions

50. JAYNE-LEIGH THOMAS, Research Associate (non-tenured)

Year of appointment: 2013

Time devoted to Russian/East European studies: 25%

Current research interests: Human osteology; bioarchaeology; NAGPRA; repatriation; ethics; Late Bronze Age Slovenia; cremation studies; Chalcolithic Turkey; cranial deformation; isotope analyses; mortuary practices

Education: B.A., Eastern Oregon University, 2004
MSc., Central Washington University, 2006
Ph.D., The University of Edinburgh, 2011

Language competence: Spanish

Overseas experience: Slovenia, Turkey

Recent publications (8): Thomas, J-L. (2017). Late Chalcolithic Skeletal Remains and Associated Mortuary Practices from Çamlıbel Tarlasi in Central Anatolia. In E. Murphy & M. Le Roy (Eds.), *Children, Death, and Burial: Archaeological Discourses*, pp. 77-90. Oxford: Oxbow Books; Pickard, C., Schoop, U-D, Dalton, A., Sayle, K., Channel, I., Calvey, K., Thomas, J., Bartosiewicz, L., & Bonsall, C. (2015). Diet at Late Chalcolithic Çamlıbel Tarlasi, north-central Anatolia: An isotopic perspective. *Journal of Archaeological Science: Reports*, Vol. 5, 296-306; Thomas, J., Buchanan, M., Wilson, C., & Crane, A. (2015). Pobrezje near Maribor. In B. Teržan and M. Crešnar (Eds.), *Absolute Dating of the Bronze and Iron Ages in Slovenia*, pp. 215-220. Ljubljana, Slovenia: Univerze v Ljubljani in Narodni muzej Slovenije; Crešnar, M., Bonsall, C., & Thomas, J. (2014). Ruše. In B. Teržan and M. Crešnar (Eds.), *Absolute Dating of the Bronze and Iron Ages in Slovenia*, pp. 221-224. Ljubljana, Slovenia: Univerze v Ljubljani in Narodni muzej Slovenije; Crešnar, M., Koprivnik, V., Bonsall, C., & Thomas, J. (2014). Gracic below Brinjeva gora. In B. Teržan and M. Crešnar (Eds.), *Absolute Dating of the Bronze and Iron Ages in Slovenia*, pp. 305-312. Ljubljana, Slovenia: Univerze v Ljubljani in Narodni muzej Slovenije; Irvine, B., Thomas, J., & Dietrich-Schoop, U. (2014). A macroscopic analysis of human dentition at Late Chalcolithic Çamlıbel Tarlasi, North Central Anatolia, with special reference to dietary and non-masticatory habits. *Interdisciplinaria Archaeologica*, 5 (1), 1-12; Crešnar, M. & Thomas, J. (2013). New data on cremation burials from Northeastern Slovenia. In M. Lochner & F. Ruppenstein (Eds.), *Cremation burials in the region between the Middle Danube and the Aegean, 1300-750 BC: Proceedings of the International Symposium held at the Austrian Academy of Sciences at Vienna, February 11th-12th, 2010*, pp. 79-98. Verlag der Osterreichischen Akademie der Wissenschaften: Austrian Academy Press.

51. M. NAZIF SHAHRANI, Professor, Department of Anthropology. Professor, Department of Central Eurasian Studies. Professor, Department of Near Eastern Languages and Cultures (tenured)

Year of appointment: 1989

Time Devoted to Russian/East European Studies: 50%

Area Courses Taught (5): Peoples and Cultures of Middle East and Central Asia; Post-Taliban Afghanistan and the Future of War on Global Terror; Representations of Islam and Muslims in anthropological literature; Islam and Politics in Central Asia and the Middle East; States and Societies in Muslim Central Asia and the Middle East

Education: B.A., University of Hawaii, 1970
M.A., University of Washington, 1972
Ph.D., University of Washington, 1976

Academic Experience: 42 years post-secondary teaching.

Language Competence: Dari/Persian/Tajik native (3), Uzbek native (3), Kirghiz 3, Pashto 3, Turkish 2, Arabic 1

Overseas Experience: Native of Afghanistan; field research in Afghanistan, 2011, 2009, 2008, 2004, 2003, 2002, 1996, 1975, 1972-74; field research in Uzbekistan, summer 1992, six months in 1994. Taught a course in Kazan Federal University for a week in November 2013.

Current Research Interests: Cultural ecology of nomadic pastoralism; state and society; Islamic movements; identity politics; social change and modernization; and Muslim family and gender dynamics in Soviet and post-Soviet Central Asia.

Recent Publications (7): 2015. The Impact of the 2014 U.S.-NATO Withdrawal on the Internal Politics of Afghanistan: Karzai-style Thugocracy or Taliban Theocracy? *Asian Survey*, Vol. 55, Number 2, pp. 273-298; 2013, "Taliban." In *Encyclopedia Britannica*; 2013, "Political Islam in Afghanistan." *The Oxford Handbook of Islam and Politics*, edited by John L. Esposito and Emad El-Din Shahin, Oxford University Press., pp. 453-74. 2013, Center-Periphery Relations in Afghanistan. In *Local Politics in Afghanistan*, Conrad Schetter, ed. London: Hurst Publishers Co., pp. 23-38.

Supervision of student research last 5 years: 1 PhD thesis, 2 MA theses

Appendix 1: REEI Curriculum Vitae (Faculty/Staff CVs) and Position Descriptions

SCHOOL OF ART, ARCHITECTURE AND DESIGN

52. SARAH BASSETT, Director of Graduate Studies; Adjunct Associate Professor of Classical Studies; Associate Professor, Department of History of Art, School of Fine Arts (tenured)

Year of Appointment: 2009

Time devoted to Russian/East European studies: 85%

Area courses taught (2): Pagans and Christians: Christian Art in the Roman Empire; Heaven and Earth: Art and the Church in Byzantium

Current research interests: late antique, early medieval and Byzantine aesthetics, late antique portraiture, early Christian icons, the reception of the classical past in late antiquity and the Byzantine middle ages, late antique and early medieval urbanism

Education: Ph.D. Bryn Mawr College, 1985
M.A. University of Chicago, 1980
B.A. Smith College, 1976

Academic experience: 33 years post-secondary teaching

Language competence: Italian (3) French (2) German (1) Latin (1) Greek – ancient and medieval (1)

Overseas experience: research in Italy, Turkey, France, Germany

Recent publications (4): In press: “The Topography of Triumph in Late Antique Constantinople”, Fabian Goldbeck, and Johannes Wienand(eds.): *Der römische Triumph in Prinzipat und Spätantike*. Berlin: De Gruyter; 2015. “‘Curious art’: myth, sculpture, and Christian response in late antiquity,” in H. Leppin and J. Rüpke (eds.) *Antike Mythologie in christlichen Kontexten der Spätantike -Bilder, Räume, Texte/Classical Mythology in the Context of Late Antiquity – Images, Spaces, Texts* (Millenium Studies): 239 – 61; 2015. “Collecting and the Creation of History,” in M. Ghatan and D. Pegazzano, (eds.) *Museum Archetypes and Collecting in the Ancient World* (Leiden and Boston: Brill): 146-55; 2014. “Late Antique Honorific Sculpture in Constantinople,” in S. Birk, T. M. Kristensen, B. Poulsen, eds. *Using Images in Late Antiquity* (Oxford: BAR): 78-95.

53. MICHELLE FACOS, Professor, Department of Art History; Adjunct Professor, Jewish Studies; Adjunct Professor, Russian and East European Studies; Adjunct Professor, Scandinavian Studies; Adjunct Professor, International Studies (tenured)

Year of appointment: 1995

Time devoted to Russian/East European studies: 15%

Area courses taught (1): 19th Century European Art

Current research interests: Nineteenth-century European painting and sculpture, particularly that of Scandinavia. Romanticism, Symbolism and issues of identity; The contribution of Jews to Swedish national identity in the years around 1900; Artistic innovation at the Danish art academy in the late eighteenth century

Education: B.A., Kirkland (Hamilton) College, 1976
M.A., Institute of Fine Arts, New York University, 1983
Ph.D., Institute of Fine Arts, New York University, 1989

Language competence: Danish, French, German, Norwegian, Swedish

Academic experience: years post-secondary teaching

Overseas experience: Visiting Professor in Warsaw, Poland (2014, 2017), Visiting Professor in Germany (2011), guest researcher in Sweden (2000, 2001, 2003, 2004)

Recent publications (7): 2018. *A Companion to Nineteenth-Century Art: From Revolution to World War*, editor (Boston, MA: Wiley-Blackwell). Editor; 2015. *Symbolist Roots of Modern Art*, co-editor with Thor J. Mednick.(London: Ashgate); 2015. “Introduction,” co-author with Thor J. Mednick, *Symbolist Roots of Modern Art*, Facos and Mednick, eds (London: Ashgate),1-7; 2015. “Scandinavian Landscape Painting. A Survey of an Uncharted Field,” *Perspektiven europäischer Romantik-Forschung heute*, Helmut Hühn and Joachim Schiedermaier, eds (Jena: De Gruyter), 99-107; 2014. “The Visual Arts” in Michael Saler, ed.,*The Fin-de-Siecle World* (London: Routledge), 641-60; 2014. Svetlana Rakic, *Art and Reality Now: Serbian Perspectives* (New York: A. Pankovich Publishers). Copy editor; 2013. “Neocekivana I dinamicna harmonija,” *Oslobodenje* (Sarevejo, Bosnia), 23 May. Essay on contemporary artist Nessim Tahirovic.

Major grants received: Alexander von Humboldt Fellowship (1996-97), Alfried Krupp Wissenschaftskolleg, Greifswald (2010-11), ACLS (2017-18)

Supervision of student research last 5 years: 3 PhD dissertations

Appendix 1: REEI Curriculum Vitae (Faculty/Staff CVs) and Position Descriptions

SCHOOL OF BUSINESS

54. SCOTT SHACKELFORD, Associate Professor (tenured), Kelley School of Business; Cybersecurity Program Chair; Director, Ostrom Workshop Program on Cybersecurity and Internet Governance

Year of Appointment: 2010

Time devoted to Russian/East European studies: 30%

Area courses taught (2): Cybersecurity Law and Policy; Managing Political Risk in East European Markets

Current research interests: Cybersecurity, managing risk in international business, ethics of international business

Education: M.A., University of Cambridge, 2006

J.D., Stanford Law School, 2009

Ph.D., University of Cambridge, 2013

Academic experience: 8 years post-secondary teaching

Overseas experience: Fulbright Specialist Award in Law at Economics Institute, University of Zagreb, Croatia (Dec. 2013)

Recent publications (28): (2017) Shackelford, Scott J., Michael Sulmeyer, Ben Buchanan, Amanda N. Craig Deckard, and Brian Micic (2017), "From Russia with Love: Understanding the Russian Cyber Threat to U.S. Critical Infrastructure," *96 Nebraska Law Review* 320; Shackelford, S. (2017), "The Law of Cyber Peace," *18 Chicago Journal of International Law* 1; Shackelford, Scott J. (2017), "'NotPetya' Ransomware Attack Shows Corporate Social Responsibility Should Include Cybersecurity," *The Conversation*, June 27, 2017; Shackelford, Scott J. (2017), "Welcome to the 'Managed' Internet: Unpacking Cyber-Sovereignty in China's New Cybersecurity Law," *Asia & the Pacific Society Policy Forum*, June 15, 2017; Shackelford, Scott J. (2017), "The Cost of Online Crime: Preventing Cyberattacks and Hacks on the Internet for Cheap," *International Business Times*, April 18, 2017; Shackelford, Scott J. (2017), "Should Cybersecurity Be a Human Right?" *The Conversation*, Feb. 13, 2017 (republished by the World Economic Forum as "Going Digital: Should our Human Rights Apply Online as Well?"); Shackelford, Scott J., and Scott Russell (2017), "Operationalizing Cybersecurity Due Diligence: A Transatlantic Study," *67 University of South Carolina Law Review* 1; Shackelford, Scott, and Andraz Kastelic (2016), "A State-Centric Cyber Peace? Analyzing the Current State and Impact of National Cybersecurity Strategies on Enhancing Global Cybersecurity," *New York University Journal of Legislation and Public Policy*, 18, 895; Shackelford, Scott J. (2016), "On Climate Change and Cyber Attacks: Leveraging Polycentric Governance to Mitigate Global Collective Action Problems," *Vanderbilt Journal of Entertainment and Technology Law*, 18, 653.

Supervisor of student research last 5 years: 14 dissertations/theses

Distinctions: Hoerber Memorial Award; Kelley School of Business Research Award

CENTRAL EURASIAN STUDIES

55. DEVIN DeWEESE, Professor, Department of Central Eurasian Studies (tenured); Adjunct Professor, Department of Near Eastern Languages and Cultures and Department of Religious Studies

Year of appointment: 1986

Time devoted to Russian/East European studies: 25%

Area courses taught (5): Islam in the Soviet Union and Successor States; Islamic Central Asia, 16th-19th Centuries;

Current research interests: Critical perspectives on Sovietological studies of Islam in Central Asia; Islamization in Central Asia; hagiographical sources on Central Asian history.

Education: Ph.D., Indiana University, 1985

Academic experience: 32 years post-secondary teaching.

Language competence: Russian 3, Uzbek 3, Turkic 3, Tajik 2, Persian 2, Turkish 2, German 2, French 2, Arabic 1

Overseas experience: Extensive research in Central Asia

Recent publications (3): (edited with Jo-Ann Gross) *Sufism in Central Asia: New Perspectives on Sufi Traditions, 15th-21st Centuries* (Handbook of Oriental Studies. Section 8 Uralic & Central Asian Studies), Leiden, The Netherlands: BRILL, publication in August 2018; 2016, "It was a Dark and Stagnant Night ('til the Jadids Brought the Light): Clichés, Biases, and False Dichotomies in the Intellectual History of Central Asia." *Journal of the Economic and Social History of the Orient* 59(1-2); 2015, "Telling Women's Stories in 16th-Century Central Asia: A Book of Guidance in Chaghatay Turkic for a Royal Lady of the Bukharan Court." *Oriens* 43(1-2).

Supervisor of student research last 5 years: 7 dissertations/theses

Distinctions: Carnegie Scholars Fellow; Guggenheim Fellow; National Endowment for the Humanities Fellow

Appendix 1: REEI Curriculum Vitae (Faculty/Staff CVs) and Position Descriptions

56. MARIANNE KAMP, Associate Professor, Central Eurasian Studies; Adjunct Associate Professor, Department of History (tenured)

Year of appointment: 2017

Time devoted to Russian/East European studies: 25%

Area courses taught (2): Politics and Society in Central Asia; Labor and Migration in Central Asia

Current research interests: Central Asian states and societies under Soviet rule and since independence; oral history; women, gender and social change; history of the family; agriculture, cotton, collectivization and its undoing; Central Asia and the Cold War. Central Asian states and societies under Soviet rule and since independence; oral history; women, gender and social change; history of the family; agriculture, cotton, collectivization and its undoing; Central Asia and the Cold War.

Education: B.A., Dartmouth College, 1985
Ph.D., University of Chicago, 1998

Language competence: Russian 3, Uzbek 3, Tajik 2, Turkish 2

Academic experience: 20 years post-secondary teaching

Overseas experience: Research in Uzbekistan, Kyrgyzstan, Kazakhstan and Tajikistan.

Recent publications (13): 2017, Co-author with O'Neill Borbieva, N, "Veiling and Unveiling in Central Asia: beliefs and practices, past and present." In *The Routledge International Handbook to Veils and Veiling Practices*, Routledge with Almila, A; Inglis, D Eds.; 2017, Sole author, "Kinship and Orphans: rural Uzbeks and loss of parents in the 1920s and 1930s." In *The Family in Central Asia: New Perspectives*, Klaus Schwarz Verlag with Roche, S Ed.; 2017, Co-author with Zanca, R, "Stalinism as Collectivization in Uzbekistan: Stalinism and local activism." *Central Asian Survey* 36(1); 2017, Co-author, Co-editor, Translator, with Roosien, C, "Russian Empire in Uzbekistan." In *Women and Social Movements in Modern Empires since 1820*, Alexander Street Press with Sklar, K K; Dublin, T Eds. 2016. *Muslim Women of the Fergana Valley: a 19th century ethnography of Central Asia* [Kazan, 1886]. (with Mariana Markova) Translation from Russian with introduction. Bloomington: Indiana University Press; 2016. "Stalinism as Collectivization in Uzbekistan: Stalinism and local activism," (with Russell Zanca). *Central Asian Survey*, Vol 36, no 1: 55-72; 2016. "The Soviet Legacy and Women's Rights in Central Asia." *Current History*, vol. 115, no. 783: 270-276; 2016. "Karimov's Economy: a memoir from 25 years of periodic observation." *Central Asian Survey*. Uzbekistan Forum and Virtual Special Issue. Commissioned by editor.

Supervision of student research last 5 years: 3 theses/dissertations

57. RON SELA, Associate Professor, Department of Central Eurasian Studies (tenured); Associate Professor, International Studies; Adjunct Associate Professor, Department of History

Year of appointment: 2005

Time devoted to Russian/East European studies: 25%

Area courses taught (4): Ethnic History of Central Asia; Central Asia under Russian Rule; Introduction to Central Asian History; Sources for the Study of Central Asian History.

Current Research Interests: History and Historiography of Islamic Central Asia, 16th-19th centuries; Central Asia's Role in the History of the Muslim World.

Education: Ph.D., Indiana University, 2004

Academic experience: Taught at the University of Michigan (Ann Arbor), Hebrew University of Jerusalem before coming to IU; Member, Institute for Advanced Study, Princeton (2012).

Language competence: native Hebrew, Persian 4, Chaghatay 4, Uzbek 4, Arabic 4, Russian 4, French 4, Tibetan 2, Mandarin Chinese 2, German 1

Overseas experience: Extensive travel, research, conference presentations, invited lectures all over Europe and Central Asia

Recent publications (4): Sole author, "Tamerlane's (Fictitious) Pilgrimage to the Tombs of the Prophets." In *Studying the Near and Middle East at the Institute for Advanced Study, Princeton, 1935–2018*. Gorgias Press, with Schmidtko S, Ed (2018).; Sole author, "Central Asian Muslim on Tibetan Buddhism, 16th-18th Centuries." In *Trails of The Tibetan Tradition: Papers for Elliot Sperling*. Amnye Machen Institute, with Vitali R, Ed (2014).; "Prescribing the Boundaries of Knowledge: Seventeenth-Century Russian Diplomatic Missions to Central Asia," in *Writing Travel in Central Asian History*, ed. Nile Green (Indiana University Press, 2013); "Rashid al-Din's Historiographical Legacy in the Muslim World," in *Rashid al-Din Agent and Mediator of Cultural Exchanges in Ilkhanid Iran*, edited by A. Akasoy, et al. (London: The Warburg Institute, 2013).

Supervision of student research last 5 years: 12 dissertations/theses

Distinctions: Member, School of Historical Studies, Institute for Advanced Study, Princeton (2012)

Appendix 1: REEI Curriculum Vitae (Faculty/Staff CVs) and Position Descriptions

ECONOMICS

58. MICHAEL KAGANOVICH, Professor, Economics (tenured)

Year of appointment: 1991

Time devoted to Russian/East European studies: 25%

Current research interests: Economic growth: theory and application; economics of human capital.

Education: B.S., Leningrad State University, 1976
M.S., Leningrad State University, 1976
Ph.D., Computing Center of the USSR Academy of Sciences, 1985

Language competence: Russian (native), Estonian 3

Academic experience: 33 years of experience in post-secondary teaching (Bachelor and PhD level)

Overseas experience: Lived in Estonia and the USSR until 1989.

Recent publications (3): “Higher Education Reform and Access to College in Russia.” In: *The Oxford Handbook of the Russian Economy*, Oxford University Press (2013); Russian Translation in: *Ekonomika Rossii. Oksfordskii Sbornik. Kniga 2 (Russian Economy. Oxford Handbook. Volume 2)*, Gaidar Institute Publishing, Moscow (2015).

Supervision of student research last 5 years: 6 PhD students

SCHOOL OF EDUCATION

59. VESNA DIMITRIESKA, Research Associate; Director, Global Education Initiatives, Center for P-16 Research and Collaboration; Adjunct, Department, Literacy, Culture, and Language Education; (non-tenure track)

Year of appointment: 2016

Time devoted to Russian/East European studies: 13%

Current research interests: Language education; Language teacher identity; Teacher talk and instructional practices of teachers of less commonly taught languages; Modeling and reflective practices of language teacher educators

Education: BA, Sts. Cyril and Methodius Univ., Macedonia, 2001
EdM, Boston Univ., 2009;
PhD, Indiana Univ. Bloomington, 2016

Academic experience: 9 years post-secondary teaching

Language pedagogy training: PhD in Literacy, Culture, and Language Education

Language competence: Macedonian (native), BCS 2

Overseas experience: Pedagogical training in China, Macedonia, Mexico

Recent publications (3): “Becoming a Language Teacher: Tracing the Mediation and Internalization Processes of Pre-Service Teachers.” In *Research on teacher identity: Mapping challenges and innovations*. Shutz, P; Hong, J; Cross, D Eds. 2018; “Features of teacher talk in the context of less commonly taught languages.” *Journal of the National Council of Less Commonly Taught Languages* [Forthcoming]; Co-author, with Nyikos, M, “A model for community-base language teaching to young learners.” *Journal of the National Council of Less Commonly Taught Languages* 17(Spring 2015)

60. TERRENCE C. MASON, Dean, School of Education; Professor (tenured)

Year of appointment: 1994

Time devoted to Russian/East European studies: 20%

Area courses taught (1): Social Studies in the Elementary Schools

Current research interests: Civic Education in Eastern European Countries

Education: M.A., University of California at Los Angeles, 1982
Ph.D., University of California at Los Angeles, 1986

Academic experience: 34 years post-secondary teaching, 3 years K-12 teaching

Language competence: French 3, Spanish 2

Overseas experience: Macedonia, Montenegro, Latvia, Lithuania, Estonia, Poland, Hungary, and Czech Republic many trips 2000 – present.

Supervision of student research last 5 years: 1 Ph.D. dissertation

Appendix 1: REEI Curriculum Vitae (Faculty/Staff CVs) and Position Descriptions

61. MARTHA NYIKOS, Professor, Language Education Department in School of Education (tenured)

Year of appointment: 1987

Time devoted to Russian/East European studies: 25%

Area courses taught (5): Teaching Culture through Literature and Media; Methods of Teaching Foreign Languages 5-12; Advanced Study of Foreign Language Teaching; Methods of Teaching Young Learners; Practicum in Language Teaching; Bilingualism, Multilingualism and Identity.

Current research interests: Heritage language maintenance and loss; foreign language teacher education and pedagogy; Teacher beliefs, teacher resistance; models of professional development for language teachers; language learning strategies and styles; foreign language vocabulary learning; gender effects in language learning.

Education: B.A., Washington and Jefferson College, 1973
Pennsylvania State Teacher Certification, 1974
Certification in TESOL, University of Pittsburgh, 1975
M.A., University of Pittsburgh, 1979
Ph.D., Purdue University, 1987

Academic experience: 44 years post-secondary teaching, 2 years K-12 teaching; 1 year K-6 teaching

Language competence: Hungarian 3, German 3, French 1

Overseas experience: Visiting Scholar, Baku, Azerbaijan, Spring 2001; Teacher education seminars: Dakar, Senegal 2004; Bamako, Mali 2005; Budapest & Kecskemet, Hungary 2005; Kolozsvar, Romania, 2005

Recent publications (3): Co-author with Newman, KL, "Self-assessment of Linguistic Ability and Strategy Use by Minority Speakers of Mandarin in China." *NCOLCTL Journal of Less Commonly Taught Languages* [Forthcoming]; 2015, Sole author, "Bilingualism and family: Parental beliefs; child agency." *Journal of Sustainable Multilingualism* 5; 2015, Co-author with Dimitrieska, V. "A Model for Community-based Language Teaching to Young Language Learners: The Impact of University Outreach." *Journal of the National Council of Less Commonly Taught Languages* 14(2)

Supervision of student research last 5 years: 17 dissertations/theses

HISTORY

62. KE-CHIN HSIA, Lecturer (non-tenured)

Year of appointment: 2017 (Visiting Assistant Professor/Postdoctoral Fellow 2014-2017)

Time devoted to Russian/East European studies: 50%

Area courses taught (3): HIST-D 201 Democratic Revolutions since 1980; HIST-D 327 The Habsburg Empire, 1780-1918; HIST-J 300 Seminar in History: Nationalism in Modern Europe

Current research interests: Modern East Central Europe; The First World War; Welfare State; Democratization and Bureaucracy; Nationalism in Multinational Empire; Disability

Education: Ph.D., University of Chicago, 2013

Language competence: German (3), Mandarin Chinese (Native), Classical Chinese (3)

Academic experience: 11 years post-secondary teaching (including stints as instructor of record as graduate student)

Overseas experience: Multiple multi-months archival and library research stays in Austria, Germany, Great Britain, and Taiwan since 2004. Postdoctoral Fellowship at the Research Institute for the Humanities and Social Sciences, National Science Council of Taiwan (2013-2014), and visiting scholar appointment at the Centre for History and Economics, University of Cambridge, UK (2013-2014).

Recent publications (1): "Who Provided Care for Wounded and Disabled Soldiers? Conceptualizing State-Civil Society Relationship in WWI Austria," in *Other Fronts, Other Wars? First World War Studies on the Eve of the Centennial*, ed. Joachim Bürgschwentner, Matthias Egger, and Gunda Barth-Scalmani, History of Warfare 100 (Leiden: Brill, 2014), 303-328.

Major grants received: Austria Grant and Ernst Mach Grant from OeAD (Austrian Exchange Service) funded by the Austrian Ministry of Science and Research (2005-2006, 2007).

Supervision of student research last 5 years: 1 BA honors paper on Nationalist Conflicts in late Imperial Austria (Badeni Language Decree Crisis of 1897).

Appendix 1: REEI Curriculum Vitae (Faculty/Staff CVs) and Position Descriptions

63. MARK ROSEMAN, Professor, History; Pat M. Glazer Chair in Jewish Studies; Adjunct Professor, German (tenured)

Year of appointment: 2003

Time devoted to Russian/East European Studies: 50%

Area course taught (8): Anti-Semitism in Europe; Perpetrators of the Holocaust; History of the Holocaust; Antisemitism since the Enlightenment; War and Violence in 20th-Century Europe; Testimonies of the Holocaust; A Century of Genocide; The Historiography of the Holocaust

Current research interests: History of the Holocaust

Education: B.A., Cambridge University, 1979
M.A., Cambridge University, 1981
Ph.D., University of Warwick, 1987

Academic experience: 34 years post-secondary teaching

Language Competence: German 3, French 1

Recent Publications (17): Rescued Lives. The “Bund” resistance, and rescue in Nazi Germany. (Manuscript under contract and submitted with Metropolitan (USA), Oxford University (UK), Random house (Germany) (2018); “The barbarians from our ‘Kulturkreis.’” *Nazi perpetrators in the eyes of German Jews*. Search and Research, no. 24 ed. International Institute for Holocaust Research, Yad Vashem, Jerusalem, 2016. ISBN 978-965-308-509-1. 68 pp.; “התרחבות מעגל” מ ברברים מהנאצים: הפושעים הנאצים בעיני יהודי גרמניה” in *Chidushim. Studies in the History of German and Central European Jewry* Vol. 19 (2017).; “The costs and limits of making good” in Jonathan Zatin et al (eds.) *Dispossession. Plundering German Jewry, 1933-1953* (in copy editing, University of Michigan Press, 2017) ; “Biographical Approaches and the Wannsee Conference. Introduction” in Hans-Christian Jasch and Christoph Kreutzmuller (eds.), *The Participants. The Men of the Wannsee Conference* (Berghahn, 2017), 21-39 ; “Introduction” (with Devin Pendas and Richard Wetzel) in Devin Pendas, Mark Roseman, and Richard Wetzell (eds.), *Beyond the racial state* (Cambridge University Press, (October 2017)), 1-30 ; “Racial discourse, Nazi violence, and the limits of the “racial state” model” in Devin Pendas, Mark Roseman, and Richard Wetzel (eds.), *Beyond the racial state* (Cambridge University Press, (October 2017)), 31-57 ; “Die Teilnehmer der Wannsee-Konferenz im Blick der Forschung” in Hans-Christian Jasch and Christoph Kreutzmuller (eds.), *Die Teilnehmer. Die Männer der Wannsee Konferenz* (Metropol 2017) 29-45; “No, Herr Führer! Jewish revenge after the Holocaust between fantasy and reality” in Laura Jokusch Andreas Kraft and Kim Wünschmann, eds. *Revenge, Retribution, and Reconciliation. Justice and Emotions between Conflict and Emotion* (Hebrew University Magnes Press, 2016), 69-90; “National Socialism and the limits of ‘modernity’” in Geoff Eley, Jennifer Jenkins and Tracy Matysik (eds.), *German Modernities From Wilhelm to Weimar: A Contest of Futures* (Bloomsbury 2016), 323-341; “The Holocaust in European history” in Nicholas Doumanis (ed.) *Oxford Handbook of Modern Europe 1914-1945*, (Oxford University Press, July 2016), 518-536 ; “Lebensfälle: Biographische Annäherungen an NS-Täter”, in Frank Bajohr (ed.) *Deutschland und der Holocaust* (Fischer Verlag Schwarzer Reihe, 2015), 186-212; “Deciding to kill”, in Peter Hayes (ed.), *How was it possible? A Holocaust reader* (University of Nebraska Press. 2015), 430-446; “Der Dank des Vaterlandes: Memories and Chronicles of German Jewry in the 1930s” in Hilary Earl and Karl Schleunes (eds.) *Lessons and Legacies XI: Expanding Perspectives on the Holocaust in a Changing World* (Evanston; Northwestern University Press, 2014), 309-322.

Supervision of student research last 5 years: 6 Ph.D. dissertations

INFORMATICS, COMPUTING, AND ENGINEERING

64. ANDREW ASHER, Assessment Librarian, Editor-in-chief *Anthropology of Eastern Europe Review* (tenured)

Year of Appointment: 2013

Time devoted to Russian/East European studies: 10%

Current research interests: Information Practices and Processes, EU Studies, Poland, Germany, Ukraine

Education: PhD, Anthropology, University of Illinois at Urbana-Champaign, 2008

Academic experience: 6 years

Language competence: Polish 2, German 2

Overseas experience: Field research in Poland and Germany

Appendix 1: REEI Curriculum Vitae (Faculty/Staff CVs) and Position Descriptions

65. AKRAM HABIBULLA, Librarian for Near Eastern, Islamic, and Central Eurasian Studies (tenure-track)

Year of appointment: 2013

Time Devoted to Russian and East European Studies: 10%

Area Courses Taught (1): Area Studies Librarianship

Education: PhD, Uzbek Academy of Sciences, 1994
MLIS, Rutgers University, 2003

Language Competence: Uzbek (native), Russian 3, Arabic 3, Persian 2, Turkish 2, Hungarian 1

Overseas Experience: Educated in Uzbekistan, language study in Hungary

Current Research Interests: Islamic Studies; Library and Information Science

Recent Publications (1): (2017) Co-author with Rahmatullaev, M; Ganieva, B, "Library and Information Science Education in Uzbekistan." *Slavic & East European Information Resources* 18(1-2)

Distinctions: Elected President of Middle East Librarians Association

INTERNATIONAL STUDIES

66. ANDREW BELL, Assistant Professor (tenure-track)

Year of appointment: 2017

Time Devoted to Russian and East European Studies: 20%

Area Courses Taught (2): Diplomacy, Security, and Governance; Violence Against Civilians in War: Causes and Consequences.

Education: Ph.D. in Political Science, Duke University, 2015
M.A. in Political Science, Duke University, 2012
M.T.S., summa cum laude, Duke Divinity School, 2008, Ethics and Just War Theory
J.D., University of Virginia School of Law, 2001
M.A. in Foreign Affairs, University of Virginia Graduate School, 2001
A.B., magna cum laude, Duke University, 1998

Language Competence: Russian 2, French 1

Overseas Experience: Australia (field research), September 2017; Philippines (field research), August 2016; Uganda (field research), Summer 2010, Summer 2012; Malawi (exploratory field research), Summer 2008; Russia (language and culture training), Summer 2010, Summer 2004

Current Research Interests: International security, international law, and the role of law and norms in shaping political and conflict behavior

Recent Publications (3): "Military Culture and the Sources of Battlefield Restraint: Examining the Ugandan Civil Wars," *Security Studies*, Vol. 25, No. 3 (July 8, 2016), 488-518. Accepted Manuscript; "Military Culture, Training, and Compliance with the Law of War: Evidence from the U.S. Military Academy and Army ROTC," *American Society of International Law 2014 Proceedings* (2015); "Using Force against the Weapons of the Weak: Examining a Chemical-Biological Weapons Usage Criterion for Unilateral Humanitarian Intervention under the Responsibility to Protect," *22 Cardozo Journal of International and Comparative Law* 261 (2013-2014).

Appendix 1: REEI Curriculum Vitae (Faculty/Staff CVs) and Position Descriptions

67. GARDNER BOVINGDON, Associate Professor, Central Eurasian Studies (tenured); Director of Graduate Studies, Central Eurasian Studies; Adjunct Assistant Professor, Political Science; Assistant Professor, East Asian Languages and Cultures

Year of appointment: 2004

Time Devoted to Russian and East European Studies: 25%

Area Courses Taught (9): The Rise of the Global City; Teaching Area Studies; Human Rights in World Politics; The Politics of Modern Central Eurasia; Oil Islam and Geopolitics; Social Theory for Central Eurasianists; Theorizing Central Eurasia: The Problem of Nationalism; Identity Politics in China and Inner Asia

Education: A.B., Princeton University, 1988
M.A., Cornell University, 1995
Ph.D., Cornell University, 2002

Academic Experience: 21 years post-secondary teaching

Language Competence: Mandarin 3, Uyghur 3, Japanese 2, Russian 2, Kazakh 1

Overseas Experience: Lengthy visits to Xinjiang Uyghur Autonomous Region (China), Taiwan, Kyrgyzstan, Kazakhstan.

Current Research Interests: Nationalism and ethnic conflict.

Recent Publications (5): 2015, Sole author, "Conclusions." In Language, Education and Uyghur Identity in Urban Xinjiang, Routledge with Finley, JS; Zang, X Eds.; 2014, "Hu Wants Something New: Discourse and the Deep Structure of Minzu Policies in China." In Social difference and Constitutionalism in Pan-Asia, Cambridge University Press with Williams, SH Ed.; 2010, Sole author, "Politics in Modern Xinjiang." In Introduction to the Politics of China, Oxford University Press with Joseph, W Ed.; 2004, Co-author with Tursin, N, "Contested Histories." In Xinjiang: China's Muslim Borderland, M.E. Sharpe, with Starr, SF Ed; 2002, Sole author, "The Not-so-silent Majority: Uyghur Resistance to Han Rule in Xinjiang." Modern China 28(1)

Supervision of student research last 5 years: 45 dissertations/theses

Distinctions: Trustee's Faculty Teaching Award, IU, 2005; IREX Asian Regional Policy Symposium Grant, 2005

68. OLGA KALENTZIDOU, Director of Academic Initiatives and Experiential Learning at School of Global and International Studies; Lecturer (non-tenured)

Year of Appointment: 2009

Time devoted to Russian/East European studies: 10%

Area courses taught (3): Nations, States and Boundaries; Identity and Conflict; Food Security

Language courses taught (6): Modern Greek I, II, III

Current research interests: Immigration and ethnicity, food memory, identity, material culture, Balkan prehistory

Education: Ph.D., Indiana University, 2001
M.A., Indiana University, 1995
M.A., Indiana University, 1992

Academic experience: 25 years post-secondary teaching

Language competence: Greek (native), French 1, German 1, Italian 2

Overseas experience: Greece, Bulgaria, Turkey

Recent publications (1): 2016, Sole author, "[In]Visible Refugees." Indiana University Consortium for the Study of Religion, Ethics, and Society (<http://www.indiana.edu/~csres/forum.php>)

Supervision of student research last 5 years: 3 dissertations/theses

JEWISH STUDIES

69. JUDAH COHEN, Associate Professor, Ethnomusicology; Lou & Sybil Mervis Professor of Jewish Culture, Borns Jewish Studies Program (tenured)

Year of Appointment: 2006

Time devoted to Russian/East European studies: 10%

Area courses taught (1): Folklore, Culture, and Society: Music and Religion

Current research interests: Music in Jewish life; diaspora; medical ethnomusicology.

Education: Ph.D., Harvard University, 2002

Academic experience: 24 years post-secondary teaching

Language competence: French 2, Hebrew 2, Spanish 2, German 1, Danish 1

Appendix 1: REEI Curriculum Vitae (Faculty/Staff CVs) and Position Descriptions

70. ALVIN H. ROSENFELD, Professor, English and Jewish Studies (tenured), Director of the Institute for Jewish Culture and the Arts, Irving M. Glazer Chair in Jewish Studies, Director of Institute for the Study of Contemporary Antisemitism

Year of appointment: 1968

Time devoted to Russian/East European studies: 25%

Area courses taught (1): Studies in Jewish Literature: Literature of the Holocaust.

Current research interests: Studies in the history and literature of the Holocaust.

Education: A.B., Temple University, 1960
M.A., Brown University, 1962
Ph.D., Brown University, 1967

Language competence: German 2

Overseas experience: Poland, 1991 and 2001; conference participation in Czech Republic, England, France, Germany, Holland, Italy.

Recent publications (2): *Deciphering the New Antisemitism* (Indiana University Press; 2015); Editor, *Resurgent Antisemitism: Global Perspectives* (Indiana University Press, 2013).

Distinctions: Presidential Appointment (President Bush) to the U.S. Holocaust Memorial Council, 5 year term, Washington, D.C., 2002; Chair, Academic Committee of Advanced Holocaust Studies, U.S. Holocaust Memorial Museum; IU Bloomington Provost's Medal (2013)

Supervision of student research last 5 years: 1 Ph.D. dissertation

71. MIRJAM ZADOFF, Associate Professor of Jewish Studies and History, Alvin H. Rosenfeld Chair in Jewish Studies (tenured)

Year of appointment: 2014

Time devoted to Russian/East European studies: 25%

Area courses taught (4): Introduction into Modern Jewish History. From Spanish Expulsion to the Present; The Jewish Body: Race, Science, Beauty & Ugliness; Economy and the Jews. Stereotypes - History – Reality; Graduate Course: Who is a Jew? Jewish Identity in 20th Century Jewish Thought

Current research interests: Modern Cultural History; Global History of the Jews; Body Politics; Migration Studies from 1800 until Today; Economic History; History of the Holocaust; History of Love and Emotions; Jews & the Left; Biographies of Jewish Communists and Socialists; Spatial Studies; Reuven Brainin

Education: M.A. University of Vienna, 2001
Ph.D. Ludwig Maximilian University, Munich, 2006

Language competence: German (3), Hebrew (2), Yiddish (2), French (1), Spanish (1), Italian (1)

Academic experience: 12 years post-secondary teaching

Overseas experience: 2017 Guest Professorship, University of Augsburg; 2016 Zurich, Switzerland Guest Professor

Recent publications (5): Werner Scholem. *A German Life*. Trans. Dona Geyer & Jeffrey Green. Philadelphia: University of Pennsylvania Press (2017); *Der rote Hiob. Das Leben des Werner Scholem* (Munich: Carl Hanser, 2014), 284 pp. English edition (forthcoming, University of Pennsylvania Press). Hebrew edition (forthcoming, Yad Vashem and Carmel Publishing House); "German-Jewish Borderlands. On "non-Jewish Jewish Spaces" in Weimar and Nazi Germany." In: *Jewish and non-Jewish Spaces in Urban Context*, ed. by Alina Gromova, Felix Heinert and Sebastian Voigt. (Berlin: Neofelis 2015), pp. 151-164; "From Mission to Memory. Walter Benjamin and Werner Scholem in the Life and Work of Gershom Scholem," co-authored with Noam Zadoff. In: *Journal of Modern Jewish Studies* 13 (2014), pp. 58-74; "Von Visionären, Rückkehrern und Hooligans: Begegnungen im Wilden Osten", in: *Jüdischer Almanach der Leo Baeck Institute: Begegnungen*, ed. by Gisela Dachs. Berlin 2014, pp. 125-134.

Distinctions: Finalist, Yad Vashem International Book Prize for Holocaust Research (2015); Fraenkel Prize in Contemporary History (2014); Geisteswissenschaften International Translational Funding for Works of Humanities and Social Sciences by the Fritz Thyssen Foundation, the Federal Foreign Office and the German Publishers and Booksellers Association (2014); Munich University, Award for Innovation in Teaching (2013)

Number of dissertations or theses supervised in the last five years: 5 dissertations and 3 theses

Appendix 1: REEI Curriculum Vitae (Faculty/Staff CVs) and Position Descriptions

SCHOOL OF LAW

72. DANIEL COLE, Professor of Law, Maurer School of Law; Professor of Public and Environmental Affairs; Harry T. Ice Faculty Fellow; Adjunct Professor, Department of Political Science (tenured)

Year of Appointment: 2011

Time devoted to Russian/East European studies: 10%

Area courses taught (1): International Environmental Law

Current research interests: Polish law, international environmental law

Education: J.D. at Northwestern School of Law, Lewis & Clark College, 1986

J.S.M. at Stanford Law School, 1991

J.S.D. at Stanford Law School, 1996

Academic experience: 27 years post-secondary teaching

Language competence: Polish 2

Overseas experience: Research in Poland

Recent publications (14): 2017. Laws, Norms, and the Institutional Analysis and Development Framework, 13 *Journal of Institutional Economics*; 2017. The Polycentric Turn: A Case Study of Kenya's Evolving Legal Regime for Irrigation Waters (with Stefan Carpenter and Elizabeth Baldwin), 57 *Natural Resources Journal* 1; 2016. A Brief History of U.S. Energy Policy (with Peter Z. Grossman), in *Delivering Energy Law and Policy in the EU and the US: A Reader* (R.J. Heffron and G.F.M. Little, Eds.). Edinburgh: Edinburgh University Press; 2016. Origins of Emissions Trading in Theory and Early Practice in *Research Handbook on Emissions Trading* (S.E. Weishaar, Ed.). Cheltenham, UK: Edward Elgar Publishing; 2016. Polycentric Governance and Irrigation Reform in Kenya (with Elizabeth Baldwin, et. al.), 29 *Governance: An International Journal of Policy, Administration, and Institutions* 207; 2015. *Advantages of a Polycentric Approach to Climate Change Policy*, 5 *Nature Climate Change* 114; 2015. The Problem of Shared Irresponsibility in International Climate Law in *Distribution of Responsibilities In International Law* (André Nollkaemper and Dov Jacobs, Eds.). Cambridge: Cambridge University Press; 2015. "Economic Property Rights" as "Nonsense upon Stilts": A Comment on Hodgson. 11 *Journal of Institutional Economics* 725; 2014. *Contextualizing the Influence of Social Norms, Collective Action on Social-ecological Systems* (with Tom P. Evans), 6 *Journal of Natural Resources Policy Research* 259; 2014. *Digging Deeper into Hardin's Pasture: The Complex Institutional Structure of 'The Tragedy of the Commons'* (with Graham Epstein and Michael D. McGinnis), 10 *Journal of Institutional Economics* 353; 2014-2017. *Elinor Ostrom and the Bloomington School of Political Economy*, 4 vols. (co-edited with Michael D. McGinnis). Lanham, MD: Lexington Books; 2014. *The Law and Economics Approach to Property*, 3 *Property Law Review* 212; 2014. *Learning from Lin: Lessons and Cautions from the Natural Commons for the Knowledge Commons*, in *Governing Knowledge Commons* (Brett Frischmann, Michael Madison, and Katherine Strandburg, Eds.) New York: Oxford University Press; 2013. *The Varieties of Comparative Institutional Analysis*, 2013 *Wisconsin Law Review* 383.

LINGUISTICS

73. MARKUS DICKINSON, Assistant Professor, Department of Linguistics (tenure-track)

Year of appointment: 2007

Time devoted to Russian/East European studies: 10%

Current research interests: Detection and correction of annotation errors in linguistic corpora.

Education: B.A., University of Illinois at Urbana-Champaign, 2000

M.A., Ohio State University, 2002

Ph.D., Ohio State University, 2005

Academic experience: 13 years post-secondary teaching

Language competence: Russian 1, Latin 1, Spanish 1

Recent publications (3): Sun-Hee Lee, Markus Dickinson, and Ross Israel (2016). Challenges of Learner Corpus Annotation: Focusing on Korean Learner Language Analysis (KoLLA) System. *Language Facts and Perspectives*, 38, pp. 221–251; (2015) Detection of annotation errors in corpora. *Language and Linguistics Compass*, 9 (3), pp. 119–138; Steven Franks, Markus Dickinson, George Fowler, Melissa Whitcombe, and Ksenia Zenon (eds.) (2013). *Formal Approaches to Slavic Linguistics, The Third Indiana Meeting, 2012*. Ann Arbor, MI: Michigan Slavic Publishers.

Appendix 1: REEI Curriculum Vitae (Faculty/Staff CVs) and Position Descriptions

MEDIA SCHOOL

74. ELAINE MONAGHAN, Professor of Practice, The Media School (non-tenured)

Year of appointment: 2014

Time devoted to Russian/East European studies: 10%

Area courses taught (1): Media as Social Institutions

Current research interests: Media in Russia, representation of religion in the media, overseas reporting

Education: Master's (Hons., First Class) in German and Russian, University of Glasgow

Academic experience: 4 years post-secondary teaching

Language competence: Russian 3, Polish 3, German 3

Overseas experience: Native of Scotland; former Reuters correspondent for Russia and Ukraine, extensive reportage from Kosovo in 1999

Recent publications (7): "Do you want change? Beware inertia" in *News Decoder*: May 31, 2018 (<https://news-decoder.com/2018/05/change-beware-inertia/>); "This is Russia" in *News Decoder*: May 17, 2015 (<https://news-decoder.com/2015/05/this-is-russia/>)

SCHOOL OF MUSIC

75. AIDA HUSEYNOVA, Lecturer in Music (Music in General Studies) (non-tenure track)

Year of Appointment: 2008.

Time Devoted to Russian/East European Studies: 30%

Education: Ph.D., Musicology/Ethnomusicology Saint Petersburg Conservatory, 1992

Area Courses Taught (3): Music of the Silk Road; Music of Russia; East-West Encounters in Music

Language Competence: Azerbaijani (native), Russian 3, Turkish 2

Overseas Experience: Research and teaching in Azerbaijan, Kyrgyzstan, Russia, U.K., France, Sweden, Germany, Greece, Qatar.

Current Research Interests: East-West Synthesis in Azerbaijani Music; East-West Encounters in Music; Music of Central Asia; Music of the Silk Road

Recent Publications (2): 2016, Sole author, *Music of Azerbaijan: From Mugham to Opera*. Indiana University Press; 2015, Co-author with Türkmenoğlu, Ö; Göçmen, G; Kontovas, N, IAUNRC, "Sing around Turkey: a selection of exemplary folk songs." Inner Asian & Uralic National Resource Center

Distinctions: Andrew W. Mellon grant (2015); Fulbright Fellowship (2007–08); Junior Faculty Development Program Fellowship (2001–02) sponsored by the U.S. State Department

NEAR EASTERN LANGUAGES AND CULTURES

76. DANIEL CANER, Associate Professor (tenured)

Year of appointment: 2016

Time devoted to Russian/East European studies: 25%

Area courses taught (2): Byzantium, Byzantine History

Current research interests: Late antique social and cultural history, with special focus on religious communities of the Mediterranean Near East; Byzantium; asceticism, philanthropy, hagiography and historiography

Education: AB, Princeton University, 1986: Classics (magna cum laude)

MA, University of California, Berkeley, 1992: Ancient History & Mediterranean Archaeology

PhD, University of California, Berkeley, 1998: Ancient History & Mediterranean Archaeology

Academic experience: 19 years post-secondary teaching

Overseas experience: fieldwork in Greece, participant of British School in Rome

Recent publications (2): 2013. "From the Pillar to the Prison: Penitential Spectacles in Early Byzantine Monasticism." In *Ascetic Culture: Essays in Honor of Philip Rousseau*, ed. B. Leyerle and R. Darling Young. Notre Dame, Notre Dame University Press, 127-46; 2013. "Alms, Blessings, Offerings: The Repertoire of Christian Gifts in Early Byzantine Hagiography." In *The Gift in Antiquity*, ed. M. Satlow, London: Wiley-Blackwell, 25-44.

Distinctions: Fellow, National Endowment for the Humanities, 2015-2016

Supervision of student research last 5 years: 1 PhD dissertation

Appendix 1: REEI Curriculum Vitae (Faculty/Staff CVs) and Position Descriptions

POLITICAL SCIENCE

77. WILLIAM BIANCO, Professor, Political Science (tenured)

Year of Appointment: 2006

Time devoted to Russian/East European studies: 25%

Area courses taught (4): Strategy of Politics; Introduction to Positive Theory; Game Theory; Political Institutions

Current research interests: Evolution of cooperation between NASA and Roskosmos in joint operations of the International Space Station.

Education: B.A., (high honors) Political Science, SUNY Stony Brook, 1982
M.A., Political Science, University of Rochester, 1986
Ph.D., Political Science, University of Rochester, 1987

Academic experience: 22 years post-secondary teaching

Language competence: Russian 1

Overseas experience: Fulbright Senior Scholar, Higher School of Economics, Moscow, Russia (2011-12)

Recent publications (4): Engineering Cooperation: How Americans and Russians Manage Joint Operation of the International Space Station (with Robert Landis), *International Area Studies Review*, 2016; Predicting Majority Rule: Evaluating The Uncovered Set and the Strong Point, (with Jacob Bauer-Bir, Jacob, Nicholas D'Amico, Christopher Kam, Itai Sened, and Regina Smyth). *Journal of Theoretical Politics*, 2015; Party Relevance and Party Survival in New Democracies. (with Christopher Kam, Itai Sened, and Regina Smyth). *International Area Studies Review*, 2014; *American Politics Today*, W. W. Norton, 2009 (2nd edition 2011, 3rd edition 2013)

Supervision of student research last 5 years: 1 PhD thesis

78. JEFFREY ISAAC, Rudy Professor, Political Science (tenured), Director, Indiana Democracy Consortium, Editor-in-Chief, *Perspectives on Politics* (a journal of the American Political Science Association)

Year of appointment: 1987

Time devoted to Russian/East European studies: 25%

Area courses taught (5): Making Democracy Work; History of Political Theory; Contemporary Political Theory; Political Philosophy: Approaches and Issues; Democratic Theory

Current research interests: liberalism and violence, civil society; liberalism in post-Communist world.

Education: B.A., City University of New York, 1979
M.A., Yale University, 1980
Ph.D., Yale University, 1983

Academic experience: 36 years post-secondary teaching

Overseas experience: participation in conferences and giving lectures at Central European University, Budapest; University of Bucharest; and National School of Political Science and Public Administration, Bucharest

Recent publications (1): "For a More Public Political Science." *Perspectives on Politics*, vol. 13, no. 2 (June 2015).

79. WILLIAM KINDRED WINECOFF, Assistant Professor, Department of Political Science (tenure-track)

Year of Appointment: 2013

Time devoted to Russian/East European studies: 10%

Area courses taught (2): International Political Economy, International Political Relations

Current research interests: Politics of the global economy and international financial system

Education: B.A., Southern Illinois University at Carbondale, 2007
M.A., University of North Carolina at Chapel Hill, 2010
Ph.D., University of North Carolina at Chapel Hill, 2013

Academic experience: 5 years post-secondary teaching

Recent publications (7): Sylvia Maxfield, W. Kindred Winecoff, and Kevin Young. 2017. "An empirical investigation of the financialization convergence hypothesis." *Review of International Political Economy* 24(6): 1004-1029; Sarah Bauerle Danzman, Thomas Oatley, and W. Kindred Winecoff. 2017. "All Crises are Global: Capital Cycles in an Imbalanced International Political Economy." *International Studies Quarterly* 61(4): 907-923; (2017) "How Did International Political Economy Become Reductionist? A Historiography of a Subdiscipline." In *Oxford Research Encyclopedia of Politics*, edited by William R. Thompson, Oxford University Press.

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SCHOOL OF PUBLIC AND ENVIRONMENTAL AFFAIRS

80. DAVID B. AUDRETSCH, Professor, School of Public and Environmental Affairs (tenured)

Director, Institute for Development Strategies, Ameritech Chair of Economic Development

Year of appointment: 1998

Time devoted to Russian/East European studies: 10%

Area courses taught (3): Workshop in Contemporary Policy Issues; European Union in the 21st Century; Globalization, Entrepreneurship, & Economic Development Policy.

Current research interests: Links between entrepreneurship, government policy, innovation, economic development and global competitiveness.

Education: Ph.D., University of Wisconsin 1980

Academic experience: 34 years post-secondary teaching

Language competence: German 2

Recent publications (19): Audretsch, David B. and Maksim Belitski (2017). "Entrepreneurial ecosystems in cities: establishing the framework conditions," *The Journal of Technology Transfer*, 42 (5)-1030-1051; De Massis, Alfredo, David Audretsch, Lorraine Uhlaner, Nadine Kammerlander (2017). "Innovation with Limited Resources: Management Lessons from the German Mittelstand," *The Journal of Product Innovation Management*; Audretsch, David B., Mark Sanders and Lu Zhang (2017). "International product life cycles, trade and development stages" *The Journal of Technology Transfer*, /doi.org/10.1007/s10961-017-9588-6; Audretsch, David B., Nikolaus Seitz, and Katherine Margaret Rouch (2017). "Tolerance and innovation: the role of institutional and social trust." *Eurasian Business Review*: doi.org/10.1007/s40821-017-0086-4 ; Audretsch, D. B. (2017). "Entrepreneurship and universities." *International Journal of Entrepreneurship and Small Business*, 31(1), 4-11; Amoroso, S., D.B. Audretsch, and A.N. Link,(2017). "Sources of knowledge used by entrepreneurial firms in the European high-tech sector." *Eurasian Business Review*, doi.org/10.1007/s40821-017-0078-4 ; Stuetzer, Michael, M. Obschonka, D. Audretsch, M. Wyrwich, P. Renfrow, M. Coombes, L. ShawTaylor, and M. Satchell. "Industry Structure, Entrepreneurship, and Culture: An Empirical Analysis Using Historical Coalfields," *European Economic Review*, 86: 52-72, 2016; *Everything in its Place: Entrepreneurship and the Strategic Management of Cities, Regions and States*. Oxford University Press, 2015; *Public Policy in the Entrepreneurial Society*. Edward Elgar Publishing, 2014.

Distinctions: International Award of Entrepreneurship and Small Business Research, 2001

81. DENVIL DUNCAN, Assistant Professor, School of Public and Environmental Affairs (tenure track)

Year of Appointment: 2010

Time devoted to Russian/East European studies: 10%

Current research interests: Labor supply, tax evasion, income quality in Russia and Eastern Europe

Education: Ph.D., Economics, Georgia State University, 2010

M.Sc., Economics, The University of the West Indies, Mona, 2003

B.Sc., Economics and Accounting, The University of the West Indies, Mona, 2001

Academic experience: 8 years post-secondary teaching

Recent publications (12): Doerrenberg, Philipp, Denvil Duncan and Christopher Zeppenfeld, 2015. "Circumstantial Risk: Impact of Future Tax Evasion and Labor Supply Opportunities on Risk Exposure", *Journal of Economic Behavior and Organization*, 109(January): 85-100; Doerrenberg, Philipp and Denvil Duncan, 2014. "Experimental Evidence on the Relationship between Tax Evasion Opportunities and Labor Supply", *European Economic Review*, 68(May): 48-70; Duncan, Denvil, Venkata Nadella, Ashley Bowers, Stacey Giroux and John Graham, 2014. "Bumpy Designs: Impact of Privacy and Technology Costs on Support for Road Mileage User Fees", *National Tax Journal*, 67(3): 505-530; Duncan, Denvil and Klara Sabirianova Peter, 2014. "Switching on the Lights: Do Higher Income Taxes Push Economic Activity into the Shade?", *National Tax Journal*, 67(2):321-350; Duncan, Denvil and Ed Gerrish, 2014. "Personal Income Tax Mimicry: Evidence from International Panel Data", *International Tax and Public Finance*, 21(1):119-152; Alm, James and Denvil Duncan, 2014. "An International Comparison of Tax Agency Efficiency", *Public Budgeting and Finance*, 34(3): 90-110; Duncan, Denvil, Venkata Nadella, Ashley Bowers, Stacey Giroux and John Graham, 2014. "Demand for Benefit Taxation: Evidence from Public Opinion on Road Financing", *Public Budgeting and Finance*, 34(4): 120-142; (2014) "Behavioral Responses and the Distributional Effects of The Russian 'Flat' Tax", *Journal of Policy Modeling*, 36(2): 226-240; Doerrenberg, Philipp and Denvil Duncan, 2014. "Distributional Implications of Tax Evasion: Evidence from the Lab", *Public Finance Review*, 42(6):720-744.

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82. ROBERT KRAVCHUK, Professor and Director, MPA Program, SPEA (tenured)

Year of Appointment: 2013

Time devoted to Russian/East European studies: 25%

Current research interests: Theories of the Soviet Collapse; Russian Adventurism in Ukraine

Education: Ph.D., Syracuse University, 1989
M.A., Syracuse University, 1987
M.B.A., Columbia University, 1981
M.P.A., University of Hartford, 1980

Academic experience: 25 years post-secondary teaching

Language competence: Ukrainian 3, Russian 2, Spanish 1

Overseas experience: Poland, Ukraine, Russia, Croatia, Hungary, Bosnia-Herzegovina, Georgia

Recent publications (2): Douglas, James & Raudla, Ringa & Kravchuk, Robert. (2016). "Reforming the Fiscal Constitution: Holding Politicians Accountable Through Greater Transparency". 18. From Law and Economics in Europe and the U.S.: The Legacy of Juergen Backhaus (pp.75-87); Clerkin, Richard & Rosenbloom, David & Kravchuk, Robert. (2014). Public Administration: Understanding Management, Politics, and Law in the Public Sector, 8th Edition.

Supervision of student research last 5 years: 3 student master's theses.

Distinctions: For meritorious service in Bosnia-Herzegovina during and after the 1995 cease-fire; Scabbard and Blade Society Honorary Membership, 2012. By order of the Commandant of Army ROTC Cadets, Company A, 19th Regiment. For continuing distinguished service to the cadets and faculty.

83. FRANK NIERZWICKI, Clinical Assistant Professor (non-tenured)

Year of appointment: 2003

Time devoted to Russian/East European studies: 10%

Area courses taught (1): Urban Problems and Solutions

Current research interests:

Education: B.A., Valparaiso University, 1979
M.P.A., SPEA, Indiana University, 1985

Academic experience: 14 years post-secondary teaching

Language competence: Polish 2

Overseas experience: Poland

84. VICKY J. MERETSKY, Professor, School of Public and Environmental Affairs (tenured)

Year of appointment: 1997

Time devoted to Russian/East European studies: 20%

Current research interests: Conservation of natural resources in Central Asia; Conservation of biodiversity in managed landscapes; Resolving conflicts between endangered species management and ecosystem management.

Education: M.S., University of Arizona, 1993
Ph.D., University of Arizona, 1995

Academic experience: 21 years post-secondary teaching

Language competence: French 2, Spanish 1, Russian 1

Overseas experience: Field research in Kyrgyzstan, Kazakhstan and Azerbaijan. Led undergraduate/graduate environmental studies tour to Siberia.

Recent publications (4): "State Imperiled Species Legislation," (with R. Fischman, W. Drews, K. Stephani, and J. Teson), *Environmental Law*, Issue 48, Volume 1 (2018); "Learning from conservation planning for the U.S. National Wildlife Refuges," (with R. L. Fischman), *Conservation Biology* (2014); "A novel approach for practitioners in training: a blended-learning seminar combining experts, students and practitioners," (with T.A. N. Wood), *Journal of the Scholarship of Teaching and Learning*, 13: 48-62 (2013); "Anonymous online student surveys anywhere," *Journal of Teaching and Learning with Technology*, 2:66-68 (2013).

Major research grants received: 2009-2012: U.S. Department of Education Improving Research and Educational Activities in Higher Education FIPSE grant - United States-Russia Program "Advanced Russian/Global Environmental Issues" – Co-Principal Investigator.

Supervisor of student research last 5 years: 1 Ph.D. dissertation

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85. MAUREEN PIROG, Rudy Professor of Public and Environmental Affairs (tenured);

Editor-in-Chief, *Journal of Policy Analysis and Management*

Year of appointment: 1983

Time devoted to Russian/East European studies: 10%

Current research interests: Evaluation of government programs, the methodology of evaluation as well as the evaluation of various social welfare policies

Education: B.A., M.A., Boston College, 1975

Ph.D., University of Pennsylvania, 1981

Academic experience: 31 years post-secondary teaching

Language competence: French (1), Russian (1)

Overseas experience: Ten years of experience and three US AID grants to work with two academics of public administration in Russia as well as the Higher School of Economics in Moscow. Coordinator of the IU School of Public and Environmental Affairs – Moscow Higher School of Economics (Public Administration) Summer Exchange Program.

Recent publications (10): “The changing face of teenage parenthood in the United States: Evidence from NLSY79 and NLSY97,” (with H. Jung, D. Lee), *Child & Youth Care Forum*, (August 2017); “Applying Behavioral Insights in Policy Analysis: Recent Trends in the United States,” (with Maithreyi Gopalan), *Policy Studies Journal*, 45 (S1): S82-S114 (May 2017); “Sample Conditions Under Which Bias in IV Estimates Can Be Signed,” (with Haeil Jung), *Journal of Policy Analysis and Management*, (April 2017); “Do public pensions crowd out private transfers to the elderly?: evidence from South Korea,” (with H. Jung) *Journal of Pension Economics and Finance*, 1-23 (13 January 2015); “What works best and when: Accounting for multiple sources of pure selection bias in program evaluations,” (with H. Jung). *Journal of Policy Analysis and Management*, 33(3): 752-777 (2014); “Data will drive innovation in public policy and management research in the next decade,” *Journal of Policy Analysis and Management*, 33(2): 537-543 (2014); “Internal versus external validity: Where are policy analysts going?” *Journal of Policy Analysis and Management*, 33(2): 548-550 (2014); “Special symposium on qualitative and mixed methods,” (with K. Edin), *Journal of Policy Analysis and Management*, 33 (2): 345-349 (2014); “Empirical innovations in policy analysis,” (with G. Blume and T. Scott), *Policy Studies Journal*, 42 (S1): S33-S50 (2014); Tatyana Guzman, Maureen A. Pirog and Kristin Seefeldt. 2013. “Social Policy: What Have We Learned?” *Policy Studies Journal*; Maureen A. Pirog and Emily Good.

Distinctions: Honorary Professor, Higher School of Economics—Moscow; Lifetime Achievement Award from the Association for Policy Analysis and Management (2013)

86. DANIEL PRESTON, Clinical Assistant Professor, School of Public and Environmental Affairs (non-tenure track), Deputy Director for Global Initiatives

Year of Appointment: 2009

Time devoted to Russian/East European studies: 25%

Area courses taught (3): National and International Policy; International Development Finance; Security and Development in the Balkans

Current research interests: Access to and utilization of international financial markets by government and private actors in middle and low income countries, economic development strategies, country competitiveness and the transition from state led to market oriented economies.

Education: M.A.L.D., The Fletcher School of Law and Diplomacy, Tufts University, 2005

B.B. A., Ross School of Business, University of Michigan, 2000

Academic experience: 5 years

Language competence: Spanish (2); French (2); Portuguese (1)

Overseas experience (5): Experience in over 65 sovereign countries

Recent publications: "Chapter 2: The imperative of blended finance," "Chapter 5: Blended finance instruments and mechanisms" (with W. Bartz-Zuccala), and "Chapter 7: Insights from project-level case studies on blended finance" (with W. Bartz-Zuccala), in *Making Blended Finance Work for the Sustainable Development Goals*, OECD (January 29, 2018); *Blended Finance*, (with P. Moss), *World Economic Forum* (November 9, 2017); “Payouts for Perils: Using Insurance to Radically Improve Emergency Aid,” (member of the Payouts for Perils Working Group with T. Talbot), The Center for Global Development, (April 19, 2017).

Appendix 1: REEI Curriculum Vitae (Faculty/Staff CVs) and Position Descriptions

SCHOOL OF PUBLIC HEALTH

87. JUSTIN OTTEN, Adjunct Faculty in REEI; Director, Global Health Affairs, School of Public Health (non-tenured)

Year of appointment: 3

Time devoted to Russian/East European studies: 40%

Area courses taught (1): Pro-seminar in Russian and East European Area Studies

Current research interests: Post-Communist Political & Economic Systems and Culture; Globalization, Financialization

Education: Indiana University - Bloomington, BA, 2002
Indiana University - Bloomington, MA, 2007
University of Kent- Canterbury (UK), Ph.D., 2015

Academic experience: 5 years post-secondary teaching

Overseas experience: Study Abroad (Canterbury, UK, 2000-01); Peace Corps Volunteer (Macedonia, 2002-04); American Councils Recruiter (SE Europe Region, 2008-09); Instructor & Researcher (Macedonia, 2010-11); Miscellaneous travels (annually)

Recent publications (6): Forthcoming in 2018. "From post-socialist to pre-EU: the globalised transformation of the Republic of Macedonia's wine industry", *The Globalization of Wine: The Trans-Nationalization and Localization of Production, Leisure and Pleasure* (eds. Almila, A. & Inglis, D., Exeter); 2017. "Vrski" ('Connections'), *Encyclopedia of Informality* (ed. Ledeneva, A.), UCL. Available online at: <http://www.informality.com/wiki/index.php?title=Special:AllPages>; 2015. "Accession and association: the effects of European integration and neoliberalism on rising inequality and kin-neighbor reciprocity in the Republic of Macedonia", *Economic Anthropology* Vol. 2 (2); "Wine mafia and the thieving state: tension and power at the crossroads of neoliberalism and authoritarianism in 21st century Macedonia", *Anthropology of East Europe Review* (AEER). Vol. 31(2). Available online at <http://scholarworks.iu.edu/journals/index.php/aeer/>; "Neoliberalism illustrated: privatization in the Republic of Macedonia's Tikveš wine region", *Student Anthropologist*. Vol. 4 (1). Available online at <http://studentanthropologist.wordpress.com>; "Utopia Europa? Transition and Responses to EU Rural Development Initiatives in the Republic of Macedonia's Tikveš Wine Region", *Kroeber Anthropological Society (KAS) Papers*, Berkeley. Vol. 103(1): 76-92. Available online at http://kas.berkeley.edu/documents/Issue_102-103/8_Otten.pdf.

Major grants received: Peace Corps Strategic Recruiter for FY 2018

SECOND LANGUAGE STUDIES

88. DEBRA FRIEDMAN, Assistant Professor, Second Language Studies (tenure-track)

Year of Appointment: 2013

Time devoted to Russian/East European studies: 25%

Current research interests: Language socialization in multilingual communities, including Ukraine, Social, political, and ideological aspects of second language education

Education: Ph.D. 2006, Applied Linguistics and TESL. University of California, Los Angeles
M.A. 1998. Teaching English as a Second Language. University of California, Los Angeles.
B.A. Slavic Languages and Literatures, University of California, Berkeley

Academic experience: 11 years post-secondary teaching

Language competence: Russian (2), Ukrainian (2)

Overseas experience: 4 years teaching and research in Ukraine; 1 semester study in Russia

Recent publications (2): (2016). Polio, C., & Friedman, D. *Understanding, evaluating, and conducting second language writing research*. New York, NY: Routledge; (2016). Friedman, D. Our language: (Re)imagining communities in Ukrainian language classrooms. *Journal of Language, Identity, and Education*, 15, 165-179.

Distinctions: 2017 Trustees Teaching Award, College of Arts & Sciences

Appendix 1: REEI Curriculum Vitae (Faculty/Staff CVs) and Position Descriptions

SOCIOLOGY

89. CHRISTINE M. VON DER HAAR, Senior Lecturer, Sociology (non-tenured)

Year of Appointment: 1997

Time devoted to Russian/East European studies: 10%

Area courses taught (1): Sociology of the Media

Current research interests: social psychology, media and society, and public opinion

Education: PhD. Indiana University, 1985

Academic experience: 30 year post-secondary teaching

Language competence: Russian (1)

III. REEI VISITING FACULTY & POST-DOCTORAL SCHOLARS

90. ANNA DEKALCHUK, Post Doctoral Scholar, Russian and East European Institute/School of Global and International Studies

Year of Appointment: 2018

Time devoted to Russian/East European studies: 100%

Area courses taught (1): Topics in International Studies: Russia and the EU

Current research interests: EU-Russia relations, Russian state functioning

Education: Candidate of Sciences, Higher School of Economics (Saint Petersburg, Russia), 2015

Academic experience: 7 years post-secondary teaching

Language competence: Russian (native)

Recent publications (13): Dekalchuk A. A. From Hidden Othering to Open Rivalry: Negotiating the EU-Russia Role Structure through the Visa Dialogue, in: *EU-Russia Relations in Crisis: Understanding Diverging Perceptions*. Routledge, 2018. Ch. 5. P. 93-111; Dekalchuk A. A. Book Review: Irina Busygina, *Russia-EU Relations and the Common Neighbourhood: Coercion vs. Authority*, London and New York: Routledge, 2018, in: *The Uppsala Yearbook of Eurasian Studies* Vol. II. L. : Wildy, Simmonds & Hill Publishing, 2017. P. 191-199; Dekalchuk A. A. Choosing between Bureaucracy and the Reformers: The Russian Pension Reform of 2001 as a Compromise Squared, in: *Authoritarian Modernization in Russia: Ideas, Institutions, and Policies*. Routledge, 2017. Ch. 10. P. 167-182; Grigoriev I., Dekalchuk A. A. Collective Learning and Regime Dynamics under Uncertainty: Labour Reform and the Way to Autocracy in Russia // *Democratization*. 2017. Vol. 24. No. 3. P. 481-497; Dekalchuk A. A., Khokhlova A. A., Skougarevskiy D. *National or European Politicians? Gauging MEPs Polarity When Russia is Concerned* / Издательский дом НИУ ВШЭ. Series PS "Political Science". 2016. No. WP BRP 35/PS/2016; Декальчук А. А. Арабская весна и реформа Шенгена // *Международные процессы*. 2016. Т. 14. № 4. С. 80-98; Grigoriev I., Dekalchuk A. A. *School of Autocracy: Pensions and Labour Reforms of the First Putin Administration* / Издательский дом НИУ ВШЭ. Series PS "Political Science". 2015. No. WP BRP 24/PS/2015; Dekalchuk A. A. *When the Revolutionary Wave Comes: Arab Spring and the Role of the European Commission in the Schengen Reform, 2011-2013* / Издательский дом НИУ ВШЭ. Series IR "International Relations". 2015. No. WP BRP 23/IR/2015; Декальчук А. А., Хохлова А. А. Когда n=1: проблема "уникальности" Европейского союза в современной компаративистике // *Политическая наука*. 2015. № 4. С. 116-134; Декальчук А. А. Реформы в условиях внешнего шока: принятие Европейского ордера на арест как ответ на трагедию 11 сентября 2001 года // *Полития: Анализ. Хроника. Прогноз*. 2015. Т. 76. № 1. С. 55-66; Dekalchuk A. A. *Schengen Borders in Practice: Facts about Finland (and Russia)* / Издательский дом НИУ ВШЭ. Series IR "International Relations". 2014. No. WP BRP 05/IR/2014; Декальчук А. А. Эволюция понятия "внешний шок" в различных традициях изучения политического курса // *Политическая экспертиза: ПОЛИТЭКС*. 2014. Т. 10. № 1. С. 208-226; Декальчук А. А. Проникновение философских концепций в теорию международных отношений (Случай теории речевых актов Джона Остина и теории секьюритизации Оле Вевера) // *Философские науки*. 2013. № 8/2013. С. 39-50.

Appendix 1: REEI Curriculum Vitae (Faculty/Staff CVs) and Position Descriptions

91. IVAN GRIGOREV, Post Doctoral Scholar, Russian and East European Institute/School of Global and International Studies

Year of Appointment: 2018

Time devoted to Russian/East European studies: 100%

Area courses taught (1): Law, Courts, and Constitutions in Authoritarian States

Current research interests: Russian legal and political reform, Russian courts

Education: PhD, European University (Saint Petersburg, Russia), 2017

Academic experience: 6 years post-secondary teaching

Language competence: Russian (native)

Recent publications (12): Grigoriev I. Law clerks as an instrument of court–government accommodation under autocracy: the case of the Russian Constitutional Court // *Post-Soviet Affairs*. 2018. Vol. 34. No. 1. P. 17-34; Grigoriev I. *Why Dismiss a Good Case? Dual-Purpose Judicial Institutions in Constitutional Courts Under Autocracy: Evidence from Russia* / Higher School of Economics. Series WP BRP 60/PS/2018 "Higher School of Economics Research Paper". 2018. No. 60/PS/2018; Grigoriev I., Dekalchuk A. A. Collective Learning and Regime Dynamics under Uncertainty: Labour Reform and the Way to Autocracy in Russia // *Democratization*. 2017. Vol. 24. No. 3. P. 481-497; Ivan S. Grigoriev. Labor reform in Putin’s Russia: Could modernization be democratic?, in: *Authoritarian Modernization in Russia: Ideas, Institutions, and Policies*. Routledge, 2017. Ch. 11. P. 183-199; Grigoriev I., Dekalchuk A. A. *School of Autocracy: Pensions and Labour Reforms of the First Putin Administration* / Издательский дом НИУ ВШЭ. Series PS "Political Science". 2015. No. WP BRP 24/PS/2015; Григорьев И. С. Авторитарная модернизация наоборот: Влияние трудовой реформы 2000-2001 годов на политический режим в России // *Полития: Анализ. Хроника. Прогноз*. 2015. Т. 76. № 1. С. 140-152; Голосов Г. В., Григорьев И. С. Национализация партийной системы: российская специфика // *Политическая наука*. 2015. № 1. С. 128-156; Григорьев И. С. Роль секретариата в работе российского Конституционного суда: фильтрация или амортизация? // *Социология власти*. 2015. Т. 27. № 2. С. 66-93; Grigoriev I. *Role of the European Court of Justice in the Third Pillar: Does not it grow too fast?* / Издательский дом НИУ ВШЭ. Series IR "International Relations". 2014. No. 11; Григорьев И. С. Политическая реформа Горбачёва: управленческий аппарат как фактор успешности реформы // В кн.: *Публичная политика - 2013* / Под общ. ред.: М. Б. Горный, А. Ю. Сунгуров. СПб. : НОРМА, 2014; Григорьев И. С. Стратегическое поведение в Суде Европейского союза: Лонгитюдное исследование юриспруденции суда по статье 36 Римского договора // В кн.: *Сделано в Европе: взгляд российских исследователей* / Под общ. ред.: Е. В. Белокурова, М. В. Ноженко. Т. 1. СПб. : НОРМА, 2014. С. 33-45; Titaev K. D., Dzmitryieva A., Volkov V. V., Paneyakh E. L., Grigoriev I., Moiseeva E. N., Pozdniakov M., Chetverikova I., Shkliaruk M. Concept for Comprehensive Organizational and Managerial Reform of the Law Enforcement Agencies of the RF / *Пер. с рус. // Statutes and Decisions*. 2013. Vol. 48. No. 5. P. 5-9.

92. MARIA LIPMAN, Distinguished Visiting Fellow in Russian Studies, School of Global and International Studies

Year of Appointment: 2017

Time devoted to Russian/East European studies: 100%

Area courses taught (1): Postcolonial post-communist discourses Putin’s Russia

Current research interests: Russian media, historical memory and commemoration in contemporary Russia

Education: Philologist degree, Moscow State University, 1974

Academic experience: 2 years post-secondary teaching

Language competence: Russian (native)

Recent publications (8): “Why Putin Won’t Be Marking the Hundredth Anniversary of the Bolshevik Revolution” in *New Yorker*: November 3, 2017; “Trump is Taking Advantage of Europe’s Divides, not Causing Them” in *New Yorker*: July 6, 2017; “Twenty-five Years after the Failed Soviet Coup” in *New Yorker*: August 18, 2016; “The Demise of RBC and Investigative Reporting in Russia” in *New Yorker*: May 18, 2016; “How Putin Silences Dissent: Inside the Kremlin’s Crackdown” in *Foreign Affairs*, May/June 2016; “Putin’s ‘Besieged Fortress’ and Its Ideological Arms in *The State of Russia: What Comes Next?* (Palgrave Macmillan, 2015); “The Media” in *Putin’s Russia Past Imperfect, Future Uncertain*, Sixth Edition (Rowman & Littlefield, 2015); “Russia’s Nongovernmental Media Under Assault,” *Demokratizatsiya: The Journal of Post-Soviet Democratization*, 22(2), 2014: 179-190. **Distinctions:** Editor of *Counterpoint*; Editor-in-Chief of Pro et Contra, a policy journal published by the Carnegie Moscow Center, from 2003 to 2014; Co-founder and Deputy Editor of *Itogi* and *Ezhenedel’nyi zhurnal*; regular columnist on Russian politics, media, and society for *Washington Post*, 2001-2011

Appendix 1: REEI Curriculum Vitae (Faculty/Staff CVs) and Position Descriptions

93. FRANCESCA SILANO, Post Doctoral Scholar, Russian and East European Institute/School of Global and International Studies

Year of Appointment: 2017

Time devoted to Russian/East European studies: 100%

Area courses taught (1): Religions in Russia after 1991

Current research interests: Religion during the Russian revolution, Orthodox show trials

Education: PhD, University of Toronto, Toronto, ON, 2017
M.A., University of Toronto, Toronto, ON, 2011
B.A., McGill University, Montreal, QC, 2010

Academic experience: 3 years post-secondary teaching

Language competence: Russian 3, Italian 3, French 2

Recent publications (3): “‘Indeed I was in America’: Patriarch Tikhon, Freedom of Conscience, and the Response to Soviet Power,” in Vitaly Permiakov, ed., *St. Tikhon: His Life and Times* (Jordanville: Holy Trinity Press). (Forthcoming); “A New ‘Scenario of Power’? The Russian Orthodox Patriarchate as a Vessel for Narratives of Russia and Revolution (1917-1918),” (Accepted by *Revolutionary Russia*); Review of Hyacinthe Destivelle, *The Moscow Council (1917–1918): The Creation of the Conciliar Institutions of the Russian Orthodox Church* (Notre Dame, IN: University of Notre Dame Press, 2015) for *Theological Studies* 78, no. 1 (2017): 273.

94. MEAGAN TODD, Post Doctoral Scholar, Russian and East European Institute/School of Global and International Studies

Year of Appointment: 2017

Time devoted to Russian/East European studies: 100%

Area courses taught (1): Culture and Politics: Geographies of Islam

Current research interests: Geography of Russia and the former Soviet Union, political geography, social theory and qualitative methods, religion and cultural geography

Education: PhD, University of Colorado, Boulder, 2017
M.A., University of Kentucky, 2010
B.A., University of Kentucky, 2007

Academic experience: Lead Teaching Assistant, University of Colorado, 2015; Recitation Instructor University of Colorado, 2011, 2012, 2014, 2016; Instructor of record, University of Colorado Geography Department, 2012

Language competence: Russian 3, Estonian 1

Overseas experience: 2013 Russian State University for the Humanities, Moscow, Russia. Fulbright-Hays Visiting Student; 2011 KORA Center for Russian Language, Vladimir, Russia. Critical Language Scholarship; 2009 Astrakhan State University, Astrakhan, Russia. Critical Language Scholarship; 2006 University of Tartu, Tartu, Estonia. Prometheus Program on Post-Soviet Transition Studies

Recent publications (1): Edward Holland and Meagan Todd (equal authorship). 2015. “Islam and Buddhism in the changing post-Soviet religious landscape.” In *The Changing World Religion Map* ed. Stan Brunn. Springer: 1515-1530;

IV. REEI ASSOCIATED LIBRARIANS & LIBRARY STAFF; REEI STAFF

LIBRARIANS

[19.] WOOKJIN CHEUN, Librarian for Slavic and East European studies, see CV #19

[63.] ANDREW ASHER, Assessment Librarian, Associate Librarian, see CV #63

[64.] AKRAM HABIBULA, Librarian for Near Eastern, Islamic, and Central Eurasian Studies, see CV #64

Appendix 1: REEI Curriculum Vitae (Faculty/Staff CVs) and Position Descriptions

LIBRARY STAFF

95. MATTHEW CAPLES, Senior Monographic Cataloger

Time devoted to Russian/East European studies: 100%

Education: B.A., McGill University, 1992
M.A., Indiana University, 2005
M.L.S., Indiana University, 1985

Current research interests: Hungarian history, Finno-Ugric studies

Language competence: Hungarian 3, Finnish 2, Estonian 2, Russian 2, Hungarian 2

96. JOHN DURBIN, Senior Serials Cataloger

Time devoted to Russian/East European studies: 100%

97. CARL HORNE, Slavic & Central Eurasian Cataloguer, Associate Librarian

Year of appointment: 1985

Time devoted to Russian/East European studies: 50%

Education: M.A., Indiana University, 1974
M.L.S., Indiana University, 1985

Language competence: Czech 3, Russian 2, Romanian 2, Bulgarian 2, Hungarian 2, Estonian 1, Georgian 1, Uzbek 1, Mongolian 1

Overseas experience: Historical research in Prague for 2 years

Recent publications (4): "Mongolia," in *Annotated Guide to Current National Bibliographies, 2nd ed.*, ed. Barbara Bell (Munich: K.G. Saur, 1998); "Kazakhstan," "Kirghizstan," "Turkmenistan," "Uzbekistan," *Guide to Official Publications of Foreign Countries, 2nd ed.* (Bethesda, Md.: Congressional Information Service, 1997); "Central Asian Collections of Indiana University, Bloomington," read at the *Fifth International Conference on Central Asia* (Madison, WI: University of Wisconsin, 1993); "Hungary," *Guide to Official Publications of Foreign Countries* (Bethesda, MD: Congressional Information Service, 1990).

98. JIM LANNING, Senior Monographic Cataloger

Time devoted to Russian/East European studies: 100%

Education: M.L.S., Indiana University, 1989

99. TODD RAMLO, Senior Monographic Cataloger

Time devoted to Russian/East European studies: 100%

Education: B.A., Northwestern University, 1982

100. VERONIKA TROTTER, Senior Collections Reference Assistant (Area Studies, Assistant to the Slavic Librarian)

Year of Appointment: 2017

Time devoted to Russian/East European studies: 100%

Language courses taught (7): Elementary Russian I-II; Intermediate Russian I-II; Advanced Russian I-II; Russian Conversation—all levels (Summer Language Workshop)

Current research interests: Russian-Hungarian cultural relations; digital humanities for Russian and East European Studies

Education: M.A. Saint Petersburg State University, 1993 (Hungarian Philology)
M.A. Saint Petersburg State University, 2004 (Russian as a Foreign Language Pedagogy)
M.A. Indiana University, 2011 (Slavic Linguistics),
M.L.S. Indiana University, anticipated in 2018

Professional development workshops: certified OPI (Oral Proficiency Interview) tester for Russian

Academic experience: Taught Hungarian (in Russia) and Russian language (in USA) for 23 years

Language competence: Russian (native), Hungarian 3, Polish 2, BCS 1, Finnish 1, Estonian 1

Overseas experience: Raised and educated in Russia, 3 years study and research in Hungary

Appendix 1: REEI Curriculum Vitae (Faculty/Staff CVs) and Position Descriptions

RUSSIAN AND EAST EUROPEAN INSTITUTE STAFF

[1.] SARAH PHILLIPS, Director, Russian and East European Institute, see CV # 1

101. MARK TROTTER, Associate Director and Outreach Coordinator, Russian and East European Institute

Year of appointment: 2007

Language courses taught (8): Russian Conversation (First through Third Year), Russian Listening (First through Fifth-Year)

Education: B.A., McGill University, 1979
M.A., University of Michigan, 1983

Language pedagogy training: Coursework in foreign language pedagogy at Pushkin Institute of Russian Language, University of Michigan, Beloit College, Indiana University; ACTFL Certified Oral Proficiency Tester (Russian)

Academic experience: 32 years post-secondary teaching

Administrative experience: Resident Director/Academic Coordinator for Flagship Russian Language Program in Saint Petersburg, Russia 2004-2007; National Co-Chair, ACTR Olympiada of Spoken Russian, 2011-2014

Language competence: Russian 3 (ACTFL "Superior"), Hungarian 3 (Interagency Language Roundtable 3+), Polish 1, BCS 1, Czech 1, French 1, German 1

Overseas experience: Hungary 10 years, Russia 4+ years (3 as Russian language program director), Montenegro 6 months, Poland 2 months

Distinctions: American Council of Teachers of Russian, Board of Directors (2012-Present); Hungarian Studies Association, Board of Directors (2015- Present), REEI Distinguished Service Award (2017)

Title/Department: Student Services Coordinator, Russian and East European Institute; Military Relations Coordinator, School of Global and International Studies; (not applicable) Education: MA, Univ. of Texas, 2012; BA, Montana State Univ., 1988 Job Experience: 2017-Present, Student Services Coordinator, Indiana Univ.; 2017-Present, Military Relations Coordinator, Indiana Univ.; 2013-2016, International Programs Coordinator, Univ. of Texas; 1988-2008, Commissioned Officer, United States Army Overseas Experience: Georgia, Germany, Iraq, Kazakhstan, Kuwait, Poland, Russia, Ukraine, Uzbekistan Language Proficiency: German 3, Russian 3 Research/Teaching Specialization: None Publications: None Distinctions: None

102. ELLIOTT NOWACKY, Student Services, Russian and East European Institute/SGIS Military Relations Coordinator

Year of Appointment: 2017

Education: M.A. University of Texas, 2012
B.A. Montana State University, 1988

Administrative experience: 2013-2016, International Programs Coordinator, U. of Texas; 1988-2008, Commissioned Officer, United States Army

Language competence: Russian 2, German 2

Overseas Experience: Georgia, Germany, Iraq, Kazakhstan, Kuwait, Poland, Russia, Ukraine

103. JENNIFER ASHCRAFT, Undergraduate Academic Advisor for Russian and East European Institute/Senior Advisor, School of Global and International Studies, College of Arts and Sciences

Year of Appointment: 2012 (2012 for REEI duties; 2014 for SGIS duties)

Education: B.A., Sociology, Indiana University, 1998
M.Ed., Higher Education, University of Massachusetts, 2000

Administrative/Advising experience: Academic Advisor and International Student Specialist, College of Arts and Sciences, Indiana University, 2012-present; International Scholar Advisor, Office of International Services, Indiana University, 2007-2012; Study Abroad Advisor, North Carolina State University, 2005-2007; Intern, International Development, University of Newcastle, Australia, 2005; Academic Advisor, Intercollegiate Athletics, Indiana University, 2001-2004; First Year Advisor, Miami University, Ohio, 2001

Appendix 1: REEI Curriculum Vitae (Faculty/Staff CVs) and Position Descriptions

104. SARAH FOGLEMAN, Project Coordinator, Russian Studies Workshop

Year of Appointment: 2018

Education: BA, Hamline University, 1997
MA (Russian and East European Studies)/MLS, Indiana University, 2007

Language pedagogy training: TEFL Certificate, Hamline University (1997)

Administrative experience: Outreach Coordinator, Conference on Jewish Material Claims Against Germany, Inc. (New York, New York), 2001-2004

Marketing Coordinator, Slavic Publishers 2015-2018; Resident Director/Academic Coordinator for Flagship Russian Language Program in Saint Petersburg, Russia 2004-2007; National Co-Chair, ACTR Olympiada of Spoken Russian, 2011-2014

Language competence: Latvian 3, Russian 2

Overseas experience: 1 year study in Russia, 2 years Peace Corps service in Latvia

V. REEI ASSOCIATES IN SUMMER LANGUAGE WORKSHOP

ADMINISTRATION

105. KATHLEEN EVANS, Director, Summer Language Workshop

Year of appointment: 2017

Time devoted to Russian/East European studies: 50%

Current research interests: Experimental phonology, Second Language Acquisition

Education: PhD 1998 University of Michigan (Linguistics); BA 1986 Oberlin College (German & Russian Language)

Language competence: German 3, Russian 3, Finnish 1, Indonesian 1, Uzbek 1, Tajik 1, Turkish 1, Spanish 1+

Academic experience: 2 years post-secondary teaching

Overseas experience: lived in Germany and Russia for 7 years; led summer study-abroad programs in Indonesia, Russia, Tajikistan, Uzbekistan between 2008 and 2016; oversaw summer study-abroad programs in Albania, Armenia, Bosnia, Georgia, Kyrgyzstan, Turkey, Ukraine 2008–2016.

Major grants: Title VIII Language Training, 2011–2013 & 2016–2017; ROTC Project GO, 2008–2018
DLSNSEO Language Training Center, 2015–2016; STARTALK Russian, 2015–2016

RUSSIAN FACULTY

106. ANI ABRAHAMYAN, Language Instructor SLW

Years of teaching at Summer Language Workshop: 2 years

Academic year employer: Indiana University

Language courses taught (1): Elementary Russian

Education: B.A., Lee University, 2015
PhD student, Indiana University

Language pedagogy training: SLW teacher training on use of the target language in the classroom

Academic experience: 2 years teaching Russian as a foreign language

Language competence: Russian (native), Romanian 3, Armenian 2

Overseas experience: Studied and worked in Russia for 1 year

Recent publications: None

Appendix 1: REEI Curriculum Vitae (Faculty/Staff CVs) and Position Descriptions

107. IRINA DOLGALEVA, Language Instructor, SLW

Years of teaching at Summer Language Workshop: 2 years

Academic year employer: Old Dominion University

Language courses taught (2): SLAV-N 481/581 and N482/582 (Russian, 8th level)

Current research interests: Russian language pedagogy, foreign language materials development

Education: Ph.D. in Linguistics, St. Petersburg State University, Russia, 1986-1990

M.A. in Russian Language and Literature, St. Petersburg State University, Russia, 1975-1981

Language pedagogy training: Certificate: OPI Assessment – Russian, American Council on the Teaching of Foreign Languages, Indiana University, 2017; Certificate: Quality Matters (Applying the QM Rubric; Peer Reviewer Course), Maryland Online, 2012; Certificate: Teaching Online Program, Tidewater Community College, Summer Semester, 2011; Certificate: Summer Institute (Slavic and East European Languages: Acquisition, Techniques, and Technologies), The Slavic and East European Language Resource Center, Duke University/UCH-NC, 2001; Certificate: Pushkin Institute of Russian Language and Literature, Moscow, 1988, (Russian Language and Methods of the Second Language Teaching)

Academic experience: 39 years of language teaching experience

Language competence: Russian (native), Bulgarian 1, Polish 1, Latin 1, Old Church Slavonic 1, German 1

Overseas experience: Born and raised in Russia, where taught for 13 years at post-secondary level

108. ELENA DOLUDENKO, Language Instructor SLW

Years of teaching at SLW: 5 years

Academic year employer: Caucasus Mathematical Center (Russia)

Language courses taught (5): Elementary Russian I-II, Intermediate Russian I-II, Advanced Intermediate Russian I

Current research interests: Second Language Acquisition and Pedagogy, Second Language Syntax, Czech studies, Computer Assisted Language Learning

Education: B.A., Linguistics, Teaching English and Arabic Languages and Cultures, Adyghe State University, (Russia), 2008

M.A., English (concentration: Teaching English to Speakers of Other Languages), Northern Illinois University, 2011

M.A. Slavic Linguistics, Indiana University, 2012

PhD. Slavic Linguistics, Indiana University, 2017

Language pedagogy training: ACTFL certificate for OPI (oral proficiency interview) tester in Russian, March 2014; Graduate courses: Methods of Russian Instruction (fall 2011), Integrating Technology into Foreign Language Curriculum (spring 2011); Theory and Methods of Teaching English to Speaker of Other Languages (spring 2010); Multicultural Education: Methods and Materials (fall 2009); Undergraduate courses: Psychology and Pedagogy, Pedagogical Anthropology: Pedagogy, Methods of Teaching at Early Stage, Methods of Teaching Foreign Languages

Academic experience: 6 years post-secondary teaching, 1 year Russian teaching to Russian child heritage learners

Language competence: Russian (native), French 3, Czech 1, Bosnian-Croatian-Serbian 1, Arabic 1

Overseas experience: Born, raised, and educated (undergraduate) in Russia, lived in France for 1 year

109. BRETT DONOHOE, Language Instructor SLW

Years of teaching at Summer Language Workshop: 2 years

Academic year employer: Indiana University

Language courses taught (4): Elementary Russian I & II; Intermediate Russian I & II

Current research interests: Case theory, Slavic morphology, historical grammar in Russian literature

Education: B.A. in linguistics and Slavic languages, University of Texas at Austin, 2016

M.A. in Slavic linguistics, Indiana University, 2017

Language pedagogy training: SLW teacher training on use of the target language in the classroom

Academic experience: Elementary Russian II, Indiana University, Spring 2017

Language competence: Russian 3, Bosnian/Croatian/Serbian 2, American Sign Language 2, Spanish 2

Overseas experience: FLAS study abroad program in Moscow, summer 2014; Internship at the Higher School of Economics in Moscow, fall 2016

Appendix 1: REEI Curriculum Vitae (Faculty/Staff CVs) and Position Descriptions

110. MEGAN LUTTRELL, Language Instructor, SLW

Years of teaching at SLW: 2

Academic year employer: University of Kansas

Language courses taught (2): Intensive Elementary Russian I-II

Current research interests: Russian literature

Education: B.A., Russian Language and Literature, University of Vermont, 2010

M.A., Slavic Languages and Literatures, University of Kansas, 2013

Ph.D. student, Slavic Languages and Literatures, University of Kansas (defending fall 2018)

Language pedagogy training: Maximizing the Use of Target Language in the Classroom Workshop, IU. (June 9, 2017); Power of Project-Based Language Learning Online Symposium, University of Hawaii at Manoa. (January 11–12, 2017); ACTFL OPI (oral proficiency interview) workshop at KU (November 2016); Project GO Pedagogy Workshop, KU (May 2015); STARTALK: Transitioning to Teaching Online, University of Minnesota (Summer 2014); Project-GO Pedagogy Workshop, KU (May 2014); Using Film in the Classroom, KU Graduate Studies Final Fridays Series, KU (Jan. 2014); ITCC/CODL: Improving Student Engagement Workshop, KU (Nov. 2013); Project GO Technology Workshop, KU (Sept. 2013); STARTALK Institute for Teachers of Russian, Middlebury College (Summer 2013).

Academic experience: 6 years post-secondary teaching

Language competence: Russian 3, Bosnian-Croatian-Serbian 1, French 1

Overseas experience: American Councils Intensive Russian Language Program, Moscow (Summer 2012), St. Petersburg in 2009

Recent publications (3): Translation of: Vladimir V. Sogrin “Franklin D. Roosevelt and the USSR, 1933–1945. An Interpretation.” *New Perspectives on Russian-American Relations*. Ed. By William Benton Whisenhunt and Norman E. Saul. London: Routledge Books, 2015. 212–228. Co-translated with Luke Franklin, University of Kansas; Translation of: Evgeny V. Khodakovskiy and Ekaterina A. Meliukh, “Dmitrii Mileev and the Restoration of Wooden Architectural Monuments in Early Twentieth-Century Russia.” *Russian Review* Vol. 74 No. 2 (April 2015) 247–271; Review of: Lucia Aiello, *After Reception Theory: Fedor Dostoevskii in Britain, 1869–1935*, *SEEJ* 58.4 (Spring 2015) 722–724.

111. NATALYA MATSKEVICH-LEVIN

Years of teaching at Summer Language Workshop: 3 years

Academic year employer: Indiana University

Language courses taught (11): Russian Conversation: Level 1; Russian Phonetics: Levels 1-3; Russian Phonetics: Levels 3-9

Current research interests: Russian literature and art at the beginning of the 19th century

Education: MA in Slavic Languages and Literatures – December, '08, University of Texas at Austin

MS in Curriculum and Instruction – December, '04, Baylor University

BA in English – May, '02, East Texas Baptist University

Language pedagogy training: Supervised teaching in Russian at University of Texas at Austin; applied literature training at University of Texas at Austin; contemporary curriculum design and implementation at Baylor University; technology fundamentals at Baylor University; teaching foreign language at Baylor University; models of teaching and learning at Baylor University.

Academic experience: Russian language instructor, Indiana University, summers of 2016, 2017, 2018; Russian language instructor (substituted, Level 4 & 5), Indiana University; Rhetoric and writing instructor, University of Texas at Austin, August '07 – May '08; Russian language instructor (Level 2) – Baylor University, January '04 – May '04

Language competence: Russian (native), Belarusian 3, Polish 2, Ukrainian 2, German 1, Spanish 1

Overseas experience: Lived in Belarus for 17 years, worked at the English language school in Chelm, Poland

Appendix 1: REEI Curriculum Vitae (Faculty/Staff CVs) and Position Descriptions

112. DAVID MCVEY, Language Instructor, SLW

Years of teaching at Summer Language Workshop:

Academic year employer: Ohion State University

Language courses taught (4): Elementary Russian I-II, Russian Listening, Russian Phonetics

Current research interests: Russian film

Education: B.A., B.S., Brigham Young University, 2002
M.A.,M.A., Ohio State University, 2006
PhD, Ohio State University, 2013

Academic experience: 10 years post-secondary teaching

Language competence: Russian 3, Polish 2, Spanish 1, Estonian 1

Overseas experience: Four years of residency in Russia

113. DMITRY ROMASHOV

Years of teaching at Summer Language Workshop: 3

Academic year employer: Indiana University

Language courses taught (5): Speaking Russian for levels 4-8

Current research interests: Second language acquisition

Education: 2008–2012 – post-graduate studies at the Institute of Asian and African Studies of Moscow State University, Department for Jewish Studies;
2000–2006 – Institute of Asian and African Studies of Moscow State University, Department for Jewish Studies;
Major: Oriental and African Studies, Interpreter of Oriental language (Hebrew);
2000–2006 – Moscow State University, Faculty of Global Research, Department of education;
Minor: teacher

Language pedagogy training: 2017, Workshop on Oral Proficiency Interview (OPI) Assessment by American Council on the Teaching of Foreign Languages and Indiana University; 2015 “Morim” – Teachers Training Course (Hebrew University of Jerusalem); 2014, Continuing Workshop on University Teaching of Hebrew Language “Text in Its Cultural Context as a Tool in Teaching Hebrew” (Rothberg International School, Hebrew University of Jerusalem); 2011, Workshop for Russian University Hebrew Instructors “Winter Ulpan in-service” (Rothberg International School, HUJI)

Academic experience: 8 years post-secondary teaching

Language competence: Russian (native), Hebrew 3, English 3, Yiddish 1

Overseas experience: Russia, Israel

Recent publications (2): (2013) Teaching Hebrew at the Department of Jewish Culture at Saint Petersburg State University: substantiating conceptions. *Evreyskaya Rech (The Jewish Speech)*. 1. p. 102–107 (Rus.);
(2013) Rabbinic Traditions about Alexandrians: Transition and Transformation. *Judaica Petropolitana*. 1. p. 68–99 (

114. ANNA SHAROGRADSKAYA, Visiting Professor, SWSEEL, 1988 – 2007, 2009-2014

Academic year employer: Director, Regional Press Institute (Saint Petersburg, Russia)

Language courses taught: Advanced Russian Syntax and Stylistics I/II, Advanced Russian Syntax and Stylistics III/IV

Current research interests: English language in American newspapers and television journalism; how to utilize non-fiction or newspaper texts in foreign language teaching.

Education: Graduate, Moscow University, 1967

Academic experience: 44 years post-secondary teaching

Language pedagogy training: At Leningrad State University and in Pre-SWSEEL Workshops.

Language competence: Russian (native)

Overseas experience: Resident of Russia.

Appendix 1: REEI Curriculum Vitae (Faculty/Staff CVs) and Position Descriptions

115. NATALYA SHPYLOVA

Years of teaching at Summer Language Workshop: 2

Academic year employer: Indiana University

Language courses taught (1): Russian, level 3

Current research interests: Slavic Literature(s); Soviet Literature(s)/Cultures; Memory Studies; Literary Criticism; American Literature

Education

M.A., Department of English, 2016, University of Maine, Orono

CSc., American Literature, 2007, National Academy of Sciences, Kyiv, Ukraine

M.A., 2002, English, German Languages and Literature

B.A., 2001, English Language and Literature, Bohdan Khmelnytsky State University, Cherkasy, Ukraine

Language pedagogy training: Teaching College Composition, (2016), Department of English, Orono, Maine; Contemporary Methods of Teaching Foreign Languages (2002) Bohdan Khmelnytsky State University, Cherkasy, Ukraine; Teaching Internship (2002) Bohdan Khmelnytsky State University, Cherkasy, Ukraine; Pedagogy (2001) Bohdan Khmelnytsky State University; Methods of Teaching English Language (2001) Bohdan Khmelnytsky State University; Methods of Teaching German Language (2001) Bohdan Khmelnytsky State University; Teaching Internship (2001) Bohdan Khmelnytsky State University

Academic experience: 16 years post-secondary teaching

Language competence: Ukrainian (native), Russian (native), German 2, Spanish 1, Belarusian 1

Overseas experience: Ukrainian native, lived, worked and studied in Ukraine

Recent publications (7): “Memory and Music in Mikhail Bulgakov’s *The Master and Margarita*: Defying the Regime” (with Timothy D. Saeed). *Logos et Littera*. Vol. 4, No. 2, December, 2017, 100-114; “Understanding Self and Others: Marriage Scenarios in Ford Madox Ford’s *The Good Soldier* and Leo Tolstoy’s *Anna Karenina*.”

Crossroads: A Journal of English Studies 13 (2017): 54-64; “*Gulliver’s Travels*: Does the Family Matter?”

Watermark 10 (2016): 174-192; “Silenced Books in the USSR: *Dreiser Looks at Russia*.” *Anaphora* 8.1 (2016): 9-

31; “Mapping Roads to the Self: Mary Rowlandson’s *The Sovereignty and Goodness of God*.” *Aelurus* 4 (2015): 48-65; “*The Crying of Lot 49*: Shall I project a Walden?” *Wreck Park Journal*. Web. 10 September 2015.

(<http://www.wreckparkjournal.com/nataliyashpylovasaeed.html>); “Jennifer Egan’s *A Visit From the Goon Squad*: Tuning into the World of Disruptions.” *Suchasni literaturoznavchi studii* 11 (2014): 10-19.

116. MARINA TSYLINA

Years of teaching at Summer Language Workshop: 1

Academic year employer: University of Wisconsin, Madison

Language courses taught (1): Russian level 4

Current research interests: Second language acquisition

Education: M.A., 2006, Nizhny Novgorod Linguistics University

M.A., 2016, University of Oregon

PhD Student- University of Wisconsin – Madison, Second Language Acquisition program, September 2017- Present

Language pedagogy training: Certificate in Second Language Acquisition and Teaching, University of Oregon, 2015;

Academic experience: 10 years post-secondary teaching

Language competence: Russian (native)

Overseas experience: Raised and educated in Russia

Recent publications (1): 'Цветовое кодирование в продвижении образовательных услуг.' Вестник ННГУ . 2014. №1-1 (1), с. 26–31

Appendix 1: REEI Curriculum Vitae (Faculty/Staff CVs) and Position Descriptions

BOSNIAN/CROATIAN/SERBIA FACULTY

117. TEUTA ISMAILI Language Instructor SWSEEL

Years of teaching at SLW: 3 years

Academic year employer: Indiana University

Language courses taught (2): Intensive Elementary Bosnian/Croatian/Serbian I-II

Current research interests: Croatian Language and Literature/History of Yugoslavia/Nationalism in Post-Communist Countries

Education: B.A., Croatian Language and Literature, Philosophy, University of Zagreb (Croatia), 2007
M.A., Croatian Language and Literature, Philosophy, University of Zagreb (Croatia), 2009
M.A., Russian and East European Institute, Indiana University, anticipated in 2018

Language pedagogy training: numerous workshops on teaching a foreign language/on-line teaching/using technology in the classroom, Indiana University (2013-2016), E-Learning in the classroom, King ITC, Zagreb, Croatia, 2012; on-line class in Prague, Czech republic, 2011, Croatian as a second language, Zagreb, Croatia, 2008.

Academic experience: 5 years post-secondary teaching

Language competence: Croatian/Bosnian/Serbian (native), Albanian (native), Italian 2, German 1, Turkish 1

Overseas experience: raised and educated in Croatia, lived in Kosovo, Pristina

ESTONIAN FACULTY

118. LIINA-LI ROOS, Language Instructor SLW

Years of teaching at SLW: 3 years

Academic year employer: University of Washington

Language courses taught (2): Intensive Elementary Estonian I-II

Current research interests: Scandinavian literature and culture, Baltic studies, Estonian literature

Education: M.A., Scandinavian Languages and Literature, University of Washington, 2014

Academic experience: 5 years post-secondary teaching

Language competence: Estonian (native), Finnish 3, Swedish 3, Latvian 2, Russian 2, Norwegian 1, Danish 1

Overseas experience: raised and educated in Estonia

Recent publications (1): "Post-Soviet Trauma in the Nordic Imagination: Occupation and Sex Trafficking in *Purge* and *Lilya 4-ever*" *Baltic Screen Media Review* 2, December, 2014.

GEORGIAN FACULTY

119. EKATERINE SEKHNIASHVILI, Language Instructor SLW

Years of teaching at SLW: 1

Academic year employer: Georgian Language School Pesvebi

Language courses taught (2): Elementary Georgian I & II

Current research interests: Second language acquisition

Education: M.A., Western European Languages, Tbilisi Stat University, 2002

Language pedagogy training: Training in Avalon teaching English as a foreign language

Academic experience: 12 years post-secondary teaching

Language competence: Georgian (native), Russian 2, German 1

Overseas experience: Native of Georgia; worked in Kiev, Ukraine for 2 years

HUNGARIAN FACULTY

[8.] VALERIA VARGA, Lecturer, Department of Central Eurasian Studies, see CV # 8.

Appendix 1: REEI Curriculum Vitae (Faculty/Staff CVs) and Position Descriptions

LITHUANIAN FACULTY

120. DALIA CIDZIKAITE Visiting Professor SWSEEL

Years of teaching at SLW: 3

Academic year employer: Martynas Mažvydas National Library of Lithuania

Language courses taught (2): Intensive Elementary Lithuanian I-II

Education: Ph.D., Literary Criticism and Theory, University of Illinois at Chicago, 2005

Academic experience: 16 years post-secondary teaching

Language competence: Lithuanian (native), Russian 3, Polish 1, French 1

Overseas experience: raised and educated in Lithuania

Recent publications (8): Sakytinė istorija diasporos ir migracijos tyrimuose, *OIKOS. Lietuvių migracijos ir diasporos studijos*, 2016 1 (21): 7–14 [in Lithuanian].

UKRAINIAN FACULTY

[39.] SVITLANA MELNYK, Lecturer, Slavic and East European Languages and Literature, see CV #39

VI. OTHER ADMINISTRATION

121. DEBORAH HUTTON, International Outreach Coordinator, School of Global and International Studies

Education: EdS, Indiana Univ., 1998; MEd, Northern Illinois Univ., 1981; BEd, Queen's Univ., 1977; BSc (Hons), Queen's Univ., 1975

Current research interests: Dynamics of K-12 Global Perspectives in Education; The Use of Videoconferencing to Integrate International Content into K-12 Classrooms

Administrative Experience: 2016-Present, International Outreach Coordinator, School of Global and International Studies, Indiana Univ.; 1998-2016, Assistant Director; Outreach Director; Outreach Coordinator, Center for the Study of Global Change, Indiana Univ.

Language Competence: Mandarin 2, French 2, Russian 1

Overseas Experience: Service, teaching, & research in Russia and China; teaching in Scotland

Language Proficiency: Mandarin 2, French 2, Russian 1

Appendix 1: REEI Curriculum Vitae (Faculty/Staff CVs) and Position Descriptions

POSITION DESCRIPTIONS

1. BRIDGES COORDINATOR

Position Type: Hourly (20 hrs/wk for 44 weeks)
Division Name: School of Global and International Studies
Salary Level: \$20/hour (approximately \$22,000 annually)
Justification of Need: The Bridges Coordinator will administer the *Bridges: Children, Languages, World* program, which offers language and culture classes to young learners in the greater Bloomington, Indiana area. *Bridges* emphasizes Less Commonly Taught Languages (LCTLs), many of which have been identified as Critical Needs Languages by the U.S. State Department and other federal agencies.

Job Summary:

Provides oversight of the *Bridges: Children, Language, World* program and will work closely with the Indiana University National Resource Centers' leadership. Duties include the supervision of and guidance for student volunteer teachers reviewing and approving all lesson plans, visiting classes and offering post-class feedback, conducting orientations and mid-semester workshops for volunteer teachers, overseeing the registration process, communicating with parents and guardians of children enrolled in the program, maintaining records of attendance and performance, ordering materials, maintaining website, and other duties as needed.

Required Qualifications:

Bachelor's degree; Experience with second language acquisition and curriculum design; Excellent interpersonal and communication skills, written and verbal, including ability to interact and communicate with a wide variety of individuals; Strong organizational and multitasking skills, including ability to manage multiple tasks in a timely and accurate manner and maintain confidentiality; Must possess a valid driver's license with the ability to be insured by Indiana University.

Preferred Qualifications:

Facility in language pedagogy and knowledge of various areas studies; Experience in elementary, secondary, and or higher education; Bilingualism; Knowledge of and experience in using IU systems (including but not limited to KFS, UHRS, Travel Management, Purchasing); Experience in website management and social media outreach.

Appendix 1: REEI Curriculum Vitae (Faculty/Staff CVs) and Position Descriptions

2. REEI GRADUATE ASSISTANT FOR OUTREACH

Position Type: Graduate Assistant (.50 FTE 20 hrs/wk during academic year/10 hours/wk in summer)
Department Name: Russian and East European Institute
Division Name: School of Global and International Studies
Salary Level: \$15,750 per academic year; \$20/hour in summer
Justification of Need: Assist with REEI outreach to pre-service and in-service teachers as well as a broad array of constituencies in business, government, media, and the general public

Job Summary:

Orders, catalogs, promotes, circulates AV materials and books in the REEI Outreach Collection; collects and enters data on outreach activities and enrollments for evaluation and reports to Department of Education; facilitates intake and orientation to the university of REEI-sponsored visiting scholars from abroad who will contribute to REEI outreach activities as presenters and consultants; co-writes articles about REEI outreach activities for REEI newsletter and website so as to inform K-16 in-service and pre-service teachers about REEI resources for teacher-training; plans and implements REE craft activities at 2-4 K-12 international fairs annually; creates paper and web-based announcements for on-campus REEI programming; records on-campus REEI programming for dissemination on the web; prints up individualized certificates of achievement for ACTR Olympiada of Spoken Russian middle and high school contestants, packs certificates and medals for mailing to teachers at Olympiada participating schools; maintains school-by-school, region-by-region records of Olympiada competitions; assists REEI Outreach Director and faculty in formatting and creation of materials to be used in outreach presentations to K-12 students/teachers; promotes the IU Library's Slavic/East European collection to broad constituencies.

Required Qualifications:

Superior oral and written communication skills (in English), ability to work effectively with diverse array of faculty, students, and the general public; aptitude for and experience with design of promotional and educational materials (print and web-based); strong attention to detail; strong organizational and multitasking skills including ability to manage multiple tasks in a timely and accurate manner; working proficiency in Russian; background in Russian/East European area studies; proficiency in Microsoft Office Suite including Word, Outlook, PowerPoint, and Excel.

Preferred Qualifications:

Valid driver's license with the ability to be insured by Indiana University; facility in a second Eastern European language (apart from Russian); study/work experience in Russia/Eastern European language; knowledge of and experience in using IU systems (including but not limited to KFS, UHRS, Travel Management, Purchasing); experience in website management and social media outreach; history using the Adobe Suite or other similar software in the design of promotional materials.

Appendix 1: REEI Curriculum Vitae (Faculty/Staff CVs) and Position Descriptions

3. REEI GRADUATE ASSISTANT FOR COMMUNICATIONS

Position Type: Graduate Assistant (.50 FTE 20 hrs/wk during academic year/10 hours/wk in summer)
Department Name: Russian and East European Institute
Division Name: School of Global and International Studies
Salary Level: \$15,750 per academic year; \$20/hour in summer

Justification of Need: Assist with electronic and print communications of REEI teacher training and educational enhancement activities to pre-service and in-service teachers as well as a broad array of constituencies in business, government, media, and the general public.

Job Summary:

Compile and disseminate weekly REEI electronic calendar of on-campus and regional REE-focused programming for K-16; compile and disseminate weekly REEI listing of academic opportunities (funding notices, publication and conference notices); maintain and update REEI website; create web presence for REEI-sponsored conferences; maintain listservs for REEI faculty, students, K-12 teacher colleagues, general public; recruit, coordinate, and edit submissions for REEI electronic newsletter (published twice a year); assist with layout of electronic Hungarian Studies Association newsletter (4 times/year); assist with layout of 2-page *Balkan Beat* (newsletter for the McCloskey Fund); maintain REEI Facebook page; disseminate notices of REEI-sponsored programming through social media (Facebook, Twitter, Snapchat, etc.)

Required Qualifications:

Experience and competence in web design and maintenance; strong written and oral communication skills; familiarity, skill, and comfort in using social media platforms; editing skills and experience; strong attention to detail; publishing experience.

Preferred Qualifications:

Facility in one or more Russian/East European languages, knowledge of Russian and East European area studies.

4. REEI GRADUATE ASSISTANT FOR CURRICULAR DEVELOPMENT

Position Type: Graduate Assistant (.50 FTE 20 hrs/wk)
Department Name: Russian and East European Institute
Division Name: School of Global and International Studies
Salary Level: \$15,750 per academic year

Justification of Need: Assist with curricular development of REEI undergraduate programs and curricular assistance to in-service and pre-service K-12 teachers .

Job Summary:

Assists REEI senior staff in enhancing and expanding REEI undergraduate academic engagement to include a Certificate (minor “plus”) program and a 4 + 1 BA/MA program in REE area studies; assist with implementation of course initiatives, such as pathways for undergraduate students in REEI courses to develop outreach and instructional materials for K-12 constituents; under guidance of senior staff, partner with regional K-12 social studies teachers to develop curricular materials for use in teaching about Russia and Eastern Europe.

Required Qualifications:

PhD candidacy in education, humanities, or social science discipline with strong interdisciplinary background and interest in REE studies; undergraduate and/or K-12 teaching experience; strong oral and written communications skills; ability to work effectively with diverse array of university faculty and students, K-12 teachers and students; proficiency in Microsoft Office Suite including Word, Outlook, PowerPoint, and Excel.

Preferred Qualifications:

Experience in teaching Russian and East European area studies in a pre-college or post-secondary institutional setting.

Appendix 1: REEI Curriculum Vitae (Faculty/Staff CVs) and Position Descriptions

5. GLOBAL EMPLOYABILITY COORDINATOR

Position Type: Hourly (29 hrs/wk for 48 weeks)
Department Name: Center for the Study of Global Change
Division Name: School of Global and International Studies
Salary Level: \$18/hour (approximately \$25,000 annually)
Justification of Need: The Global Employability Coordinator will support the Global Employability Initiative through overseeing the development of the Ivy Tech Global Workforce Skills Certificate and by facilitating professional development opportunities for educators in Career and Technical Education programs.

Job Summary:

Provides programming and project coordination for the Global Employability Initiative to support the objectives of Indiana University Area Studies Centers in meeting workforce needs for global competencies. Position will work closely with the Center for the Study of Global Change leadership to ensure that the Ivy Tech Global Workforce Skills Certificate and that professional development workshops and presentations for K-12 educators and counselors are developed and implemented efficiently and effectively.

Duties include supporting Ivy Tech faculty in developing the Global Workforce Skills certificate and applicable curricular materials, organizing and leading the summer Global Employability Workshop for CTE educators, presenting on Global Workforce Skills at IDOE organized professional development events for school counselors, and coordinating speakers on global workforce skills for College and Career Pathway Fairs at Indiana high schools. This individual must also help Ivy Tech seek approval for certificate at state level.

Required Qualifications:

Bachelor's degree; Familiarity with K-12, CTE or Community College educational institutions; Experience with curriculum design; Excellent interpersonal and communication skills, written and verbal, including ability to interact and communicate with a wide variety of individuals; Strong organizational and multi-tasking skills, including ability to manage multiple tasks in a timely and accurate manner and maintain confidentiality; Must possess a valid driver's license with the ability to be insured by Indiana University and able to regularly travel in-state.

Preferred Qualifications:

Master's degree strongly preferred; Experience in international education; Knowledge of and experience in working for a global company or organization; Bilingualism.

Appendix 2: REEI Courses and Enrollments
Non-Language Courses

Course	Title	%	I	Hours	Instructor	Offered	U	Enrollments		Offerings	
								2016-17	2017-18	2018-19	
								G	U	G	
Russian and East European Institute											
R300/R500	Russia and Its Neighbors (In Russian)	100	I	1	Zlotin	Fall	1	2		2	
R600	Proseminar in Russian and East European Area Studies	100	I	3	Otten	Fall		9		11	✓
R500/SGIS-S400	Putin's Russia	100		3	Lipman	Spr	4	7			
R601	Proseminar in Russian/East European Area Studies	100	I	3	Phillips	Spr		4			✓
R495/X490/R575	Readings in Russian & East European Studies	100	I	3	Phillips	Fall,Spr		1		1	✓
Language Across Curriculum											
I325	Environmental Issues in Russian (in Russian)	100	I	1	Zlotin	Spr	1	1			
R300/R500	History of Siberia	100		3	Khamutae v	Spr		1			
College Topics Curriculum											
C103	Morality, Literature and Film	25	I	3	Johnston	Spr	77				
C103	Dreams Come True	25	I	3	Emery	Fall			131		
C104	Immigration and the Refugee Crisis	25	I	3	Bielasiak	Spr	57				
C104	Thinking about Language (area-related readings and lectures)	25	I	3	Franks	Spr	61				✓
Honors Interdepartment Colloquia											
H304/Y368	Russian and Soviet Foreign Policy	100	I	3	Spechler D	Spr	26	1			
H232	Beauty on Trial	25	I	3	Nizynska	Fall	7				
H240	Language as a Hidden Force	25	I	3	Franks	Fall	20				
H304/Y363/INTL-I300	Comparative Foreign Policy (students complete major research project on Russian and East European topic for REEI credit)	25	I	3	Spechler D	Fall	42		52	1	✓
Global Village Living Learning Center											
G210/SLAV-T230	Vampires in European and American Culture (studies the East European origins of vampires to compare with contemporary manifestations)	50	I	3	Holdeman	Fall	18				✓
G321/H304	Intelligence and National Security	25	I	3	Coyle	Fall	19				
G320/H304	Espionage in the 21st Century (examines history and cases of espionage related to Russian and East European areas)	25	I	3	Coyle	Spr	13				
Anthropology											
E260	Culture, Health , and Illness (area related readings and lectures, students complete research on Russian and East European topics for REEI credit)	25	I	3	Phillips	Fall	68		45		
E398/598/ CEUS-R316/R516/NELC-N398	Peoples & Cultures of Central Asia	100		3	Shahrani	Spr	11	3			
E400/600/CEUS-R711/NELC-N695	Family and Gender in Muslim Central Asia and Middle East	50		3	Shahrani	Spr		6			
L400/L600	Seminar: Language in/of Media	25	I	3	Graber	Fall			14	10	

Appendix 2: REEI Courses and Enrollments
Non-Language Courses

Course	Title	%	I	Hours	Instructor	Offered	U	Enrollments		Offerings	
								2016-17	2017-18	2018-19	
							G	U	G		
International Studies											
I204	Human Rights and International Law (area-related readings and lectures, students complete research on Russian and East European area topics for REEI credit)	25	I	3	Kousaleos, Gilligan, Rana	Fall	135		82		✓
I210	Diplomacy Security Governance (area-related readings and lectures, students complete research on Russian and East European area topics for REEI credit)	25	I	3	Waters	Fall			41		
I220	Global Connections (area-related readings and lectures, students complete research on Russian and East European area topics for REEI credit)	25	I	3	Nemes	Fall			60		
I300/HIST-W300/JSTU-J304	Refugees and Migrants (area-related readings and lectures, student projects on Russian and East European area topic for REEI credit)	25	I	3	Zadoff	Fall, Spr	14		22		✓
I300/EURO-W405/EURO-W605/REEI-R300/REEI-R500	Topics in International Studies: Russia and the EU	100	I	3	Dekalchuk	Spr			23	4	
I303	Global Humanitarianism (area-related lectures and readings, students complete projects on Russian and East European topic for REEI credit)	25	I	3	Dunn	Spr	33				
I304	Refugees and Displaced People (area-related readings and lectures, student projects on Russian and East European topic for REEI credit)	25	I	3	Dunn	Fall	31				✓
I304	Techniques and Ideas in Contemporary Revolutions (area-related lectures and readings, students complete projects on Russian and East European topic for REEI credit)	25	I	3	Kenney	Spr	15				
I304	Gender and International Human Rights (area-related lectures and readings, students complete projects on Russian and East European topic for REEI credit)	25	I	3	Rana	Spr	29				✓
I305	Culture and Politics: Geographies of Islam (area-related lectures and readings, students complete projects on Russian and East European topic for REEI credit)	50	I	3	Todd	Fall			16		
I306	Identity Politics in Divided Societies (area related readings, students complete research on Russian and East European area topic for REEI credit)	25	I	3	Bovingdon	Spr	26				
I422/I500	International Humanitarian Aid (area related readings, students complete research on Russian and East European area topic for REEI credit)	25	I	3	Dunn	Fall			12	4	
I423/R500	Postcolonial/Postcommunist Discourses: Putin's Russia	100	I	3	Lipman	Spr			10	1	
I424/I504	Genocide after World War II (area related readings, students complete research on Russian and East European area topic for REEI credit)	25	I	3	Gilligan	Spr	18				
I705	Human Rights Multidisciplinary Seminar (area related readings, students complete research on Russian and East European area topic for REEI credit)	25	I	3	Kenney	Fall	3	6			

Appendix 2: REEI Courses and Enrollments
Non-Language Courses

Course	Title	%	I	Hours	Instructor	Offered	U	Enrollments			Offerings
								2016-17	2017-18	2018-19	
							G	U	G		
Central Eurasian Studies											
R294	Hungary, Estonia, and Finland	100	I	3	Kivik	Fall	4				
R295	Contemporary East Central Europe	100		3	Borhi	Fall	6				
R349/R549/ EURO- W405/605	War and Peace in Eastern Europe	100		3	Borhi	Fall	2	2			
R349	Hitler and Stalin in Europe	100			Borhi	Fall					✓
R349/R549	Modernist Art and Culture in Hungary and Central Europe	100		3	Kappanyos	Fall	1	1			
R349/R549	Populism and Extremism in Post-Communist Europe	100		3	Kreko	Fall		1			
R349/549	American-Russian Rivalry in Central Europe	100		3	TBD	Fall					✓
R349/R549	Russian Political Influence in post-Transitional C. and E. Europe	100		3	Kreko	Fall		2			
R191	Introduction to Central Eurasia	75		3	Beckwith	Spr	1				
R299	The Cold War	50		3	Borhi	Spr	3				
R299	History and People of the Silk Road	50		3	Dubeansky	Spr	7				
R299	The Water Birds & the Bear: Uralic Languages and their Speakers	50		3	Kivik	Fall					✓
R299/ANTH-A205	Nomads, Networks, & Communities	25		3	Graber	Fall			24		✓
R302/R502/ EURO- W405/605	Finland in the 20th Century	25	I	3	Raun	Fall			3		
R349/R549/ EURO- W405/605	Hungary in the 20th Century	100	I	3	Borhi	Spr	1				
R329/R529	Labor and Migration in Central Asia	100	I	3	Kamp	Spr	3	3			
R349/R549/ EURO- W405/605	Nazi and Stalinist Art and Culture in Hungary and Central Europe	100	I	3	Kappanyos	Spr		4			
R349/R549/ EURO- W405/605	Political Systems & Diplomatic Relations after Fall of Communism	100	I	3	Kreko	Spr	3	6			
R349/R549/ EURO- W405/605	Democracy & Transition in East Central Europe	100	I	3	Kreko	Spr	1	2			
R315/R515	Politics and Society in Central Asia	100	I	3	Kamp	Spr	4	4			✓
R369/R569	New Mongol Literatures	50	I	3	Kara	Fall/Spr		3			✓
R389/R589	Contemporary Turkey (area related readings and lectures)	25	I	3	Elbasan-Bozdogan	Fall			7		✓
R309/R501/ EURO- W605/HIST- B303/T500	Modern Scandinavia and the Baltic States	100	I	3	Raun	Fall	1				✓
R416/R616	Region and Power in Islamic Central Asia	100	I	3	DeWeese	Spr	4	4			
R493	Problems of Central Eurasian Nationalism	100	I	3	Bovingdon	Fall					✓
R583	Ottoman Classical Age 1300-1600	25		3	Elbasan-Bozdogan	Fall					✓
R597	Empires of the Silk Road	25		3	Beckwith	Fall					✓
R628	Russia's Orient 1552-1924	100		3	Lazzerini	Fall		6			
R599	Altaic Linguistics	50		3	Kara	Fall/Spr		2		2	
R698	Empire and Ethnicity in Modern Russia	100		3	Raun	Spr		3			

Appendix 2: REEI Courses and Enrollments
Non-Language Courses

Course	Title	%	I	Hours	Instructor	Offered	U	Enrollments		Offerings	
								2016-17	2017-18	2018-19	
							G	U	G		
Comparative Literature											
C501/SLAV-S540	Introduction to Literary Theory and Cultural Studies (area-related readings and lectures)	25	I	3	Emery	Fall		8			
C502	Fields and Methods of Comp Lit	25	I	1	Emery	Fall		4			
C581	Workshop in Literary Translation	25		3	Johnston	Fall		7	1	6	✓
C680	Topics in Translation Studies	25		3	Johnston	Spr		7			
Economics											
E390	Topics in International Trade: Intl Trade II (students complete major research project on Russian and East European topic for REEI credit)	25		3	Lugovskyy	Spr	6				✓
European Studies											
W405/W605	Contemporary Security I	50		3	Coyle	Spr	9				
Fine Arts											
A226	Envisioning the Sacred	25		3	Bassett	Fall			27		
A341	19th Century European Art	25		3	Facos	Spr	50	1			✓
A640	Problems in Modern Art: The Symbolist Movement	25		3	Facos	Fall		9			
A626	Problems in Byzantine Art: Icons	100		4	Bassett	Fall				7	
Gender Studies											
G410	International Feminist Debates	25		3	Bucur-Deckard	Spr	56				
Geography											
G378/R329/529	Geography of North Central Asia	100		3	Zlotin	Fall		1			
G427/R399/R599	Russia and Its Neighbors (In English)	100	I	3	Zlotin	Spr	7				
G428/EURO-W405	Geography of Europe	40	I	3	Dunn	Spr	19				✓
Germanic Studies											
E351/Y505/CMLT-C377	Topics in Yiddish Literature: From Old to New: Yiddish Life, Literature, and Memory; Yiddish Life: On Page, On Stage, On Screen	50	I	3	Kerler	Spr	7	1			✓
E352/Y506/G506/CMLT-C378	Ghetto, Shtetl, and Beyond: Millenium of History and Society in Yiddish	50	I	3	Kerler	Fall			3	1	✓
X493/Y815	Individual Readings in Yiddish Studies	50		3	Kerler	Fall, Spr				1	

**Appendix 2: REEI Courses and Enrollments
Non-Language Courses**

Course	Title	%	I	Hours	Instructor	Offered	U	Enrollments			Offerings 2018-19
								2016-17 G	2017-18 U	G	
History											
D103	The Making of Modern Russia	100		3	Saburova	Spr	35				✓
D200	Russian History through Films	100	I	3	Kuromiya	Spr	17				✓
D201	Democratic Revolutions	100	I	3	Kenney	Fall	34				
D308	Empire of the Tsars	100		3	Eklof	Fall	26		19		
D310/REEI-R500	Russian Revolution and Soviet Regime	100		3	Kuromiya	Spr	31	2			
D327	The Hapsburg Empire, 1780-1918	50		3	Hsia	Fall			18	1	
D330	Eastern Europe: 1944-Present	100		3	Kenney	Fall					✓
J300	European Empires	25		3	Pergher	Fall	19				
J300	Russian-American Relations	100		3	Kuromiya	Fall	21				
J300	Men, Women, and the Nation in Modern Europe	25		3	Hsia	Fall			18		
J300	Daily Life in Russia	100		3	Saburova	Spr	20				✓
J300	Nationalism in Modern Europe	100		3	Hsia	Spr	19				
J300	Anna Karenina	100		3	Eklof	Fall			19		
J300	Legacies of WWII in Europe	100		3	Roos	Fall					✓
B348	Byzantine History	50		3	Caner	Spr			28		
J400	Gender and Citizenship	25		3	Bucur-Deckard	Spr	14				
J400	Prisons and Prisoners	50		3	Kenney	Fall			20		
D320/REEI-R500	Modern Ukraine-From Cossacks to Independence	100		3	Kuromiya	Fall	13	6	13		✓
D325/T500/REI-R500/NELC-N695/CULS-C701/EURO-W605	Nationalism in the Balkans: 1804-1923	100		3	Bucur-Deckard	Fall	14	8			
H720	Seminar in Modern European History: Modern Europe	50		3	Pergher	Fall					✓
H640/740/REEI-R500	Imperial Russia	100		3	Eklof	Fall		7			
H640/740/REEI-R500	Soviet History	100		3	Kuromiya	Fall				15	
H654	Colloquium in E European History: The Communist Experience in Europe, 1917-1989	100		3	Kenney	Fall					✓
H699/CULS-C701	Colloquium in Comparative Histories: Comparing Gender Histories	25		3	Bucur-Deckard	Fall					✓
W200/W335	Genocide in the Modern World/History of Genocide	25		3	Roseman	Fall	68	1			✓
H620	20th Century Europe	25		3	Roos	Fall				13	
Jewish Studies											
J251/H251	Jewish History: Bible to Spanish Expulsion (students complete major research project on Russian and East European topic for REEI credit)	25	I	3	Ifft Decker	Fall	20		36		✓
J203/HON-H234	Literature of the Holocaust	25	I	3	Rosenfeld	Spr	23				
J323/B323	History of the Holocaust	25	I	3	Roseman	Spr	73				
J252/H252	Jewish History: Spanish Expulsion to the Present (readings and lectures cover area-related content)	25	I	3	Zadoff	Spr	28				✓
Linguistics											
R404/L501	Structure of Russian I: Phonology and Morphology	100		3	Cavar	Fall	6	1	1	5	✓
L490	Linguistic Structures: Evenki, An Endangered Tungusic Language of Siberia	100		3	Kara	Spr			2		
L502	Structure of Russian II: Syntax/Semantics	100		3	Fowler, Franks	Spr	1	5			
Near Eastern Languages and Cultures											
N348/N695	Byzantium	50		3	Caner	Spr			4	1	

Appendix 2: REEI Courses and Enrollments
Non-Language Courses

Course	Title	%	I	Hours	Instructor	Offered	U	Enrollments			Offerings 2018-19
								2016-17 G	2017-18 U	G	
Political Science											
Y107	Introduction to Comparative Politics (area-related readings and lectures)	25	I	3	Razo, MacLean,	Fall, Spr	97		48		✓
Y109	Introduction to International Relations (students complete major research project on Russian and East European topic for REEI credit)	25	I	3	Winecoff, Spechler	Fall, Spr	67	2ND	66		✓
Y200	Contemporary Political Topics: Politics of Corruption (area-related readings and lectures)	40	I	3	Model	Spr	54				
Y210	Honors Seminar: The Cold War and After: Force and Diplomacy in the Nuclear Age (students complete major research project on Russian and East European topic for REEI credit)	40	I	3	Spechler	Fall	15				
Y300/REEI-R300	Topics in Current Politics & Governance: Law, Courts, and Constitutions in Authoritarian States	50		3	Grigoriev	Spr			27		
Y330/Y300	The Soviet Union: Revolution to Revolution	100	I	3	Smyth	Fall	15				
Y340	East European Politics	100		3	Bielasiak	Fall			13		
Y343	Politics of International Development	25		3		Spr	23				
Y348	The Politics of Genocide (students complete major research project on Russian and East European topic for REEI credit)	75	I	3	Bielasiak	Fall			48	1	
Y350	Politics of the European Union (area-related readings and group project)	50	I	3	Hellwig	Spr	21				
Y352	The Holocaust and Politics	50		3	Bielasiak	Spr	59				✓
Y363	Comparative Foreign Policy (students complete major research project on Russian and East European topic for REEI credit)	25	I	3	Spechler	Fall	16		28		✓
Y368/REEI-R300/HON-H 304	Russian and Soviet Foreign Policy	100		3	Spechler	Spr	26	2			
Y375	War and International Conflict (area-related readings, students complete research project on Russian and East European area topic for REEI credit)	25	I	3	Rasler	Spr	19				
Y376	International Political Economy	25		3	Winecoff	Fall	40		29		✓
Y381	Classical Political Thought (area-related readings and lectures)	25		3	Craiutu	Fall	40		41		✓
Y382	Modern Political Thought (area related readings and lectures)	25		3	Craiutu	Spr	47				✓
Y399	Politics of the UN	25		3	Spechler	Spr	18				
Y557	Comparative Politics: Approaches and Issues (area-related readings and lectures, and students complete major research project on Russian and East European area topic for REEI credit)	25	I	3	Bielasiak	Spr		12			
Y569	International Relations: Approaches and Issues (area-related readings and lectures, and students complete major research project on Russian and East European area topic for REEI credit)	25	I	3	Thompson	Spr	IND	5			
Y657	Comparative Politics: Critical Debates in Post-Communist Politics (area-related readings and lectures, and students complete major research project on Russian and East European topic for REEI credit)	25	I	3	Smyth	Fall		9		12	✓
Y675	Political Philosophy (area-related readings and lectures, students complete research project on Russian and East European area for REEI credit)	25		3	Craiutu	Fall			2	10	
Y675	Political Philosophy: The Crises of Democracy and the Future of Politics (area-related readings and lectures, students complete research project on Russian and East European area topic for REEI credit)	25		3	Isaac	Spr		8			✓
Y669	International Relations	25		3	Loyle	Fall			8	1	
Religious Studies											
A300/REEI-R300	Studies in African, European, and West Asian Religions: Religions in Russia after 1991	100	I	3	Silano	Spr			5		
A355/REL-R531	Right Belief: A History of Orthodox Christianity	75	I	3	Michelson	Spr	17	1			✓

Appendix 2: REEI Courses and Enrollments
Non-Language Courses

Course	Title	%	I	Hours	Instructor	Offered	U	Enrollments		Offerings	
								2016-17	2017-18	2018-19	
							G	U	G		
Slavic Languages and Literatures											
C366/C566	Czech Cinema	100	I	3	Cravens	Spr	4				
C364/C564	Modern Czech Literature and Culture	100	I	3	Cravens	Fall				✓	
P223	Introduction to Polish Culture	100	I	3	Sicinski	Spr	40				
P366/P566/ HON-H303	Polish Film	100	I	3	Sicinski	Fall	4			✓	
R123	Russian Short Fiction	100	I	3	Stefani	Fall	16				
R223/S562	Introduction to Russian Culture	100	I	3	Shardakova	Fall, Spr	90	1	62	✓	
R229	Russian Folktales	100	I	3	Shrager	Fall	1		2	✓	
R263/R563	Russian Literature: Pushkin to Dostoevsky	100		3	Emery, Stefani	Fall	20		18	3	✓
R264/R564	Russian Literature: Tolstoy to Solzhenitsyn	100		3	Stefani	Spr	36				✓
R352/R552	Russian and Soviet Film	100	I	3	Shrager	Spr	20				✓
S320/R503	Old Russian Literature	100		3	Shrager	Spr		2			
S320/HON- H303/SLAV- S540	Postcommunist Nostalgia	100	I	3	Antic	Fall			11	7	
R535	Chekhov	100		3	Stefani	Spr		6			
S320/S540/ EURO- W406/605/ HON-H303	Inventing Eastern Europe	100		3	Antic	Spr	10	3			
S320/R532	Topics: Dostoevsky and His Demons	100		3	Cravens	Fall			6	2	
S363/S563/ HON-H303	Literature and Nationalism	100		3	Antic	Fall	14	1			
P363/HON- H303/SLAV- P563	Polish Literature & Culture: Faces of War & Freedom	100		3	Sicinski	Fall			16	2	
R601/CMLT- C647	Seminar in Russian Literature	100		3	Emery, Fowler	Fall				7	✓
S364/S564	Literature and Culture of the Southern Slavs 2	100		3	Antic	Spr	4	1			
T241	Central and East European Immigration and Ethnic Identity in the US (R/EE cultural content and material will be used to help explore the idea of identity and how it is affected by immigration)	50	I	3	Holdeman	Spr	12				
T252	Introduction to the Slavic Languages	100	I	3	Holdeman	Spr	8				
L571	Old Church Slavonic	100		3	Shrager	Fall	1	3		✓	
U223	Introduction to Ukrainian Culture	100	I	3	Melnyk	Fall	3			✓	
Sociology											
S339	The Sociology of Media	25	I	3	Von Der Haar	Fall, Spr	173		87	✓	

Appendix 2: REEI Courses and Enrollments
Professional School Courses

Course	Title	%	I	Hours	Instructor	Offered	Enrollments				Offerings 2018-19
							2016-17	2017-18	U	G	
School of Business											
D503	International Business Environment (Russia, Hungary, or Croatia are assigned countries for student group projects)	25	I	1.5	Schlegel	Fall		42		23	✓
D594	International Competitive Strategies (students complete major research project on Russian/East European topic for REEI credit)	25	I	1.5	Wickramasekera	Spr		32			
F494	International Finance (students complete major research project on Russian/East European topic for REEI credit)	25	I	3	Patterson	Fall	50	2	65	4	✓
F570	International Financial Markets (students complete major research project on Russian/East European topic for REEI credit)	25	I	1.5	Shockley	Spr		13		26	
F571	International Corporate Finance (students complete major research project on Russian/East European topic for REEI credit)	25	I	1.5	Shockley	Spr		10		20	
G494	Public Policy and the International Economy (students complete major projects on Russian/East European topic for REEI credit)	25	I	3	Hauskrecht	Fall/Spr	70	2			✓
L578	Cybersecurity Law and Policy (students complete major research project on Russian/East European topic for REEI credit)	25	I	1.5	Shackelford	Spr		54		58	
M594	Global Marketing Management (student complete research project on Russian/East European topics for REEI credit)	25	I	1.5	Lalwani	Spr		36		51	
School of Education											
H551	Comparative Education I (research on R/EE area topic for REEI)	25	I	3	Sutton	Fall	0	10			✓
H552	Comparative Education II (research on R/EE area topic for REEI)	25	I	3	Ross	Fall/Spr				10	
School of Informatics, Computing, and Engineering											
S515/ Z515	Information Architecture (students complete major project on a Russian or East European area for REEI credit)	25	I	3	Milojevic	Fall	1	24	0	30	✓
Z542	International Information Issues (students complete major research project on a Russian or East European area for REEI credit)	25	I	3	Fichman	Spr			0	10	
School of Law											
B665/ R500	International Law (area related readings and case studies used for comparison)	25	I	3	Waters	Fall/Spr	0	11	0	14	✓
L712/ I500	Topic: World War I (area related readings)	25	I	3	Waters	Fall			0	11	
Media School											
J448	Global Journalism: Issues and Research (area related readings, students complete project on Russian/East European topic for REEI credit)	25	I	3	Metzgar	Fall/Spr					✓
J514	International Communication (students complete research project on Russian/East European topic for REEI credit)	25	I	3	Metzgar	Fall				9	
School of Music											
M401	History & Literature of Music I (students complete research project on R/EE topic for REEI credit)	25	I	4	Burkholder	Fall	129	0	123	0	✓
M402	History & Literature of Music II (students complete research project on R/EE topic for REEI credit)	25	I	4	Burkholder	Spr	143	1	141	0	✓
M602	Seminar in Musicology (R/EE area topics, and/or students complete research project on R/EE topic for REEI credit)	25-100	I	3	Goldberg	Spr	0	5			✓
Z282	Music of Russia	100	I	3	Huseynova	Fall	30	0	30	0	✓

Appendix 2: REEI Courses and Enrollments
Professional School Courses

Course	Title	%	I	Hours	Instructor	Offered	Enrollments				Offerings
							2016-17	2017-18	2018-19		
							U	G	U	G	
School of Public and Environmental Affairs											
V160	National & International Policy (area related readings and examples)	25	I	3	Karaagac/Bolinger/ Graham/ Preston/Siena/ Afoaku/Lee	Fall/Spr	268	1	291	1	
V160	International Development Finance (area related readings and examples)	25	I	3	Preston	Spr	26	0	24	0	✓
V450/ V450	National Security Bureaucracy (area related readings)	50	I	3	Karaagac	Fall	25	0	24	0	✓
V550/ E555	International Energy Issues: A Nation-State Perspective (students complete research project, in groups, on Russian and East European topics for REEI credit)	50	I	3	Graham/Rupp / Schenk	Fall					✓
V550	National Security Challenges (area related readings and students complete research project on Russian/East European area for REEI credit)	25	I	3	Coyle	Fall	0	8			
V577	International Economic Strategy and Trade Policy (area related readings)	25	I	3	Tran	Spr	1	14	1	10	✓
V578	Intro to Comparative and International Policies (students complete major research project on Russian/East European topic for REEI credit)	25	I	3	Reuveny	Fall/Spr	0	15	1	28	✓
V596	Sustainable Development (area related readings, interdisciplinary approach)	25	I	3	Reuveny	Fall	0	22	0	15	✓
V710/ E710/ E535	International Environmental Policy (group projects on assigned EE topic, and students complete research project on R/EE topic for REEI credit)	25	I	3	Rinquist	Fall	0	19			✓

Appendix 2: REEI Courses and Enrollments
Study Abroad Course List

Location	Title/Partner Institution	Sponsored By	I	Hours	Instructor/ Coordinator	Offered	Student Category	Enrollment 2016-2017
Administered by Indiana University								
Czech Republic	X478Prague Film Production	IUB Media		3 credits	J Kelly	Sumr	UG	12
Hungary	Corvinus University	IUB Business	I	15 credits	T. Orahood	Smst	UG	55
Romania	A505 Field Study/Bucharest	IUB Business	I	5-7 wks/5 credit course	Campbell	Smst	Grad	22
Romania	X272 Managing in Mature Markets	IUB Business	I	10 days/5 credit course		Smst	UG	23
Administered by Other Institutions								
Czech Republic	Semester at Charles University	CIEE	I	15	—	Smst	UG	6
Czech Republic	Summer at Charles University	CIEE	I	6	—	Smr	UG	3
Estonia	Summer Study at Tartu University	Tartu U	I	4	—	Smr	Grad	1
Georgia	Summer in Tbilisi	AC	I	6	—	Smr	Grad	1
Greece	Summer in Athens	CYA	I	4	—	Smr	UG	2
Hungary	Semester at Corvinus University	CIEE	I	15	—	Smst	UG	9
Russia	Summer at Moscow International University—Russian Language	AC	I	1 credit	—	Smr	Grad	4
Russia	Semester at St. Petersburg State University—Russian Language	CIEE	I	15	—	Smst	UG	4
Russia	Summer at St. Petersburg State University—Russian Language	CIEE	I	6	—	Smst	UG	2

IUB = Indiana University Bloomington
AC = American Councils
CYA = College Year in Athens
CIEE = Council on International Educational Exchange

Appendix 2: REEI Courses and Enrollments

Language Courses

EAST EUROPEAN LANGUAGE INSTRUCTION

Enrollments Offerings

2016-17 2017-18 2018-2019

Dept	Course	Title	Hours	Instructor	Offered	Enrollments				
						U	G	U	G	
Czech										
SLAV	C101/C501	Elementary Czech I	5	Cravens	Fall	2	0	4	2	✓
SLAV	C102/C502	Elementary Czech II	5	Cravens	Spr	1	0	2	3	✓
SLAV	C201/C503	Intermediate Czech I	3	Cravens	Fall	2	0			✓
SLAV	C202/C504	Intermediate Czech II	3	Cravens	Spr	2	0			✓
SLAV	C301/C505	Advanced Czech I	3	Cravens	Fall	0	2			
SLAV	C302/C506	Advanced Czech II	3	Cravens	Spr	0	1			
Estonian										
CEUS	T103/T503	Introductory Estonian I	4	Kivik	Fall	0	0	2	0	✓
CEUS	T104/T504	Introductory Estonian II	4	Kivik	Spr	0	0	2	0	✓
CEUS	T203/T603	Intermediate Estonian I	4	Kivik	Fall	1	2	0	1	✓
CEUS	T204/T604	Intermediate Estonian II	4	Kivik	Spr	1	1	0	0	✓
CEUS	T303/T703	Advanced Estonian I	3	Kivik	Fall	0	0	0	1	✓
CEUS	T304/T704	Advanced Estonian II	3	Kivik	Spr	0	0	0	0	✓
CEUS	T103-4/T503-5	Intensive Introductory Estonian I-II (eight weeks)	20	Roos	Smr	0	3		4	✓
Modern Greek										
WEUR	E100	Beginning Modern Greek I	4	Hess	Fall	14	0	15	0	✓
WEUR	E150	Beginning Modern Greek II	4	Hess	Spr	13	1	12	0	✓
WEUR	E200	Intermediate Modern Greek I	3	Hess	Fall	14	0	11	0	✓
WEUR	E250	Intermediate Modern Greek II	3	Hess	Spr	13	0	10	1	✓
WEUR	E300/E580	Advanced Modern Greek I	3	Hess	Fall	3	0	5	0	✓
WEUR	E350/E581	Advanced Modern Greek II	3	Hess	Spr	0	0	0	0	✓
WEUR	E582	Guided Independent Study in Modern Greek	1-3	Hess	Fall	0	2	1	1	✓
Hungarian										
CEUS	T141/T541	Introductory Hungarian I	4	Varga	Fall	1	1	1	4	✓
CEUS	T142/T542	Introductory Hungarian II	4	Varga	Spr			2	0	✓
CEUS	T241/T641	Intermediate Hungarian I	4	Varga	Fall	4		1	4	✓
CEUS	T242/T642	Intermediate Hungarian II	4	Varga	Spr	3				✓
CEUS	T341/T741	Advanced Hungarian I	4	Varga	Fall	2		4	0	✓
CEUS	T342/T742	Advanced Hungarian II	4	Varga	Spr			3	0	✓
CEUS	T399/T798	Fifth Year Hungarian	4	Varga	Spr	1	0	0	1	
CEUS	T141-2/T541-2	Intensive Elementary Hungarian I-II (eight weeks)	20	Varga	Smr	2	4		4	✓
Lithuanian										
CEUS	T198-9/T598-9	Intensive Introductory Lithuanian I-II (eight weeks)	20	Cidzikaite	Smr	2	3		5	✓
Polish										
SLAV	P101/P501	Elementary Polish I	4	Asher	Fall	5	1	11	0	✓
SLAV	P102/P502	Elementary Polish II	4	Asher	Spr	5	1	6	0	✓
SLAV	P201/P503	Intermediate Polish I	3	Sicinski	Fall	4	0	4	1	✓
SLAV	P202/P504	Intermediate Polish II	3	Sicinski	Spr	3	0	4	1	✓
SLAV	P301/P505	Advanced Intermediate Polish I	3	Sicinski	Fall	3	0	3	0	✓
SLAV	P302/P506	Advanced Intermediate Polish II	3	Sicinski	Spr	3	0	3	0	✓
Romanian										
SLAV	M101/M501	Elementary Romanian I	4	Illias	Fall	0	0	1	1	
SLAV	M201/M503	Intermediate Romanian I	3	Illias	Fall	1	0	0	0	

Appendix 2: REEI Courses and Enrollments

Language Courses

EAST EUROPEAN LANGUAGE INSTRUCTION

Enrollments Offerings
2016-17 2017-18 2018-19

Dept	Course	Title	Hours	Instructor	Offered	2016-17		2017-18		2018-19	
						U	G	U	G	U	G
Serbian, Croatian, and Bosnian											
SLAV	S101/S501	Elementary Serbian, Croatian and Bosnian I	4	Veinovic	Fall	7	1	6	1		✓
SLAV	S102/S502	Elementary Serbian, Croatian and Bosnian II	4	Veinovic	Spr	7	1	4	1		✓
SLAV	S201/S503	Intermediate Serbian, Croatian and Bosnian I	3	Veinovic	Fall	3	1	5	2		✓
SLAV	S202/S504	Intermediate Serbian, Croatian and Bosnian II	3	Veinovic	Spr	3	1	4	2		✓
SLAV	S301/S505	Advanced Intermediate Serbian, Croatian and Bosnian I	3	Veinovic	Fall	4	1	3	4		✓
SLAV	S302/S506	Advanced Intermediate Serbian, Croatian and Bosnian II	3	Veinovic	Spr	5	1	1	1		✓
SLAV	S401/S507	4th Year Serbian, Croatian Bosnian I	3	Antic	Fall			3	2		✓
SLAV	S508	4th Year Serbian, Croatian Bosnian II	3	Antic	Spr			1	2		✓
SLAV	S111-2/S511-2	Intensive Elementary Serbian, Croatian, and Bosnian I-II (eight weeks)	20	Ismaili	Smr	0	5		5		✓
Ukrainian											
SLAV	U101/U501	Elementary Ukrainian I	3	Melnyk	Fall	1		1	1		✓
SLAV	U102/U502	Elementary Ukrainian II	3	Melnyk	Spr	1	1	2	2		✓
SLAV	U201/U503	Intermediate Ukrainian I	3	Melnyk	Fall			2	2		✓
SLAV	U202/U504	Intermediate Ukrainian II	3	Melnyk	Spr			3	3		✓
SLAV	S540	4th Year Ukrainian	3	Melnyk	Fall	0	2				
SLAV	U111-2/S511-2	Intensive Elementary Ukrainian I-II (eight weeks)*	20	Melnyk	Smr	0	4		4		✓
Yiddish											
GER	Y100/Y501	Beginning Yiddish I	4	Kerler	Fall		3	2	4		✓
GER	Y150/Y502	Beginning Yiddish II	4	Kerler	Spr		3	3	3		
GER	Y200/Y503	Intermediate Yiddish I	3	Kerler	Fall			0	2		✓
GER	Y250/Y504	Intermediate Yiddish II	3	Kerler	Spr			2	2		
GER	Y815	Individual Readings in Yiddish Studies	3	Kerler	Fall			0	1		✓

Appendix 2: REEI Courses and Enrollments

Language Courses

RUSSIAN LANGUAGE INSTRUCTION

Enrollments Offerings
2016-17 2017-18 2018-19

Dept	Course	Title	Hours	Instructor	Offered	2016-17		2017-18		2018-19
						U	G	U	G	
Russian										
SLAV	R101	Elementary Russian I	4	Abrahamyan/ Baumgartner/Hussey- Andersen/Wineberg	Fall	46	8	70	1	✓
SLAV	R102	Elementary Russian II	4	Abrahamyan/ Baumgartner/Matskevich- Levin	Spr	28	4	38		✓
SLAV	R201/S562	Intermediate Russian I	4	Kohut/Asher	Fall	28	1	27	3	✓
SLAV	R202	Intermediate Russian II	4	Asher/Doludenko	Spr	23	2	20		✓
SLAV	R301/R562	Advanced Intermediate Russian I	3	Melnyk	Fall	11		10	3	✓
SLAV	R302	Advanced Intermediate Russian II	3	Melnyk	Spr	8		10	2	✓
SLAV	R401	Advanced Russian I	3	Shrager	Fall	5	2	6	5	✓
SLAV	R402	Advanced Russian II	3	Shrager	Spr	6	1	7	5	✓
SLAV	R404/L502	Structure of Russian I (Morphology & Phonology)	3	Fowler/Cavar	Fall	6	3	1	5	✓
SLAV	L502	Structure of Russian II (Syntax & Semantics)		Fowler/Franks	Spr		6			✓
SLAV	S320/S40	Russian for Social Sciences	3	Melnyk	Fall	4	10			✓
SLAV	S320/S540	Russian for Arts and Humanities	3	Melnyk	Spr	3	8			
SLAV	R472/R572	Business Russian	3	Melnyk	Spr			6	4	
SLAV	R491	Russian for Graduate Students I	4	Franks	Fall	0	3	0	5	
SLAV	R492	Russian for Graduate Students II	4	Franks	Spr			0	6	
SLAV	L-571	Old Church Slavonic	3	Shrager	Fall	1	3			
SLAV	N111/N112	Intensive Elementary Russian I -II (Level 1 - nine weeks)	23	Luttrell/Berry/Abrahamyan/Do nohoe	Smr	9	5	28		✓
SLAV	N122/N221	Intensive Elementary Russian II/Intermediate Russian I (Level 2 - eight weeks)	23	Bralely	Smr	1	5			
SLAV	N231/N232	Intensive Intermediate Russian I-II (Level 3 - eight weeks)	23	Donohoe/Shpylova/McVey/Ro mashov	Smr	4	15	15		✓
SLAV	N351/N352	Intensive Advanced Intermediate Russian I-II (Level 5 - eight weeks)	23	Doludenko/Makarova/Shpylov a	Smr	5	13	18		✓
SLAV	N362/N461	Intensive Advanced Intermediate II/Advanced Russian I (Level 6 - eight weeks)	23	Zotova	Smr	0	6			
SLAV	N471/N472	Intensive Advanced Russian I- II (Level 7 - eight weeks)	23	Chernysheva/Tsylina	Smr	0	6	9		✓
SLAV	N481/N482	Intensive Advanced Russian Syntax and Stylistics I- II (Level 8 - eight weeks)/Fifth-Year Russian (eight weeks)	23	Dolgaleva	Smr	2	5	8		✓
SLAV	N691/N692	Intensive Advanced Russian Syntax and Stylistics III/IV (Level 9 - eight weeks)/Sixth-Year Russian	23	Sharogradskaya	Smr	0	4	4		✓

CAUCASUS LANGUAGE INSTRUCTION

Enrollments Offerings
2016-17 2017-18 2018-19

Dept	Course	Title	Hours	Instructor	Offered	2016-17		2017-18		2018-19
						U	G	U	G	
Georgian										
SLAV	G111/G511/ G112/G512	Intensive Elementary Georgian I-II (eight weeks)	20	Sekhniashvili	Smr			2		✓

Appendix 2: REEI Courses and Enrollments

IU Summer Language Workshop (formerly SWSEEL) 2018			UG	G
<i>(these enrollments duplicate the ones already shown for summer under each language)</i>				
CEUS	Intensive Introductory Estonian I-II	Loos	4	
CEUS	Intensive Elementary Hungarian I-II	Varga	4	
CEUS	Intensive Introductory Lithuanian I-II	Cidzikaite	5	
SLAV	Intensive Elementary BCS I-II	Ismaili	5	
SLAV	Intensive Elementary Ukrainian I-I	Melnyk	4	
SLAV	Intensive Elementary Russian I -II	Abrahamyan/Luttrell/Donohoe	28	
SLAV	Intensive Intermediate Russian I-II	McVey/Romashov	15	
SLAV	Intensive Adv Intermediate Russian I-II	Doludenko/Shpylova	18	
SLAV	Intensive Advanced Russian I- II	Tsylina	9	
SLAV	Intensive Fifth-Year Russian	Dolgaleva	8	
SLAV	Intensive Sixth-Year Russian (eight weeks)	Sharogradskaya	4	
SLAV	Intensive Elementary Georgian I-II	Sekhniashvili	2	
TOTAL STUDENTS REE FLs			106*	

* breakdown of UG/G enrollment unavailable at date of submission

Appendix 3: IU REEI Performance Measure Form

Project Goal 1: Cultivate the growth of MSI faculty and student engagement in REE area and foreign language studies.									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets				
					BL	T1	T2	T3	T4
1. Over course of the grant cycle increase by 30 in each year the number of faculty/students at core-partner MSIs who participate in REE learning opportunities.	1a. Facilitate by funding and organizing extracurricular lectures, films, and other programming events with REE focus at core-partner MSIs.	1ai. Number of extracurricular lectures, films, and other programming events with REE focus at core-partner MSIs.	Annually	Institutional records	2	7	8	9	10
		1aii. Number of attendees at extracurricular programming events with REE focus at core-partner MSIs.	Annually	Institutional records	70	100	130	140	170
		1aiii.							
	1b. Facilitate by funding and organizing workshops led by IU expert faculty and outside specialists for BGSICCAE students on REE content with a cybersecurity/intelligence application, and orientation sessions for REE cybersecurity-focused study abroad.	1bi. Number of workshops and orientation sessions.	Annually	Institutional records	0	1	2	1	2
		1bii. Number of participants in workshops and orientation sessions.	Annually	Institutional records	0	10	15	10	15
		1biii.							

Appendix 3: IU REEI Performance Measure Form

Project Goal 1: Cultivate the growth of MSI faculty and student engagement in REE area and foreign language studies.									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets				
					BL	T1	T2	T3	T4
	1c.	1ci.							
		1cii.							
		1ciii.							
2. Over course of the grant increase by aggregate total of 12 the number of courses newly developed or enhanced to include at least 25% REE content at MSIs.	2a. Co-fund and co-administer nationwide consortial MSI-focused course development program.	2ai. Number of annual applications for course development grants.	Annually	Institutional records	4	8	8	8	8
		2a.iii. Number of institutions whose faculty annually apply for course development grants	Annually	Institutional records	4	8	8	8	8
		2a.iii. Aggregate number of courses developed and offered with aid of course development grants (2014-2022).	Annually	Institutional records	10	12	14	16	18
	2b. Fund and administer course development at IREEN MSIs.	2bi. Number of applications for course development grants.	Annually	Institutional records	0	3	3	3	3
		2bii. Number of institutions whose faculty apply for course development grants	Annually	Institutional records	0	2	2	2	2

Appendix 3: IU REEI Performance Measure Form

Project Goal 1: Cultivate the growth of MSI faculty and student engagement in REE area and foreign language studies.									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets				
					BL	T1	T2	T3	T4
		2biii. Aggregate number of courses developed and offered with aid of course development grants (2014-2022)	Annually	Institutional records	0	0	4	4	4
	2c.	2ci.							
		2cii.							
		2ciii.							
3. Over the course of the grant increase by 10% the frequency of MSI faculty/student participation in IREEN student/faculty exchanges of research and other perspectives on REE.	3a. Facilitate by funding and organizing REE-focused conferences and workshops at IREEN IHEs.	3ai. Number of conferences and workshops	Annually	Institutional records	0	0	1	0	1
		3aii. Number of presentations at conferences and workshops	Annually	Institutional records	0	0	8	0	8
		3aiii. Number of presenters	Annually	Institutional records	0	0	8	0	8
	3b. Create and maintain online repository of IREEN-based REE syllabi, course modules, and faculty research expertise.	3bi. Number of repositories created and maintained	Annually	Institutional records	0	1	1	1	1
		3bii. Aggregate number of entries for syllabi, course modules, and faculty research expertise	Annually	Institutional records	0	10	20	25	35
		3biii. Number of (virtual) “visits” to repository by MSI faculty and students	Annually	Google analytics	0	20	40	80	120

Appendix 3: IU REEI Performance Measure Form

Project Goal 1: Cultivate the growth of MSI faculty and student engagement in REE area and foreign language studies.									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets				
					BL	T1	T2	T3	T4
	3c. Fund and organize peer-to-peer engagement events (REEI MA students with MSI students) that focus on exchange of experience and interests in REE area studies.	3ci. Number of peer engagement events	Annually	Institutional records	0	0	4	4	4
		3cii. Number of MSI student participants in peer engagement events.	Annually	Institutional records	0	0	20	25	35
		3ciii.							

Appendix 3: IU REEI Performance Measure Form

Project Goal 2: Cultivate the teaching and study of Russian (and other EE languages) at the pre-college level across the United States so as to incorporate state-of-the art methodological practices, an emphasis on the cultural diversity of the Russophone world, expanded opportunities for recognition of student achievement, and an increase in certified teaching personnel.									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets				
					BL	T1	T2	T3	T4
1. Increase by an aggregate number of 20 across the grant cycle culturally and methodologically up-to-date instructional materials expressly designed for use in high school Russian classes and accessible to HS Russian teachers at no cost.	1a. In collaboration with Portland State University (PSU) Russian Flagship program develop HS-adapted MEZHDU NAMI textbook.	1ai. Number of needs surveys submitted by HS Russian teachers that will be analyzed for guidance in developing HS-adapted MEZHDU NAMI textbook.	Annually	Institutional records	0	20	0	0	0
		1aii. Number of participants in conferences/webinars that address HS teaching of Russian and use of MEZHDU NAMI textbook.	Annually	Institutional records	0	10	0	0	0
		1aiii. Number of draft versions of HS-adapted MEZHDU NAMI textbook developed.	Annually	Manuscript	0	0	0	1	0
	1b. In collaboration with Portland State University (PSU) Russian Flagship program pilot and launch HS-adapted MEZHDU NAMI textbook.	1bi. Number of HS Russian teachers who participate in training workshops that provide guidance in using draft version of HS-adapted MEZHDU NAMI textbook	Annually	Institutional records	0	0	0	10	0

Appendix 3: IU REEI Performance Measure Form

Project Goal 2: Cultivate the teaching and study of Russian (and other EE languages) at the pre-college level across the United States so as to incorporate state-of-the art methodological practices, an emphasis on the cultural diversity of the Russophone world, expanded opportunities for recognition of student achievement, and an increase in certified teaching personnel.									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets				
					BL	T1	T2	T3	T4
		1bii. Number of HS Russian teachers who pilot and critique draft version of HS-adapted MEZHDU NAMI textbook.	Annually	Teacher reports	0	0	0	10	0
		1biii. Number of final version of HS-adapted MEZHDU NAMI textbooks produced on basis of piloting results	Annually	Publication	0	0	0	0	1
	1c. In collaboration with Duke University Slavic and Eurasian Language Resource Center (SEELRC) and Portland State University (PSU) Russian Flagship program, produce, pilot and launch proficiency-oriented materials for HS Russian classes that focus on diversity of the contemporary Russophone world.	1ci. Number of proficiency-oriented materials for HS Russian classes that focus on diversity of the contemporary Russophone world produced in collaboration with Duke University Slavic and Eurasian Language Resource Center (SEELRC) and Portland State University (PSU) Russian Flagship program for piloting by HS teachers	Annually	PDFs, internal webpages	0	5	5	7	9

Appendix 3: IU REEI Performance Measure Form

Project Goal 2: Cultivate the teaching and study of Russian (and other EE languages) at the pre-college level across the United States so as to incorporate state-of-the art methodological practices, an emphasis on the cultural diversity of the Russophone world, expanded opportunities for recognition of student achievement, and an increase in certified teaching personnel.									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets				
					BL	T1	T2	T3	T4
		1cii. Number of teachers who pilot such materials with their Russian classes and critique their effectiveness.	Annually	Teacher reports	0	0	10	14	14
		1ciii. Number of such materials refined on basis of piloting reports and made available online in final versions.	Annually	Publicly accessible webpages and PDFs	0	0	0	5	5
2. Increase by an aggregate number of 10 over the course of the grant schools and after-school Russian programs in which students receive national or state official recognition for achievement in Russian language proficiency.	2a. Promote ACTR Olympiada of Spoken Russian in geographical areas across the United States that have not been involved with the contest.	2ai. In areas that currently have no Olympiada, number of schools and after-school Russian programs contacted about sending students to participate in Olympiada	Annually	Institutional records (emails, phone calls)	0	10	10	10	10
		2a.iii. Number of schools and after-school previously uninvolved with Olympiada that begin to send students to Olympiada	Annually	Institutional records	0	2	2	3	3

Appendix 3: IU REEI Performance Measure Form

Project Goal 2: Cultivate the teaching and study of Russian (and other EE languages) at the pre-college level across the United States so as to incorporate state-of-the art methodological practices, an emphasis on the cultural diversity of the Russophone world, expanded opportunities for recognition of student achievement, and an increase in certified teaching personnel.									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets				
					BL	T1	T2	T3	T4
		2aiii. Number of new regional Olympiada competitions launched annually.		Institutional records	0	1	1	1	1
	2b. Promote IN Certificate of Multilingual Proficiency for Russian and other REE languages.	2bi. Number of high schools contacted with goal of alerting their students to IN Certificate of Multilingual Proficiency in areas with higher concentrations of REE heritage language speakers	Annually	Institutional records (emails, phone calls, visits to local schools)	0	10	10	10	10
		2bii. Number of schools with students who receive Certificate of Multilingual Proficiency for REE languages.	Annually	Institutional records	0	2	2	2	2
		2biii.							
	2c.	2ci.							

Appendix 3: IU REEI Performance Measure Form

Project Goal 2: Cultivate the teaching and study of Russian (and other EE languages) at the pre-college level across the United States so as to incorporate state-of-the art methodological practices, an emphasis on the cultural diversity of the Russophone world, expanded opportunities for recognition of student achievement, and an increase in certified teaching personnel.									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets				
					BL	T1	T2	T3	T4
		2cii.							
		2ciii.							
3. Add an aggregate number of 5 newly Russian-certified teachers to the supply of certified teachers of HS Russian across the United States.	3a. Support certification in HS Russian on part of in-service and pre-service teachers.	3ai. Number of states represented in state-by-state guide to Russian teacher certification on REEI website	Annually	REEI webpage	0	50	50	50	50
		3aii. Number of in-service and pre-service teachers provided with proficiency assessments required as part of certification process for Russian	Annually	Institutional records	0	1	1	1	2
		3aiii. Number of in-service and pre-service teachers that receive certification for Russian	Annually	Institutional records	0	1	1	1	2
	3b.	3bi.							
		3bii.							

Appendix 3: IU REEI Performance Measure Form

Project Goal 2: Cultivate the teaching and study of Russian (and other EE languages) at the pre-college level across the United States so as to incorporate state-of-the art methodological practices, an emphasis on the cultural diversity of the Russophone world, expanded opportunities for recognition of student achievement, and an increase in certified teaching personnel.									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets				
					BL	T1	T2	T3	T4
		3biii.							
	3c.	3ci.							
		3cii.							
		3ciii.							

Appendix 3: IU REEI Performance Measure Form

Project Goal 3: Promote the dissemination of REE area studies perspectives, in particular, and international/global perspectives, generally in the curricula and practice of K-12 institutions and programs.									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets				
					BL	T1	T2	T3	T4
1. Enhance the incorporation of REE content into curricula of K-12 institutions by providing an aggregate 20 curricular aids/enhancements (lesson plans, project learning scenarios, media guides, warm-ups, transitional activities, cool-downs) that feature REE area studies content over the course of the grant cycle.	1a. Generate curricular aids/enhancements that feature REE area studies content in IN-based Middle School (MS) and HS courses in history, geography, social studies, and related subjects by drawing on input of in-service teachers and recent HS graduates enrolled in Russian/East European area studies courses at Indiana University/	1ai. Number of REEI-generated surveys or advisory meetings with goal of determining teacher/student needs for curricular enhancements that address REE area studies.	Annually	Institutional records	0	1	1	1	1
		1aii. Number of teachers participating in REEI-generated surveys or advisory meetings with goal of determining teacher/student needs for curricular enhancements that address REE area studies.	Annually	Institutional records	0	20	20	20	20
		1aiii. Number of REEI-generated curricular enhancements that address REE area studies (film guides, mini-lessons, lesson plans etc.) that draw upon input of in-service teachers and recent HS graduates enrolled in	Annually	Institutional records	0	0	10	12	15

Appendix 3: IU REEI Performance Measure Form

Project Goal 3: Promote the dissemination of REE area studies perspectives, in particular, and international/global perspectives, generally in the curricula and practice of K-12 institutions and programs.									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets				
					BL	T1	T2	T3	T4
		REE area studies courses at IU.							
	1b. Disseminate curricular aids/enhancements generated in Activity 1 to teachers of history, geography, social studies, and related subjects via direct email and through posting on dedicated webpage on REEI website.	1bi. Number of IN MS/HS teachers that receive email delivery of materials	Annually	Institutional records	0	35	40	45	50
		1bii. Number of materials posted on dedicated page on REEI website	Annually	REEI website	0	0	10	12	15
		1biii. Number of visits to materials posted on dedicated page on REEI website	Annually	Google analytics	0	0	45	50	55
	1c. Assess classroom impact and effectiveness of curricular aids/enhancements generated in Activity 1 and disseminated in Activity 2.	1ci. Number of teachers reporting use of curricular aids/enhancements	Annually	Institutional records	0	0	0	20	25
		1cii. Number of teachers providing assessments of curricular aids/enhancements	Annually	Institutional records	0	0	0	10	15
		1ciii.							
2. B. Continue to align REEI-provided training in REE area studies for in-service	2a. Deliver REE-focused presentations on previously untreated IN Standards	2ai. Number of previously unaddressed IN Standards for World	Annually	Institutional records	0	1	1	1	1

Appendix 3: IU REEI Performance Measure Form

Project Goal 3: Promote the dissemination of REE area studies perspectives, in particular, and international/global perspectives, generally in the curricula and practice of K-12 institutions and programs.									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets				
					BL	T1	T2	T3	T4
teachers with IN Standards for World History and Geography by introducing REE topics that address 4 previously untreated standards in teacher workshops and creating a web home on REEI website to house training presentations on standards from 2007-2022.	for World History and Geography in workshops to MS/HS teachers across IN.	History and Geography newly treated in REEI-provided workshop presentations							
		2a.ii. Number of workshops at which presentations delivered	Annually	Institutional records	4	4	4	4	4
		2a.iii. Number of MS/HS teachers undergoing training at the workshops	Annually	Institutional records	37	40	45	45	45
	2b. Expand access to REE-content presentations aligned with IN Standards for World History and Geography by placing them on REEI website.	2b.i. Number of presentations successfully uploaded to REEI website.	Annually	REEI website	0	1	2	3	3
		2b.ii.							
		2b.iii.							
	2c. Assess the impact of REEI-provided workshop training in REE area studies for in-service teachers with IN Standards for World History and Geography.	2c.i. Number of teachers completing surveys about the workshops.	Annually	Institutional records	0	20	25	25	25
		2c.ii. Number of teachers who report incorporating REE workshop material into their instruction	Annually	Institutional records	0	0	15	18	18

Appendix 3: IU REEI Performance Measure Form

Project Goal 3: Promote the dissemination of REE area studies perspectives, in particular, and international/global perspectives, generally in the curricula and practice of K-12 institutions and programs.									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets				
					BL	T1	T2	T3	T4
		2ciii. Number of teachers who report favorable impact of REE workshop material as incorporated into their instructional practice.			0	0	10	15	15
3. In collaboration with IU School of Education and the Department of Education at Montana State University expose an aggregate 60 students in K-12 teacher training programs at IU and MSU to accessible and classroom-adaptable international, especially REE content.	3a. Work with IU Director of Global Education Initiatives to introduce REE content into coursework of teacher trainees and to provide REE/international extracurricular programming developed for teacher trainees in IU School of Education.	3ai. Number of IU teacher-trainees enrolled in courses that feature REE content	Annually	Institutional records	0	0	5	7	10
		3aii. Number of programming events developed for IU teacher trainees that feature REE/international content	Annually	Institutional records	2	4	4	4	4
		3aiii. Number of IU teacher trainees attending programming events developed for them.	Annually	Institutional records	25	45	45	45	45
	3b. Work with Montana State U Assoc. Professor of Education Michael Brody to introduce	3bi. Number of MSU teacher-trainees enrolled in courses that feature REE content	Annually	Institutional records	0	0	5	6	8

Appendix 3: IU REEI Performance Measure Form

Project Goal 3: Promote the dissemination of REE area studies perspectives, in particular, and international/global perspectives, generally in the curricula and practice of K-12 institutions and programs.									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets				
					BL	T1	T2	T3	T4
	REE content into coursework of MSU teacher trainees and to provide REE extracurricular programming developed for teacher trainees at MSU, in both cases with particular focus on indigenous peoples and environmental issues of Siberia (using materials previously developed by Brody).	3bii. Number of programming events developed for MSU teacher-trainees and local in-service teachers that feature REE content.	Annually	Institutional records	0	2	4	4	4
		3biii. Number of MSU teacher trainees and local in-service teachers attending programming events developed for them.	Annually	Institutional records	0	20	40	40	40
	3c.	3ci.							
		3cii.							
		3ciii.							

Appendix 3: IU REEI Performance Measure Form

Project Goal 4: Promote Russian/East European area studies and foreign language training on Indiana University Bloomington campus by expanding the range of student engagement and the diversity of viewpoints presented.									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets				
					BL	T1	T2	T3	T4
1. Increase number of Russian/East European area studies and language courses available to IU undergraduate students by adding 1-2 new courses annually (total of 7 courses across the grant).	1a. Survey IU faculty to determine interest in course development grants.	1ai. Number of faculty invited to submit applications for course development grants.	Annually	Institutional records	0	2	2	2	1
	1b. Award course development grants.	1bi. Number of course development/enhancement grants reviewed.	Annually	Institutional records	0	2	2	2	1
		1bii. Number of course development grants awarded.	Annually	Institutional records	0	2	2	2	1
		1biii.							
	1c. Offer new courses at least once during the 2018-22 cycle.	1ci. Number of semesters in which new courses are offered.	Annually	Institutional records	0	0	2	2	4
		1cii.							
		1ciii.							
2. Increase number of academic programs that promote deep scholarly engagement with Russian and East	2a. Recruit through on-campus search and fund appointment of an advanced doctoral student Graduate	2ai. Number of applications received.	Once in Year 1	Institutional records	0	5			
		2aai. Number of applicants hired and retained.	Annually	Institutional records	0	1	1	1	1

Appendix 3: IU REEI Performance Measure Form

Project Goal 4: Promote Russian/East European area studies and foreign language training on Indiana University Bloomington campus by expanding the range of student engagement and the diversity of viewpoints presented.									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets				
					BL	T1	T2	T3	T4
European Area Studies by at least 2 over the course of the grant cycle.	Assistant for Curricular Development with background in Russian/East European studies and/or education to assist REEI Senior staff in development of new academic programs.	2aiii.							
	2b. Develop undergraduate certificate program in Russian and East European area studies.	2bi. Progress through 4-stage process at a rate of one stage per year (1. Survey of other certificate programs, REEI undergraduate offerings and enrollment data; 2) Creating certificate plan; 3) Winning approval for certificate plan from upper administration; 4) Promotion of certificate plan through listing in university course bulletin and other forms).	Annually	Institutional records	0	1	1	1	1

Appendix 3: IU REEI Performance Measure Form

Project Goal 4: Promote Russian/East European area studies and foreign language training on Indiana University Bloomington campus by expanding the range of student engagement and the diversity of viewpoints presented.									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets				
					BL	T1	T2	T3	T4
		2bii.							
		2biii.							
	2c. Develop 4 + 1 combined BA/MA program in Russian and East European area studies.	2ci. Progress through 4-stage process at a rate of one stage per year (1. Survey of other 4+1 combined BA/MA area studies programs; 2) Creating 4+1 combined BA/MA program in Russian and East European Studies ; 3) Winning approval for 4+1 plan from upper administration; 4) Promotion of 4+1 plan through listing in university course bulletin and other forms).	Annually	Institutional records	0	1	1	1	1
		2cii.							
		2ciii.							

Appendix 3: IU REEI Performance Measure Form

Project Goal 4: Promote Russian/East European area studies and foreign language training on Indiana University Bloomington campus by expanding the range of student engagement and the diversity of viewpoints presented.										
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets					
					BL	T1	T2	T3	T4	
3. Increase by an average of 5 per year the number of programming events (lectures, films, etc.) that address Eastern Europe outside of Russia or Russian perspectives on the United States.	3a. Conduct “The Americanists” lecture series to provide forum for Russian specialists on the United States to present their research and inform about Russian attitudes to the United States.	3ai. Number of public lectures in “The Americanists” series.	Annually	Institutional records	0	2	2	2	2	
		3aii.								
		3aiii.								
	3b. Offer programming that addresses the Baltic countries, Central Eastern Europe (Poland, Slovakia, Czech Republic, Hungary), and Southeastern Europe (Romania, Moldova, the Balkans, Greece).	3bi. Number of public lectures on these countries annually.				10	12	12	12	12
		3bii. Number of films, theatrical performances, concerts representing these countries annually.				2	3	3	3	3
		3biii.								
	3c.	3ci.								
		3cii.								
		3ciii.								



EASTERN KENTUCKY UNIVERSITY
Department of Safety and Security
College of Justice and Safety
"A Program of Distinction"
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June 14, 2018

RE: Letter of Support – Title IV National Resource Center Grant Application

Sarah D. Phillips, PhD
Professor of Anthropology
Director, Russian and East European Institute
Indiana University
355 North Jordan Avenue
Bloomington, IN 47405-1105

Dr. Phillips,

This formal letter serves as the official confirmation of support from the Bluegrass State Intelligence Community Center of Academic Excellence (BGS IC CAE) for the Title IV National Resource Center grant application being developed and submitted by Indiana University (IU). If awarded, the Title IV grant would provide highly beneficial programming to the students attending BGS IC CAE member institutions.

The BGS IC CAE is a three-member consortium of Kentucky-based public institutions of higher education (IHEs): Eastern Kentucky University (EKU), Kentucky State University (KSU), and Morehead State University. Coordinated by the Homeland Security Program at EKU, a minority serving institution along with KSU (Kentucky's only Historically Black College and University [HBCU]), the consortium prepares the next generation of intelligence and security professionals (to include national security, homeland security, law enforcement, and private sector security) by issuing intelligence and national security focused certificates (undergraduate and graduate) and minors (undergraduate), conducting an extensive array of extra-curricular programming, and providing support for student internships, study abroad, and research.

Working with the Russian and East European Institute (REEI) and the Inner Asian and Uralic National Resource Center (IAUNRC) at IU, a multifaceted outreach activity will be developed that will incorporate Russian, East European, and Central Asian content into BGS IC CAE activities at each member institution. More specifically, REEI and IAUNRC will:

- Support BGS IC CAE by funding and organizing one interactive workshop on Russian, Eastern European, Central Asian issues annually;



- Provide an IU faculty guest lecturer annually to speak at classes in which BGS IC CAE students are enrolled; and
- In Years 2 and 4, provide orientation by IU faculty Baltic specialist as well as course development and on-site leadership by REEI/IAUNRC faculty specialist Scott Shackelford, who has written extensively on Russia-Estonian cyber warfare and maintains very active research contacts in Estonia, for two-week study tour of Estonia that will focus on intelligence and security issues.

This collaboration will provide multiple opportunities for student learning that presently do not exist at BGS IC CAE member intuitions. Though REEI/IAUNRC resources, students at BGS IC CAE member institutions will be provided an opportunity to expand their international security knowledgebase in the Russian, East European, and Central Asian context.

The BGS IC CAE is excited about the student possibilities this partnership will bring. As such, IU has the full support of the BGS IC CAE for the purposes of its grant application.

Please do not hesitate to contact me if you have any questions.

Thank you.



Lecturer – Homeland Security Program
Principal Investigator – Bluegrass State Intelligence Community Center of Academic Excellence
Department of Safety and Security
School of Safety, Security, and Emergency Management
College of Justice and Safety
Eastern Kentucky University
282 Stratton Building
521 Lancaster Avenue
Richmond, Kentucky 40475
Office: 859-622-6761
Mobile: 859-358-2440
E-mail: Brian.Simpkins@eku.edu

cc: Dr. Ryan Baggett, Program Coordinator, Homeland Security Program, Eastern Kentucky University
Dr. Tom Schnied, Chair, Department of Safety and Security, Eastern Kentucky University





June 13, 2018

U.S. Department of Education
Office of Postsecondary Education
International and Foreign Language Education
1990 K Street, N.W.
Washington, DC 20006

Dear U.S. Dept. of Education Representatives,

I am pleased to support the Title VI National Resource Center proposal and cooperative agreement with the Russian and East European Institute (REEI) and Indiana University (IU). I am a teacher educator and have worked extensively in Russia (20 years) and in particular Siberia/Altai Republic (5 years). I believe that this collaborative project has great potential to affect our training of teachers who will have a better understanding and positive values toward our international relations.

I am looking forward to working with REEI to introduce Russian and East European (REE) content into coursework for Montana State University (MSU) teacher trainees and to provide REE extracurricular programming developed for teacher trainees at MSU, in both cases with particular focus on indigenous peoples and environmental issues of Siberia.

This activity will result in an increased number of MSU teacher-trainees enrolled in courses that feature REE content; an increased number of programming events developed for MSU teacher-trainees that feature REE content; and provide teacher trainees with opportunities to enrich their training through programming events on REE issues.

I am convinced, based on the past accomplishments of the REEI and my extensive experience in Russia, Siberia/Altai Republic and teacher education that this collaboration and center has great potential to promote a better understanding of our international relationships and our understanding of these unique geographic and cultural areas. I support this proposal and look forward to a productive collaboration between MSU and IU.

If you have any questions, please contact me.

Sincerely,

Michael Brody
Associate Professor
406-994-5951
brody@montana.edu

**Department of
Education**

Reid Hall
Montana State University
Bozeman, MT 59717

(406) 994-5951

To: United States Department of Education

From: Dr. James Gustafson
Chairperson – International Studies Advisory Board
Indiana State University

RE: Title VI Grant Application
Russian & East European Institute
Indiana University - Bloomington

I am writing as a member of Indiana State University's International Studies program, in support of Indiana University's Russian & East European Institute (REEI)'s Title VI Grant Application for AY 2018-2022. Indiana State's partnership with REEI is a valuable one. As a minority serving state institution with a high proportion of first-generation college students and Pell Grant recipients, ISU serves an important function within higher education in Indiana. Despite a growing emphasis on vocational and professional programs, the Arts and Sciences remain at the core of our institution and its programs. However, as a teaching-oriented institution, we have a relatively small faculty who receive only modest support for scholarly and creative work. We therefore rely heavily on our relationships with regional academic institutions to support important elements of our mission, particularly in the area of global education. We seek out partnerships with regional institutions in our efforts to provide our students with access to experts and scholars in a wide range of disciplines. Indiana University and its Title VI programs like REEI have been the most important of these partnerships, and we strongly support this funding application so this partnership may continue into the future.

The Spring 2018 International Studies Speaker Series is a particularly strong example of how this partnership between ISU and REEI has benefitted our students in recent years. REEI provided two speakers for our first annual International Studies Speaker Series in 2018, which was organized to highlight important issues in International Affairs with an emphasis in areas of the world that are inadequately covered by our current faculty roster. REEI sent two post-doctoral researchers at their own expense to our campus in Spring 2018 to give public lectures and engage with students in smaller groups during regularly scheduled class periods. The public lectures were surprisingly successful, with student participation ranging from 45 to 55 attendees per presentation throughout the series. This demonstrated to us the strong desire among our students for opportunities to engage with global questions and spend time with experts on international affairs. We plan to continue this speaker series in the coming years, and have already communicated with REEI about other ways ISU faculty and students can participate more closely in REEI activities in coming years.

In short, REEI has proven itself an eager and valuable partner in bringing global learning to our institution. It is crucial today more than ever that minority students, first-generation college students, and students from challenging social and economic backgrounds have meaningful opportunities to engage with global diversity and international affairs, much like their peers at larger and wealthier institutions. In my experiences with REEI, this is a program deserving of funding as it truly fulfills the spirit of this mission.

Prof. James M. Gustafson
Chairperson, International Studies Advisory Board
Indiana State University

College of Liberal Arts & Sciences
World Languages & Literatures
Russian Flagship Program

Post Office Box 751 503-725-3522 tel
Portland, Oregon 97207-0751 503-725-5276 fax
Neuberger Hall 491 wcomer@pdx.edu

June 21, 2018

U.S. Department of Education
Office of Postsecondary Education
International and Foreign Language Education
[1990 K Street, N.W.](#)
[Washington, DC 20006](#)

I am writing in support of Indiana University's proposal for initiatives to provide Russian language learning materials that are tailored to K-12 language programs and to conduct workshops that provide K-12 teacher training in the use of these materials.

I support these efforts in two different capacities. First, as one of the co-authors of *Mezhdunarodnyy*, an online, open access, comprehensive course for elementary Russian, I am excited to work with Indiana University's Russian and East European Institute on an adaptation of these materials for a K-12 audience, and to provide teacher training in the methodology and structure of the language learning paradigm that the textbook uses. The textbook was created as an open educational resource, and it has been recognized by the American Association of Teachers of Slavic and East European Languages with the 2017 prize for Best Book in Language Pedagogy.

Second, as the director of the Russian Flagship Program at Portland State University, I am excited to work with Indiana on improving instruction in Russian at the pre-college level so that more students are encouraged to continue their study of this critical language through their undergraduate education and can become global professionals. The Russian Flagship Program at Portland State University is supported by the Defense Language and National Security Education Office's *The Language Flagship*. In the period 2018-2020 the PSU Russian Flagship Program is pursuing a Community Linkages initiative that includes work with K-12 teachers of Russian both in dual language immersion programs and in Russian as a Foreign Language. Collaborating with Indiana will let us extend the reach and effectiveness of our Community Linkages initiative.

The proposed activities of Indiana's Russian and East European Institute dovetail closely with the goals and mission of the Flagship program, and this synergy will provide a solid basis for our fruitful collaboration.

Sincerely,



William J. Comer
Director, Language Flagship
Professor of Russian



**SCHOOL OF GLOBAL AND
INTERNATIONAL STUDIES**
INDIANA UNIVERSITY

June 18, 2018

U.S. Department of Education
Office of Postsecondary Education
International and Foreign Language Education
1990 K Street, N.W.
Washington, DC 20006

Dear Peer Reviewer,

It is my pleasure as dean of Indiana University's School of Global and International Studies to write in strong support of the Russian and East European Institute's National Resource Center and Foreign Language Area Studies Fellowship Title VI grant proposal. Indiana University has a century-long history of dedication to the study of the world, which culminated in the establishment of the School of Global and International Studies in 2012. At the core of the new School's global commitment are our area studies and advanced language training programs, which together create a strong foundation for developing global professionals with skills in language, critical analysis, cultural and political knowledge, foreign policy acumen, and global fluency. The School of Global and International Studies is committed to all of our Title VI centers, and we are especially proud that our centers can leverage our new shared services unit which provides grant support, FLAS management, travel processing, events coordination, and other administrative services. Our strong administrative capacity and our long-standing commitment to area and global studies and critical language instruction will allow the Russian and East European Institute to implement and administer the many superior programs and activities it currently proposes.

Among other vital initiatives, the Institute's innovative proposal includes programs to bolster study of the Russian and East European areas and languages by Indiana University students at all levels; to collaborate with faculty and students from public universities and Minority Serving Institutions in and beyond the state of Indiana to foster development of Russian and East European expertise, particularly in areas of journalism and cybersecurity; and to expand further the Institute's support for K-12 instruction across the country.

The Institute's NRC proposal involves developing an undergraduate program in Russian and East European Studies to match the vigor and quality of the Institute's engagement with area and language studies at the graduate level. This includes the creation of new area gateway courses for undergraduates, and the development of a Russian and East European Studies undergraduate certificate. During the grant period the Institute will establish a "4+1" Master's program allowing area-focused undergraduates to complete an accelerated Master's degree. This enhancement of the undergraduate curriculum builds on the great strides in graduate training in Russian Studies facilitated by the grant the Institute received from the Carnegie Corporation of New York in 2016-19 for strengthening Russian Studies at Indiana University.

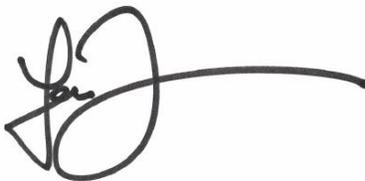
The School's emphasis on REEI includes a commitment by the school to dedicate a new faculty line in the School's Department of International Studies for a tenure track position on the Foreign Relations of the Russian Federation. It is our intention to conduct this search in AY 18-19, with the aim of bringing the faculty member on board in AY 19-20.

The Institute's proposal also includes innovative collaborations with minority serving institutions, including Hampton University and Eastern Kentucky University, in the areas of journalism and security/intelligence, especially cybersecurity. During the grant period the Institute also will work to raise the profile of Russian and East European Studies in Indiana and the greater Midwest through the creation of an Indiana Russian and East European Network (IREEN) to link faculty and students at all the major public universities in Indiana through a series of teaching and research workshops and collaborations. Five of the 14 public universities in the new Indiana network are MSIs.

With Title VI funding, the Institute will continue to consolidate its position as the foremost university supporter of pre-college Russian instruction in the U.S. and expand the scope of its activity in promoting Russian and East European area studies in K-12 programs. Areas of activity include cooperation with other Title VI NRCs to facilitate the adaptation for high school use of the recently published *Mezhdu Nami*, an innovative and low-cost electronic textbook that is increasingly popular at the college/university level; support and promotion of certification of foreign language proficiency accomplishments among K-12 students; and facilitation of entry into K-12 Russian language teaching for pre-service and in-service teachers. Collaborating with other area studies centers in the School of Global and International studies and with IU's Global Education Initiatives Director Vesna Dmitrievska, the Institute will support the production of area studies curriculum materials for digital dissemination that draw upon discussions and workshops with Indiana K-12 teachers of social studies and other subjects.

Indiana University and the School of Global and International Studies unequivocally supports these initiatives and the overall contribution that the Russian and East European Institute makes in the state of Indiana and the greater world of area studies and languages.

Sincerely,

A handwritten signature in black ink, appearing to read 'Lee Feinstein', with a long horizontal flourish extending to the right.

Lee Feinstein
Dean
School of Global and International Studies
Indiana University, Bloomington

FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

(www.Grants.gov Part III/Other Attachments Form)

Type of Application (check all that apply)

- Comprehensive National Resource Center
- Undergraduate National Resource Center
- Foreign Language and Area Studies Fellowships

Federal Funds Requested

NRC Request

Year 1: \$270,000 Year 2: \$270,000 Year 3: \$270,000 Year 4: \$270,000

FLAS Request

Year 1: \$346,500 Year 2: \$346,500 Year 3: \$346,500 Year 4: \$346,500

Type of Applicant

- Single institution Indiana University/Russian and East European Institute
- Consortium of institutions
 - Lead _____
 - Partner 1 _____
 - Partner 2 _____
 - Partner 3 _____

NRC (Center, Institute, Program) Focus

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

- | | |
|----------------------------------------------------------|---------------------------------------------------------------------|
| <input type="checkbox"/> AFRICA | <input type="checkbox"/> MIDDLE EAST |
| <input type="checkbox"/> CANADA | <input type="checkbox"/> PACIFIC ISLANDS |
| <input type="checkbox"/> EAST ASIA/PAN ASIA | <input checked="" type="checkbox"/> RUSSIA, EASTERN EUROPE, EURASIA |
| <input type="checkbox"/> EUROPE | <input type="checkbox"/> SOUTH ASIA |
| <input type="checkbox"/> INTERNATIONAL | <input type="checkbox"/> SOUTHEAST ASIA |
| <input type="checkbox"/> LATIN AMERICA and the CARIBBEAN | <input type="checkbox"/> WESTERN EUROPE |

FLAS-eligible Languages: These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

Bosnian, Croatian, Czech, Estonian, Greek, Hungarian, Latvian, Lithuanian, Polish, Romanian, Russian, Ukrainian

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

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To add more Budget Narrative attachments, please use the attachment buttons below.

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[View Optional Budget Narrative](#)

	2018-19	2019-20	2020-21	2021
(Transportation \$700, 2 days lodging \$284, 3 days per diem \$234) x 1 trip annually	1,218	1,218	1,218	1,218
8. Staff (Trotter, #101) travel to new regional Olympiada (GA, MO, OR, AZ)				
(Transportation \$500, 2 days lodging \$284, 3 days per diem \$234) x 1 trip annually	1,018	1,018	1,018	1,018
9. Staff/faculty outreach travel to MSI/School of Ed (non-IUB) to partners at Hampton U, Montana State U, KY MSIs to confer w faculty/staff & present REE content to students/faculty				
(Transportation \$500, 2 days lodging \$284, 3 days per diem \$234) x 4 trips annually	4,072	4,072	4,072	4,072
10. Director of Global Education Initiatives (Dimitrieska, #59) conference travel (partial support)				
(Transportation \$250, 2 days lodging \$200, per diem \$50) x 1 trip annually	500	500	500	500
11. Faculty travel to Fort Leavenworth, KN for presentations on strategic REE topics to active officers at US Army Command and General Staff College (CGSC)				
(Transportation \$500, 2 days lodging \$242, 3 days per diem \$172) x 1 trip annually	914	914	914	914
Domestic Travel subtotal	\$ 21,726	\$ 19,650	\$ 19,650	\$ 19,650
TRAVEL SUBTOTAL	\$ 21,726	\$ 28,276	\$ 19,650	\$ 28,276
4. EQUIPMENT: Not applicable				
5. SUPPLIES				
1. Library Acquisitions (incl. Special Collections) - Books, etc.	18,897	10,578	7,663	8,333
2. REEI AV/FL methodology lending library (teaching/study resources for K-16 teachers/students)	2,000	1,500	1,000	1,000
3. Project Supplies (for outreach visits, cultural education programs etc.)	3,000	1,500	900	900
4. Printing, duplicating (brochures, posters, flyers etc)	1,000	1,000	500	500
5. Communications (postage for resource lending, other mailings to K-16 teachers)	500	500	500	500
SUPPLIES SUBTOTAL	\$ 25,397	\$ 15,078	\$ 10,563	\$ 11,233
6. CONTRACTUAL: Not applicable				
7. CONSTRUCTION: Not applicable				
8. OTHER				
A. Teacher Training Programs				
1. Pre-college Russian textbook project (MEZHDU NAMI), in collaboration w Portland State University (PSU)				
Honoraria for conference organizer/presenter HS Russian teacher in Y1, 2 Russian teacher workshop facilitators in Y3: paid via contractual service agreement w PSU	1,500		3,000	
Travel for conference organizer/presenter HS Russian teacher (Y1/Portland, OR), 2 Russian teacher workshop facilitators and 10 HS Russian teacher workshop participants (Y3/Bloomington, IN): (Transportation \$500, 2 days lodging \$300/3 days per diem \$180) x 12 in Y3	980		11,760	
2. IN Standards for World History/Geography w REE content at in-service K-12 teacher training workshops across IN				
(Transportation \$200 for faculty/doctoral presenter and coordinator, \$250 honorarium for faculty/doctoral student presenter, \$25 partial space rental, \$15 promotion, \$50 partial substitute fees for teacher participants) x 4 workshops annually	2,160	2,160	2,160	2,160
3. Domestic travel to pre-departure orientation for K-12 teacher participants in educational excursions to Russia and Eastern Europe arranged by American Friends of Russian Folklore: Transportation \$500 x 4 participants	2,000	2,000	2,000	2,000
B. Language Instruction Programs				
1. Indiana ACTR Olympiada of Spoken Russian				
(Transportation \$600/hospitality \$200/substitute teacher fees \$400/honoraria for judges \$300)	1,500	1,500	1,500	1,500

	2018-19	2019-20	2020-21	2021
2. Baltic Studies Summer Institute (BALSSI): support for teaching Baltic languages at summer institutes across US (contractual services)	3,000	3,000	2,000	2,000
3. IN Multilingual Proficiency Certificate: professional service fees for testing of HS student applicants for REE FLs	500	500	500	500
4. Business is Global (collaboration w IU CIBER): Introduction to Russian in business context for HS students in summer program (\$2000 professional service fees and \$500 supplies via contractual service agreement)	2,500	2,500	2,500	2,500
C. Curriculum Internationalization Programs				
5. Hampton University curricular project				
Lectures/class visits by Russia-based journalism professionals: (Transportation \$1500/3 nights lodging \$300/4 days per diem \$200/honorarium \$1000) x 2/annually	6,000	6,000	6,000	6,000
Lectures/class visits by US-based REE area studies specialists: (Transportation \$500/2 nights lodging \$200/3 days per diem \$150/honorarium \$1000) x 2/annually	3,700	3,700	3,700	3,700
Faculty development 1-week study tours/courses at Higher School of Economics in Saint Petersburg (1 annually): (Transportation \$1500/Lodging 7 days \$2100/Per diem 7 days \$700/Course fee \$500 via contractual service agreement)	4,800	4,800	4,800	4,800
Resources for Russian area studies instruction (films, books etc.)	500	500	500	500
6. Indiana Russian East European Network (IREEN: public college/university including 4 MSIs)				
Course enhancement grants (preference to MSI applicants) to add REE content to current courses: 4 annually @ \$3000/grant in Y1, Y3 via contractual service agreement	12,000		12,000	
Conference w REE area studies teaching focus: Honoraria (4 x \$500) for featured presenters; (Transportation \$250/2 days lodging \$300/3 days per diem \$150) x 10 IREEN (preference to MSI) faculty in Y2, Y4		9,000		9,000
~~~~~Student/faculty visits w presentations between IREEN IHEs (preference to MSI): (Honoraria \$200/Transportation \$250/1 day lodging \$100/1 day per diem \$50) x 6 visits/annually	3,600	3,600	3,600	3,600
7. Nationwide MSI course development project (collaborative w REE centers at Berkeley, U Pittsburgh, U Washington, OSU, and IU IAUNRC)--REEI will pay \$1000 annually to the project that will award competitive course development grants via contractual services agreement. REEI and IAUNRC will alternate biyearly as project coordinators, collecting funds from the other partner centers)	1,000	1,000	1,000	1,000
8. REEI-Altai-Montana Curriculum Development Project (REMAP)				
Montana State University Education faculty travel to IU Bloomington for engagement w REEI/Siberian Studies faculty: (Transportation \$500/Two days lodging \$300/Three days per diem \$180) x 1 visit/annually	980	980	980	980
REE-focused programming on Montana State University campus targeting pre-service K-12 teachers (guest lectures, films, performances)	2,000	4,000	3,000	4,000
Resources for Russian area studies instruction for pre-service K-12 teachers (films, books etc.)	500	500	500	500
9. Bluegrass-Indiana Cybersecurity Collaboration (BLINCC)				
Workshops and guest lectures for BGS IC CAE students: Honoraria (workshop \$1000/guest lectures (2) \$1000)	2,000	2,000	2,000	2,000
IU faculty-led orientation for BGS IC CAE students preparing for Estonia cybersecurity study tour (supplemental pay)		1,000		1,000

	2018-19	2019-20	2020-21	2021
Resources for Russian area studies instruction (films, books etc.)	1,000	1,000	500	5
10. Midwest Institute summer workshops for CC teachers on global issues w REE content (professional services, travel, space rental, materials): Service agreement	2,500		2,500	
11. Global Workforce Skills Curriculum Development: materials for Ivy Tech internationalization programs	250	250	250	2
<b>D. Other Outreach Projects</b>				
12. Language & Culture Modules (collaboration w IU CIBER): language/culture modules for BCS (Y1) and Russian (Y4), supplemental pay	2,000			2.0
13. Global Russians Project: website development via contractual service agreement	3,500			
14. Jewish Life in Interwar Lodz: website development via contractual service agreement	2,000	500	500	
15. IU faculty presentations on REE topics to active officers at US Army Command and General Staff College (CGSC): supplemental pay	533	533	533	5
<b>E. Interdisciplinary Workshops and Conferences</b>				
17. Institute for Curriculum and Campus Internationalization (ICCI), Annually: Professional service fees \$2000/Non-employee transportation \$500 (subaward to Ivy Tech)	2,500	2,500	2,500	2.5
18. REEI Speaker/Performer Series: lectures/performances on REE themes (in particular regions outside of European Russia): 12-16 events annually @ \$500/event (partial support for travel \$300 and honorarium \$200 for visiting speakers/performers)	8,000	8,000	6,000	7.0
19. Networks, Flows, Displacements across Eurasia: Annual conference in collaboration w EASC, IAUNRC (Honoraria \$1000/Travel support \$1000)	2,000	2,000	2,000	2.0
20. Russia-themed events at Russia in IU Arts & Humanities Councils annual Global Arts & Humanities Festival (Professional service fees/honoraria \$2000 and travel for guest speakers/performers \$3000 in connection w 4 events)			4,000	
21. Islam in Muslim Eurasia: Annual series in collaboration w IU Islamic Studies, support for speakers on Russia, Ukraine, Balkans (annually: \$500 honoraria for guest speakers; \$1000 travel support for guest speakers)	1,500	1,500	1,500	1.5
22. "The Americanists": Annual series of guest speakers from Russia presenting Russian perspectives on US: Honoraria \$1000/Transportation \$1500/3 days lodging \$450/4 days per diem \$240 for one speaker/year	3,190	3,190	3,190	3.1
23. Slavic Linguistics Society annual conference (at IU in Spring 2020): Partial support of 2 guest speakers @ \$1000/speaker		2,000		
<b>F. Evaluation (all via service contractual services agreement)</b>				
24. REEI Program Evaluation Ongoing Assessment (TPMA): Communication, Program Management/Launch	3,000	3,000	3,000	3.0
25. REEI Program Evaluation Ongoing Assessment (TPMA): Annual Continuous Improvement Meetings	3,250	3,250	3,250	3.2
26. REEI Program Evaluation Ongoing Assessment (TPMA): History/Geography Workshops Surveys & Analysis	2,400	1,350	1,350	1.3
27. REEI Program Evaluation Ongoing Assessment (TPMA): Basic Alumni Survey	4,960	3,513	3,513	3.5
28. REEI Program Evaluation Ongoing Assessment (TPMA): MSI Institutions & Montana State University Survey		4,667	4,667	4.6
29. REEI Program Evaluation Ongoing Assessment (TPMA): K-12 Teacher Outreach Survey & Focus	4,544	3,060	5,658	5.2
30. REEI Program Evaluation Ongoing Assessment (TPMA): Global Collaboration (ICCI and other)	650	650	650	6
<b>OTHER SUBTOTAL</b>	<b>\$ 98,997</b>	<b>\$ 89,703</b>	<b>\$ 109,061</b>	<b>\$ 88,9</b>
<b>F. TOTAL DIRECT COSTS: NRC</b>	<b>\$ 251,400</b>	<b>\$ 250,783</b>	<b>\$ 250,568</b>	<b>\$ 250,6</b>
<b>G. INDIRECT COSTS : At 8% of (Direct Costs-Library acquisitions, line 96)</b>	<b>\$ 18,600</b>	<b>\$ 19,216</b>	<b>\$ 19,432</b>	<b>\$ 19,3</b>
<b>H. TOTAL NRC COSTS</b>	<b>\$ 270,000</b>	<b>\$ 270,000</b>	<b>\$ 270,000</b>	<b>\$ 270,0</b>



**COLLEGES AND UNIVERSITIES RATE AGREEMENT**

EIN: 1356001673A1

DATE:06/15/2015

ORGANIZATION:

FILING REF.: The preceding  
agreement was dated  
06/20/2011

Indiana University

Bryan Hall 212

Bloomington, IN 47405-1201

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

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**SECTION I: Facilities And Administrative Cost Rates**

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RATE TYPES:      FIXED                  FINAL                  PROV. (PROVISIONAL)      PRED. (PREDETERMINED)

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2011	06/30/2012	55.00	On Campus	Organized Research
PRED.	07/01/2012	06/30/2015	56.00	On Campus	Organized Research
PRED.	07/01/2011	06/30/2015	47.50	On Campus	Instruction
PRED.	07/01/2011	06/30/2015	32.00	On Campus	Other Sponsored Activities
PRED.	07/01/2011	06/30/2015	26.00	Off Campus	All Programs
PRED.	07/01/2015	06/30/2017	56.00	On Campus	Organized Research
PRED.	07/01/2017	06/30/2019	57.50	On Campus	Organized Research
PRED.	07/01/2015	06/30/2019	47.50	On Campus	Instruction
PRED.	07/01/2015	06/30/2019	32.00	On Campus	Other Sponsored Activities
PRED.	07/01/2015	06/30/2019	26.00	Off Campus	All Programs

ORGANIZATION: Indiana University  
AGREEMENT DATE: 6/15/2015

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<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PROV.	07/01/2019	06/30/2021			Use same rates and conditions as those cited for fiscal year ending June 30, 2019.

*BASE

Modified total direct costs, consisting of all direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel and up to the first \$25,000 of each subaward (regardless of the period of performance of the subawards under the award). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, rental costs, tuition remission, scholarships and fellowships, participant support costs and the portion of each subaward in excess of \$25,000. Other items may only be excluded when necessary to avoid a serious inequity in the distribution of indirect costs, and with the approval of the cognizant agency for indirect costs.

ORGANIZATION: Indiana University

AGREEMENT DATE: 6/15/2015

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**SECTION II: SPECIAL REMARKS**

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TREATMENT OF FRINGE BENEFITS:

The fringe benefits are specifically identified to each employee and are charged individually as direct costs. The directly claimed fringe benefits are listed below.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

OFF-CAMPUS DEFINITION: For all activities performed in facilities not owned by the institution and to which rent is directly allocated to the project(s), the off-campus rate will apply. Actual costs will be apportioned between on-campus and off-campus components. Each portion will bear the appropriate rate.

Equipment Definition: Equipment means an article of nonexpendable, tangible personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.

FRINGE BENEFITS:

FICA	Retirement
Life Insurance	Tuition Remission
TIAA/CREF	Worker's Compensation
Health Insurance	Unemployment Insurance
Long Term Disability	Fringe Benefit Administration
Employee Fee Courtesy (Faculty & Staff Fee Discount)	

The next proposal based on actual costs for the fiscal year ending 06/30/2018 is due in our office by 12/31/2018.

ORGANIZATION: Indiana University

AGREEMENT DATE: 6/15/2015

**SECTION III: GENERAL**

**A. LIMITATIONS:**

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted; such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

**B. ACCOUNTING CHANGES:**

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

**C. FIXED RATES:**

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

**D. USE BY OTHER FEDERAL AGENCIES:**

The rates in this Agreement were approved in accordance with the authority in Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

**E. OTHER:**

If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION:

Indiana University

(INSTITUTION)

(SIGNATURE)

(NAME)

(TITLE)

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

(SIGNATURE)

Arif Karim

(NAME)

Director, Cost Allocation Services

(TITLE)

6/15/2015

(DATE) 5044

HHS REPRESENTATIVE: Ernest Kinneer

Telephone: (214) 767-3261

Digitally signed by Arif M. Karim - S  
DN: cn=Arif M. Karim - S, o=U.S. Government, ou=HHS, email=Arif.M.Karim@hhs.gov, c=US  
Date: 2015.06.15 16:31:51 -0500

**COMPONENTS OF PUBLISHED FACILITIES AND ADMINISTRATIVE RATES**

INSTITUTION: **Indiana University - 5044**

PERIOD COVERED BY RATE **JULY 1, 2015 through JUNE 30, 2019**

APPLICABLE TO: **ORGANIZED RESEARCH**

RATE COMPONENT:	<u>FY 16-17</u> <u>ON CAMPUS</u>	<u>FY 18-19</u> <u>ON CAMPUS</u>	<u>OFF CAMPUS</u>
Building Depreciation	5.1	5.4	
Equipment Depreciation	3.7	3.9	
Interest	2.0	2.1	
Operation & Maintenance	17.5	18.3	
Library	1.7	1.8	
Administration	26.0	26.0	26.0
<b>TOTAL</b>	<u>56.0</u>	<u>57.5</u>	<u>26.0</u>

* Reflects provisions of Appendix III to Part 200 of Uniform Guidance—Indirect (F&A) Costs Identification and Assignment, and Rate Determination for Institutions of Higher Education (IHEs), C.8. dated December 26, 2013.

CONCURRENCE:

Indiana University - 5044  
 _____  
 (Institution)

*Mary Frances McCart*  
 _____  
 (Signature)

Mary Frances McCart  
 _____  
 (Name)

SVP, CFO & Treasurer  
 _____  
 (Title)

6-23-15  
 _____  
 (Date)