

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 # P015A180159

Grants.gov Tracking#: GRANT12660319

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180159

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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 checked="" type="checkbox"/> Application <input 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"/>	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="The Board of Regents of the University of Wisconsin System"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="396006492"/>	* c. Organizational DUNS: <input type="text" value="161202122"/>	
d. Address:		
* Street1:	<input type="text" value="Suite 6401"/>	
Street2:	<input type="text" value="21 N Park St"/>	
* City:	<input type="text" value="Madison"/>	
County/Parish:	<input type="text" value="Dane"/>	
* State:	<input type="text" value="WI: Wisconsin"/>	
Province:	<input type="text"/>	
* Country:	<input type="text" value="USA: UNITED STATES"/>	
* Zip / Postal Code:	<input type="text" value="53715-1218"/>	
e. Organizational Unit:		
Department Name: <input type="text" value="CREECA"/>	Division Name: <input type="text" value="International Division"/>	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text"/>	* First Name:	<input type="text" value="JENNIFER"/>
Middle Name: <input type="text" value="R"/>		
* Last Name:	<input type="text" value="TISHLER"/>	
Suffix: <input type="text"/>		
Title:	<input type="text" value="FACULTY ASSOC"/>	
Organizational Affiliation: <input type="text" value="The Board of Regents of the University of Wisconsin System"/>		
* Telephone Number: <input type="text" value="6082623379"/>	Fax Number: <input type="text" value="6088900267"/>	
* Email: <input type="text" value="JTISHLER@WISC.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:**

UW-Madison CREECA NRC FLAS 2018-2022

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="2,218,000.00"/>
* 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="0.00"/>
* g. TOTAL	<input type="text" value="2,218,000.00"/>

*** 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

The Board of Regents of the University of Wisconsin System

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	125,945.00	127,204.00	128,476.00	129,761.00		511,386.00
2. Fringe Benefits	44,796.00	45,243.00	45,696.00	46,153.00		181,888.00
3. Travel	2,340.00	2,340.00	2,340.00	2,340.00		9,360.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	14,702.00	11,353.00	10,620.00	10,299.00		46,974.00
6. Contractual	0.00	0.00	0.00	0.00		0.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	49,254.00	50,897.00	49,905.00	48,484.00		198,540.00
9. Total Direct Costs (lines 1-8)	237,037.00	237,037.00	237,037.00	237,037.00		948,148.00
10. Indirect Costs*	18,963.00	18,963.00	18,963.00	18,963.00		75,852.00
11. Training Stipends	298,500.00	298,500.00	298,500.00	298,500.00		1,194,000.00
12. Total Costs (lines 9-11)	554,500.00	554,500.00	554,500.00	554,500.00		2,218,000.00

***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: 07/01/2013 To: 06/30/2019 (mm/dd/yyyy)

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

The Indirect Cost Rate is 53.00%.

(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 # P015A180159

Name of Institution/Organization The Board of Regents of the University of Wisconsin System	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>BRENDA A EGAN</p>	<p>TITLE</p> <p>Managing Officer</p>
<p>APPLICANT ORGANIZATION</p> <p>The Board of Regents of the University of Wisconsin System</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 checked="" type="checkbox"/> a. bid/offer/application <input 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: Board of Regents of the University of Wisconsin System

* Street 1: 21 N. Park Street, Suite 6401 Street 2: _____

* City: Madison State: WI: Wisconsin Zip: 53715

Congressional District, if known: _____

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

6. * Federal Department/Agency: Department of Education	7. * Federal Program Name/Description: National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr CFDA Number, if applicable: 84.015
---	---

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
---	---

10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name N/A Middle Name _____

* Last Name N/A Suffix _____

* Street 1 N/A Street 2 _____

* City N/A State _____ Zip _____

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

Prefix _____ * First Name N/A Middle Name _____

* Last Name N/A 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: BRENDA A EGAN

* Name: Prefix _____ * First Name BRENDA Middle Name A
* Last Name EGAN Suffix _____

Title: Managing Officer Telephone No.: 608-262-3822 Date: 06/25/2018

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.

GEPA_CREECA_version1032368952.pdf

Add Attachment

Delete Attachment

View Attachment

University of Wisconsin – Madison
Center for Russia, East Europe, and Central Asia

National Resource Center Applications, 2018-22

GEPA Statement

As part of its Strategic Framework 2015-2019, the University of Wisconsin-Madison invests in its people as one of the five strategic priorities and initiatives to ensure it is “fully equipped to address the complex problems facing the modern world.”

In strict accordance with Section 427 of General Education Provisions Act (GEPA), the Center for Russia, East Europe, and Central Asia (CREECA) actively solicits for consideration at any and every level of employment members of groups that have been traditionally underrepresented. All CREECA openings are advertised to conform to EO/AA criteria. We systematically post openings where minority candidates will see them (e.g., national area and ethnic studies newsletters, Madison’s ethnic community newspapers, etc.). UW-Madison’s ten-year plan to promote and sustain shared values of diversity and inclusion has yielded substantial gains. One of the Strategic Framework’s primary initiatives is to increase faculty retention and recruitment from underrepresented groups. In 2017, 21 percent of UW-Madison’s faculty members and 14 percent of academic staff members were from underrepresented racial and ethnic groups, a sharp increase since 2000 and an increase of over 2 percent for each during the last three years. Almost 50 percent of faculty and staff are women.

UW-Madison’s diversity and inclusion plan includes the following goals: significant improvement in the representation and academic success of all ethnic groups among the student body, faculty, and staff; improvement of the campus classroom and social climate for all; and an increase in the depth of understanding by the large majority not in those groups for their values, customs, and experiences. UW-Madison continues to define diversity broadly in an effort to create a welcoming and inclusive community for people from every background – who as students, faculty and staff serve Wisconsin and the world.

CREECA is actively involved in minority faculty recruitment and its own diversity profile is strong. Of 46 core CREECA faculty, 42% are women, and approximately 22% are racial/ethnic minorities. From 2014-18, our graduate student research and internship awards have gone to 20 women (75%) and 4 students who are racial/ethnic minorities (15%); in that same time period, 56% of our FLAS grants have been awarded to women. CREECA works proactively to maintain and increase this diversity.

CREECA complies fully with Section 427 of GEPA not only in employment but in ensuring access by students and the public to our programs and activities. As with all UW-Madison units, we are committed to providing accommodations to permit employees, students, and visitors with disabilities access to employment, programs, activities, and facilities as required by the Americans with Disabilities Act (ADA) and

Section 504 of the Rehabilitation Act.

UW Madison has a variety of resources available to assist individuals with disabilities in accessing campus programs, services and activities. Formal accommodations are coordinated through the following offices:

- The McBurney Disability Resource Center partners with campus units to assist in creating an accessible university community where students with disabilities have an equal opportunity to fully participate in all aspects of the educational environment.
- The Office for Equity and Diversity Disability Coordinator for Employment coordinates a campus network of Divisional Disability Representatives (designated employees to assist employees with disability-related issues) to assist with accommodation concerns for employees.
- The ADA Coordinator in the Office of Compliance is available to assist visitors and guests to campus with their accommodation needs and serves as the campus ADA compliance officer.

UW-Madison maintains a current Veterans 4212 report and a current Affirmative Action Plan in compliance with federal guidelines. As part of our strategic plan's dedication to increasing support for nontraditional students, the UW-Madison Veterans Assistance and Military Assistance Center provides guidance to veteran students and employees and monitors campus compliance with statutes governing veterans' rights and benefits. The Center partners with local, state and federal organizations and agencies to ensure veterans at UW-Madison receive knowledgeable advice and services to ensure success.

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

The Board of Regents of the University of Wisconsin System

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Title:

* SIGNATURE:

* DATE:

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

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	THEODORE	P	GERBER	<input type="text"/>

Address:

Street1:	1180 OBSERVATORY DR
Street2:	4450 SOCIAL SCIENCE BLDG, SEWELL, W
City:	MADISON
County:	<input type="text"/>
State:	WI: Wisconsin
Zip Code:	53706-1320
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
<input type="text" value="6082625033"/>	<input type="text"/>

Email Address:

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.

<input type="text"/>	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:

National Resource Center for Russia, East Europe, and Central Asia

University of Wisconsin-Madison

ABSTRACT

The Center for Russia, East Europe, and Central Asia (CREECA) at the University of Wisconsin-Madison (UW) is one of the premier institutions in the United States for research and training on the region, with a strong tradition of public outreach.

FUTURE GOALS

CREECA's programs in 2018-22 are designed to meet four broad project goals, each of which addresses Absolute and Competitive Preference Priorities (**CPP**) for NRC and/or FLAS.

1. Strengthen Russian, East European, and Central Asian Studies (REECAS), including instruction in the critical languages of this region, at UW-Madison, specifically:
 - a. Increase the depth and quality of regional language and area knowledge among UW students and faculty by creating new courses in REECAS, incorporating new area studies content into existing courses, offering instruction in critical languages through the advanced level, and improving proficiency assessment of students in REECA languages.
 - b. Increase the number of students taking REECAS courses and who receive degrees or certificates in REECAS, concurrently increasing the diversity of our students by drawing in traditionally underrepresented groups (in terms of gender, race, national origin, disability, or age), as well as students in professional schools and STEM fields, beyond CREECA's traditional base in the humanities and social sciences.
 - c. Offer more opportunities for graduate and undergraduate students to learn about different career paths where they can use their REECAS expertise and language skills in areas of need in government service, education, business, and non-profit work.
 - d. Enhance UW Library acquisitions in REECAS, which serves UW faculty and students, K-12 teachers, and faculty at community colleges, MSIs, and other UW System campuses; encourage faculty to work with Library staff on incorporating library training sessions in their syllabi, further increasing student use of this incomparable resource.
2. Expand the community of scholars in Russian, East European, and Central Asian studies and languages and increase access to training in REECAS for external constituencies, namely:
 - a. Implement collaborative activities in area studies and language instruction with community colleges and Minority-Serving Institutions (**CPP1**).
 - b. Design effective outreach programs in REECAS for K-12 teachers and students, working with schools of education and teacher education programs; collaborate with the Institute for Regional and International Studies (IRIS) on implementing cross-regional institutes for K-12 teachers and faculty at community colleges and MSIs (**CPP1 and 2**).
 - c. Implement wide-ranging, innovative, and effective outreach programs that cultivate knowledge about and interest in the region for business, media, and the general public, working with other UW programs and departments in order to leverage NRC funds.
3. Partner with other institutions in the REECA field on projects of a national scale:
 - a. Support cross-university collaborative summer language training programs in order to provide learning opportunities and disseminate best teaching practices in the languages of the region.
 - b. Create new textbooks in critical languages, specifically Kazakh.
 - c. Partner with NRCs and teacher education programs across the US to design and implement REECAS outreach programs for K-12 teachers and students (**CPP2**).
4. Improve the evaluation of our programs and better assess CREECA's impact, including repeating an innovative series of alumni and student surveys.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

To add more Project Narrative File attachments, please use the attachment buttons below.

1. Program Planning and Budget

The Center for Russia, East Europe, and Central Asia (CREECA) at the University of Wisconsin-Madison (UW), seeks funding from the US Department of Education (US/ED) NRC/FLAS program to continue and expand the activities that have made it a leading center for Russian, East European, and Central Asian Studies (REECAS). CREECA will use NRC/FLAS funding in 2018-2022 to teach critical languages, bolster research and training in REECAS, and bring the expertise of its scholars to new audiences through innovative outreach programs.

Goal 1a: CREECA will increase the depth and quality of regional language and area knowledge among UW students and faculty by creating new courses in REECAS, incorporating new area studies content into existing courses, offering instruction in critical languages through the advanced level, and improving proficiency assessment of students in REECA languages.

CREECA's course development grants for faculty will advance this goal. For example, Tomislav Longinovic (Slavic/Comparative Literature) and Nils Ringe (Political Science) will use a spring 2019 grant to develop an interdisciplinary course for fall 2019 on the cultural and linguistic issues of EU accession and the candidacy of Serbia, Montenegro, and other Eastern European countries. CREECA will award additional small grants for UW faculty to develop new REECAS courses or incorporate area content into existing courses in 2019-22.

CREECA will also support REECAS-focused First-Year Interest Groups, or "FIGs" (self-selected groups of 20 first-year students who take three linked courses during their first semester), each fall from 2018-21. REECAS FIGs include a seminar on a REECAS topic (in the instructor's home department), first-semester Russian language (Slavic 101), and another related course in a different department. Professor Francine Hirsch (History) will offer a fall 2018 FIG, "Russia and the World," linked to Political Science 140 (Introduction to International Relations) and Slavic 101. NRC funds will bring guest lecturers to campus to meet with the FIGs and speak in CREECA's public lecture series, and to encourage faculty to develop new FIGs for 2019-21.

CREECA is teaming with the School of Education (SoE) and other units to sponsor a 2018 cross-area FIG on globalization, world regions, and education, with 25% REECAS content.

This FIG will enroll first-year students who plan to become K-12 teachers and will apply for admission to the SoE in their sophomore year. Margaret Hawkins, professor of Curriculum and Instruction, will offer the core course, “Globalizing Education,” and students will also take International Studies 101 (“Introduction to International Studies”) and Anthropology 104 (“Cultural Anthropology and Human Diversity”). CREECA seeks NRC funds for 10% of a teaching assistantship for a graduate student with international experience and K-12 classroom interest to work on this FIG, addressing **NRC AP2** and **NRC CPP2**.

CREECA will cover 50% of a graduate TA for “Russia: an Interdisciplinary Survey” and “Eastern Europe: an Interdisciplinary Survey,” with UW providing the remaining funds. These core CREECA interdisciplinary courses, offered semi-annually on a rotating basis, are required for the undergraduate certificate in REECAS.

CREECA will sponsor instruction in the critical languages of Kazakh, Polish, and Turkish/Azeri (an innovative cross-dialect training course). The lecturers in Polish (Ewa Miernowska) and Turkish (Nalan Erbil-Erkan) are supported by UW at .66 FTE for introductory and intermediate language courses. Grant funds will cover advanced courses in these languages at .34 FTE, and two levels of Kazakh per semester (in 2018-19, intermediate and advanced), taught by Gulnara Glowacki. UW will offer Kazakh, which few US universities teach, through distance technology to campuses in the Big Ten Academic Alliance (BTAA) starting in 2019-20.

Each year CREECA will cover training and/or certification of a UW LCTL instructor in the Oral Proficiency Interview (OPI), sponsored by the American Council for the Teaching of Foreign Languages (ACTFL), to facilitate proficiency assessment at UW and nationwide.

Goal 1b: By 2022 CREECA will raise enrollments in REECAS courses and participation in REECAS degree and certificate programs by 10%, with a special focus on students in professional school programs. To achieve this, CREECA advising staff will work with the advising office of the Institute for Regional and International Studies (IRIS), the Cross-College Advising Service, and the Office of Undergraduate Advising. To increase interest in REECAS certificate programs, senior CREECA staff will develop new paper and electronic promotional

materials, utilize social media, make informational presentations in each REECAS-related course, familiarize all CREECA faculty affiliates with the programs, and enlist their help in promoting the degree and certificate programs. Finally, CREECA senior staff will engage with faculty in the professional schools to encourage their students to apply for FLAS fellowships, especially at higher levels of language instruction. All FLAS fellows will be urged to pursue a certificate in REECAS as a complement to their major field of study. CREECA will also continue efforts to increase the diversity of its students by drawing in traditionally underrepresented groups (e.g. students of color) and STEM fields, beyond CREECA's traditional base in the humanities and social sciences, by working with undergraduate advisors.

Goal 1c: In 2018-2022, CREECA will offer more opportunities for graduate and undergraduate students to learn about different career paths where they can use their REECAS expertise and language skills in areas of need in government service, education, business, and non-profit work.

CREECA will implement a multi-pronged project of communication, advising, and events to better inform students about career paths in areas of national need. First, CREECA will link alumni in government, business, and the non-profit sector to current students for mentorship and career advice. CREECA will feature alumni profiles in its e-newsletter, sent 6 times per year to students, staff, faculty, alumni, and community supporters. These profiles offer current students different perspectives on varied career paths and provide an opportunity for engagement and further connections; they are archived on the CREECA website.

Career development also happens through advising; CREECA staff and the IRIS advising office discuss personal and professional development with CREECA students throughout their academic careers. CREECA will continue to connect its students with the International Internship Program (IIP), which identifies high-quality internship opportunities that advance their professional training, and with "SuccessWorks," a newly-launched career center in the College of Letters & Science (L&S). SuccessWorks staff member Marie Koko consults with REECAS students on career opportunities in government, policy, and nonprofits.

Third, we will increase the number of campus events focused on career planning and professional development, such as those implemented in the current grant period described below in Section 8. CREECA will reserve one slot each semester in its regular weekly lecture series for speakers who work outside academia in REECA-related areas of national need. Beginning in summer 2019, CREECA will collaborate with other member programs in the Wisconsin Intensive Summer Language Institutes (WISLI) on a summer career fair for students of LCTLs and area studies. This event will feature alumni speakers and recruiters from government agencies, education, business, and non-profit sectors seeking employees with area studies expertise and proficiency in critical languages from REECA and other world areas.

CREECA staff will continue to research career opportunities in government service and other areas of national need and post these vacancies to the CREECA website, which was transformed in 2017 into a new, dynamic, and user-friendly resource (creeca.wisc.edu). Finally, REECAS graduate students will speak in the CREECA lecture series, giving them experience presenting their research to audiences with diverse backgrounds and disciplinary orientations.

Goal 1d: In the next four years CREECA will enhance UW Library acquisitions for the REECA-related collection, which serves not only UW faculty and students, but also scholars from beyond campus, such as K-12 teachers and faculty at community colleges, MSIs, and UW System campuses. CREECA will encourage faculty to work with Library staff on incorporating library training sessions in their courses, increasing student use of this incomparable resource.

Timeline and Budget Rationale for Goal 1: The timelines for the specific activities directed toward the different elements of Goal 1 are described above, and the entire grant period will be devoted to this goal. The costs for the activities directed toward Goal 1 are administrative support, course development support, and salaries for instructors and teaching assistants.

For CREECA administration, UW pays the entire salary of the CREECA associate director, Jennifer Tishler; CREECA requests support for 50% of the salary of the assistant director/outreach coordinator, Kelly Iacobazzi (\$34,000 with fringes each year). This position will also be used to fulfill goals 2-4 outlined below.

To support new course development and instruction in areas studies, CREECA requests \$2,800 for course development grants over 4 years, \$5,000 with fringes each year for 50% of a one-semester teaching assistant for core CREECA interdisciplinary courses, and \$2,275 with fringes each year to partially cover a TA for the education-based FIG. For language instruction, CREECA seeks, annually, \$56,000 for a full-time position for Kazakh (with .66 FTE for teaching and .34 FTE for textbook development—see Goal 3 below) and .34 FTE appointments for Turkish/Azeri (\$21,000 with fringes), and Polish (\$23,000 with fringes). While CREECA will pursue other funding sources for these language courses, Title VI support in the next four years is essential to build student demand and pedagogical infrastructure for them. To enhance capacity to implement state-of-the-art language assessments for students and help increase the number of UW graduates with advance proficiency certification, CREECA also requests \$3,600 for fees and \$3,900 for travel costs over 4 years to allow instructional staff to attend ACTFL Oral Proficiency Interview (OPI) workshops from 2018-2022.

CREECA seeks funding to cover travel, lodging, meals, and honoraria for two guest speakers for the core CREECA interdisciplinary courses and the Eurasia FIG who will increase student interest in the courses, at approximately \$1,000 per visitor (\$2,000 total).

CREECA requests approximately \$250 annually for office supplies, copying, and communication related to the REECAS MA program and other graduate student professional development, salary for a student hourly (10 hours a week; \$4,500 total each year) for website and communications support, and roughly \$10,500 annually for library acquisitions. As CREECA achieves its goals of collaboration with MSIs, community colleges, and UW System students, the UW library and its Eurasian studies collection will become a vital shared resource.

The requested funding levels for all these projects are reasonable because sharing courses with MSIs, community colleges, and UW system schools is the most efficient way to promote Eurasian studies to previously underrepresented students; Title VI funding leverages additional contributions from UW and non-UW sources; CREECA's core administrative staff (Tishler and Iacobazzi) are experienced and highly effective (see Section 2); and the amounts requested here

will advance all the program goals described in this proposal, not just Goal 1.

Impact of Goal 1: New courses in REECAS will have an enduring impact for UW students and for students at our new partner institutions. FIGs at UW have long-lasting positive effects on student learning outcomes (grades, graduation rates, skills development) and commitment to area studies training. Therefore, establishing new courses, particularly FIGs, and improving outreach to increase enrollments in our current offerings will raise participation in and knowledge of REECAS in the long term. Career workshops, events, and advising will prepare students for jobs and steer them into non-academic careers meeting national needs.

Advanced proficiency in Eurasian languages will serve students in their professional and academic careers, and provide speakers of these languages for government, business, and the non-profit sector. Investment in UW's proficiency assessment capacity will achieve long-term gains in proficiency. Eurasian studies library acquisitions will pay off in the future because the UW library's expert Eurasian studies staff uses the funds wisely, and the collection is accessible to outside scholars whom Title VI-funded initiatives will draw into the UW orbit.

Goal 2a: CREECA will expand the community of scholars in Russian, East European, and Central Asian studies and languages by supporting training in REECAS for external constituencies in 2018-22. CREECA will collaborate with community colleges and Minority-Serving Institutions (MSIs) to permit a larger and more diverse group of students to complete courses in advanced Russian in Wisconsin. CREECA's NRC funds will cover a third-year Russian sequence at UW-La Crosse (UW-L, a Title III/Title V-eligible institution). In 2017-2018, with NRC support from CREECA, Natalia Roberts, a senior lecturer in Global Cultures and Languages at UW-L, developed two new third-year courses at UW-L: "Russian Film" and "The Russian Mindset: Cultural Perspectives." With renewed NRC funding, CREECA will cover a .34 FTE position for Roberts to teach these courses each year and will work with the UW System Collaborative Language Program (CLP) to make them available via distance learning beginning in fall 2019 to other UW System MSI campuses unable to support them otherwise. Currently, UW-L sends first- and second-year Russian courses through CLP to UW-Stevens

Point and UW-Oshkosh. It will send the third-year sequence in the next grant period (**NRC CPP1**).

In December 2015 UW introduced the Global Studies Passport Program, which allows students at Madison College (MC), a comprehensive community and technical college, to enroll in UW area studies and language courses (earning credit at both institutions) and the MC Interdisciplinary Global Studies Certificate. By increasing opportunities for global learning, the Passport Program motivates more students to pursue language and area studies training beyond the associate degree level, given that MC is the largest source of transfer students to UW. With this infrastructure in place, CREECA and UW will incentivize more MC students to participate by promoting online classes and language classes in the Central Eurasian Studies Summer Institute (CESSI) and reserving space in its core interdisciplinary courses. CREECA and its peer UW centers will hold resource fairs at MC to disseminate information and recruit prospective students. This direct, sustainable collaboration with a community college addresses **NRC CPP1**.

CREECA will advance instruction in critical REECA languages and area studies at UW-L, MC, and other MSIs, with professional development grants for their instructors to attend language pedagogy conferences and/or training sessions, (e.g. AATSEEL conferences or ACTFL OPI workshops), producing more instructors in the state with formal OPI training.

Goal 2b: Over the next four years, CREECA will design effective outreach programs in REECAS for K-12 teachers and students, working with schools of education and teacher education programs. Table 1 summarizes CREECA's planned K-12 teacher-training activities.

CREECA will also work with the Institute for Regional and International Studies (IRIS) on cross-regional trainings for K-12 teachers and faculty at MSIs (UW-L, Alverno College and Mount Mary University in Milwaukee, and Concordia University in Mequon). Each has a department or school of education. CREECA and IRIS will co-sponsor summer international and area studies teacher institutes on each of their campuses (see Table 1), inviting the MSI education faculty members, their juniors and seniors majoring in Education, and in-service teachers in the regions they serve. The institutes will bring accurate and imaginative Eurasian

studies materials to the three target audiences and facilitate interaction among them in an area-studies context, opening doors to lasting relationships and collaborations. Teachers' input has informed topic selection. This project meets **NRC AP2**, **NRC CPP1**, and **NRC CPP2**.

Table 1: Planned CREECA K-12 Teacher-Training Activities, 2019-2022			
Year	Location	Topic	Partners
2019	UW-Madison	Wisconsin-Russia Connections	Chazen Museum of Art, Wisconsin Historical Archives
2019	UW-La Crosse	The Dark Side of Sugar (<i>MSI Workshop</i>)	IRIS, UW-L, other UW NRCs
2020	UW-Madison	Summer Teacher Residency for High School Teachers of Russian	Pushkin Summer Institute, UW Language Institute
2020	Mount Mary University	Borders, Migration, and National Security (<i>MSI Workshop</i>)	IRIS, Mount Mary University, other UW NRCs
2021	UW-Madison	Love, Marriage, and Consent	UW Center for South Asia
2021	Concordia University	International Children's Rights (<i>MSI Workshop</i>)	IRIS, Concordia University, other UW NRCs
2022	UW-Madison	Nationalism in Central and Eastern Europe	Center for European Studies
2022	Alverno College	Women's Roles in Affecting Global Change (<i>MSI Workshop</i>)	IRIS, Alverno College, other UW NRCs

Goal 2c: CREECA will implement wide-ranging, innovative, and effective outreach programs that cultivate knowledge about and interest in the region for business, media, and the general public. CREECA will work with IRIS on broader, cross-regional programming and will partner with other UW programs and departments in order to leverage NRC funds and build a greater community of REECAS scholars. In 2018-2022, CREECA will extend its outreach programming to reach new audiences while ensuring the inclusion of qualified experts who reflect diverse perspectives and a wide range of views in order to generate debate on world regions and international affairs. With raging controversies involving relations between the United States, Russia, and other countries in the REECA region, now more than ever it is essential for programming to reflect all perspectives on the various conflicts.

A hallmark activity for CREECA is our weekly public lecture series, which brings together UW students, faculty, staff, and members of the community. Guest presenters include academics, practitioners in the field, government officials, and alumni. For 2018-2022 CREECA

seeks continued funding for the lecture series. Each visit has an important public outreach component and also helps maintain a campus network of students and scholars; CREECA connects speakers with students and faculty in formal class settings and informal meetings to maximize professional development and intellectual exchange opportunities (**NRC AP1**).

Table 2 summarizes the annual symposia on REECA co-organized by CREECA and faculty in various campus units. Each symposium will bring leading speakers to campus to present current research to professors and students from UW and area MSIs.

Table 2: Planned CREECA Symposia, 2018-2022		
Time	Topic	Partners
Spring 2019	“Challenges for the Legal Profession Under Authoritarianism”	Wisconsin School of Law
Spring 2020	“Transnationalism and History Across International Borders”	History, Center for European Studies
Spring 2021	“New Russian Drama”	GNS, Interdisciplinary Theatre Studies
Spring 2022	“Blended Learning in the LCTL Classroom”	GNS, Language Institute, Russian Flagship Program

Finally, CREECA will work with IRIS and the Language Institute on two high-profile outreach programs for pre-college students and their teachers. World Languages Day brings 700 high-school students and teachers to campus for a day to learn about the wealth of international opportunities available at UW. The Global Youth Summit (GYS) convenes high-school students and teachers from districts where the Global Education Achievement Certificate (GEAC) is offered for a 6-hour program. At both events, CREECA staff and students will lead lessons on REECA languages, culture, and politics.

Timeline and Budget Rationale for Goal 2: Third-year Russian instruction at UW-L will begin in fall 2018 and expand to other UW System campuses from fall 2019 through spring 2022. New participants in the Global Passport program will be recruited each semester of the grant period starting in spring 2019. MSI/community college professional development grant competitions will be held annually, as will teacher institutes, beginning with “Wisconsin-Russia Connections” in 2019. Area studies teacher institutes at Wisconsin MSI campuses, co-organized with IRIS, will commence in summer 2019 and take place each year. The CREECA lecture series will be funded by NRC funds for the next cycle from fall 2018 through spring 2022.

CREECA's budget requests for activities addressing Goal 2 are as follows: for the Russian partnership with UW-L, \$21,800 (including fringes) per year for 4 years; \$500 per year for recruitment fairs for the Global Passport program; \$1,000 per year to cover travel for language faculty from Wisconsin community colleges and MSIs to attend OPI training and professional conferences; \$5,625 per year to cover travel and lodging for participants and guest presenters at CREECA K-12 teacher trainings; \$2,925 per year for travel and lodging for participants and guest presenters at the area studies teacher institutes at Wisconsin MSI campuses (these modest costs for travel, accommodations, and meals are leveraged with funds from IRIS and other partner institutions for these events); \$2,600 for travel for Kelly Iacobazzi, the assistant director/outreach coordinator (whose salary was discussed under Goal 1) for 4 two-day trips in Wisconsin and the region to coordinate outreach activities and interact with outreach audiences; approximately \$3,000 for the entire grant cycle in office supplies, copying, and communication related to all K-16 training and outreach programs; \$10,800 per year for visiting lecturers, which would cover ten 2-day visits each year at \$1,000 per visit (modest, but sufficient to bring high-quality scholars and professionals to Madison); \$5,500 for travel, honoraria, lodging, and per diem costs for participants in the research symposia; and \$800 annually for three years to support World Languages Day and the Global Youth Summit.

Impact of Goal 2: CREECA-supported courses and distance learning in REECA languages and area studies will reach larger communities, including many students from previously underrepresented groups. These initiatives will also serve as a model for language and broader educational training in resource-constrained environments. Lasting relationships between CREECA, MSIs, community colleges, other UW System campuses, and BTAA universities will serve new constituencies for years to come. Teacher training institutes and professional development opportunities for partners at MSIs and community colleges enhance REECA-related content in courses at these levels and establish relationships between K-16 educators, MSI and community college faculty, and research university faculty. CREECA's investments in these programs thus will have multifaceted, durable multiplier effects on the

expansion of REECA themes in curricula. Collaborations established through these programs, as well as the lecture series and symposia, will help CREECA develop a national network of scholars, linking affiliates with counterparts in other programs. These joint efforts will produce and nurture ties among individuals in different institutions, yielding a major positive impact on REECA studies.

Goal 3a: In 2018-22, CREECA will collaborate with others in the REECA field on projects of a national scale, such as cross-university summer language training programs that provide instruction and disseminate best teaching practices in the languages of the region.

CREECA will continue to support and host the Central Eurasian Studies Summer Institute (CESSI), a national program supported by a consortium of NRCs for intensive, proficiency-based language instruction founded at CREECA's initiative in 2011. Very few US institutions teach Central Eurasian languages and cultures, despite their importance for US national security. CESSI gives students, scholars, and practitioners the chance to gain proficiency in a Central Eurasian language. CREECA has hosted CESSI since 2011 and in 2016 and 2017 secured additional funding for student fellowships through the Title VIII program.

The same principle of collaboration and resource-sharing that governs CESSI inspires CREECA's active support of other consortia for summer language institutes offering intensive, proficiency-based instruction in critical regional languages. Over the next four years, CREECA will continue to support the Baltic Studies Summer Institute (BALSSI), currently hosted by Indiana University, and the Balkan and Black Sea Language Consortium (BBS), hosted by the University of Pittsburgh, which provide nationwide access to the languages of these regions and share best teaching practices across universities.

Goal 3b: By 2022, CREECA will have supported the development and publication of two new textbooks in Kazakh, a critical language, by senior lecturer Glowacki, who teaches two Kazakh language courses per semester at UW. CREECA's partner in this initiative, Indiana University's Center for Languages of the Central Asian Region (CeLCAR), will provide writing and publishing guidance, while CREECA will offer salary support (.34 FTE). CeLCAR's track

record producing quality instructional materials for Central Eurasian LCTLs, including textbooks in Tajik, Uyghur, and Uzbek, reflects its rigorous textbook development procedure: initial project research, review of proficiency goals, a realistic timeline, piloting of materials in language classes, and publication with Georgetown University Press. Given the planned conversion of the Kazakh alphabet from Cyrillic to Latin by 2025, Glowacki's new textbooks will address both orthographies, incorporating techniques proven in dual-alphabet language instruction, such as for Serbian. Ancillary audio and video modules will feature high-quality recordings by UW's Learning Support Services of interviews with native Kazakh speakers. Indiana's Inner Asian and Uralic National Resource Center (IAUNRC) will also help support Glowacki's travel to Kazakh heritage communities in the US to conduct additional interviews.

Goal 3c: CREECA will partner with NRCs across the US to design and implement REECAS outreach programs for K-12 teachers and students. In collaboration with REECAS NRCs at Harvard, Pittsburgh, OSU, and Washington, it will launch the Engaging Eurasia Teaching Fellowship (EETF). The EETF will grant 10 yearlong, competitive fellowships annually to middle school, high school, and community college educators who want to deepen their understanding of Russia/Eurasia and US-Russian relations and bring that expertise to their students. Fellows will convene for a workshop each fall, then meet 6 times in an online classroom space with experts on Eurasian studies from the humanities and social sciences to discuss key regional issues from diverse perspectives. Each fellow will develop and pilot lessons, and will complete the year with a reflection on their learning journey. Lessons will be shared through the websites of cooperating REECA NRCs for use by other educators. Pedagogical expertise will be provided by Joan Soble, a veteran teacher and long-time consultant to Project Zero, a research institute based at the Harvard's Graduate School of Education (**NRC CPP2**).

Timeline and Budget Rationale for Goal 3: All activities will take place over 4 years of the project, except for the EETF, which will take place in years 2-4.

CREECA requests \$3,000 per year for CESSI and \$1,500 per year for BALSSI and for BBS. These consortia depend on NRCs to cover administrative costs. They use funds judiciously

because they run on modest budgets, pooling resources among area centers. Since 2016, CESSI has received resources from a State Department Title VIII grant, which has covered tuition costs and pre- and post-program Oral Proficiency Interviews (OPIs), thus, leveraging Title VI funding for student support and assessment of language gains. CREECA seeks .34 FTE (\$21,500 per year in salary and fringes) to support Glowacki in textbook development (supplementing her salary for language instruction described under Goal 1), with CeLCAR contributing project oversight and IAUNRC contributing travel funds to conduct interviews. The total cost to CREECA of the EETF is \$8,000. CREECA requests \$2,860 over four years for staff travel to US/ED and other meetings to communicate with other REECA NRC colleagues.

Impact of Goal 3: Language learning is a long-term investment. These consortia provide critical language training opportunities for students that have durable benefits for professional development and academic advancement. They offer intensive, high quality instruction in languages that would not otherwise be taught in the US, and the programs attract a significant number of summer language students from professional programs in law, public affairs, and agriculture and life sciences. They also provide an institutionalized mechanism for sharing best practices in teaching pedagogy across universities. Language learning also requires high-quality, contemporary pedagogical materials, which are currently missing for Kazakh. The two Kazakh textbooks that CREECA will sponsor in partnership with CeLCAR will be used by teachers and students of this critical regional language for decades to come. The Engaging Eurasia fellowship will increase the national pool of secondary and post-secondary educators with expertise on key issues of the REECA region, and generate easily accessible lesson plans and curriculum materials for other teachers to use, producing an important multiplier effect.

Goal 4: CREECA will improve the evaluation of its programming and better assess its impact. A core activity will be to repeat alumni and student surveys initiated under the Standardized Wisconsin Evaluation Plan for Title VI (SWEPT). Details are discussed in Section 3 below, but the budget and timeline are explained here.

Timeline and Budget Rationale for Goal 4: The third survey of UW undergraduates on

global learning outcomes and NRC participation (GLOWS 3) will take place in spring 2020. The second survey of alumni who received international and area studies training at UW and graduated 2002-21 (ASAS 2), will occur in fall 2021. CREECA staff will survey CREECA-affiliated students and faculty each spring, and CREECA will also invite an external evaluator to assess its programming. CREECA seeks \$3,000 per year for SWEPT and \$2,000 per year for its own evaluation activities. The SWEPT contribution, pooled with funds from other UW NRCs and IRIS, will cover compensation for the evaluation director, student assistance, supplies for survey implementation, and fees to the UW Survey Center (UWSC), an independent entity within the university. UWSC's professional staff has extensive experience conducting evaluation studies and will provide unbiased, external evaluations. All UW-Madison Title VI centers will participate in SWEPT, making SWEPT cost effective due to economies of scale. CREECA's independent evaluation costs include survey software expenses and travel and compensation for an external evaluator.

Impact of Goal 4: As discussed below in greater detail, these surveys provide valuable data to NRCs for use in benchmarking and assessing progress. SWEPT has become a national model for evaluating NRCs and other international programs. As it has in the current grant cycle, CREECA will use the data from SWEPT and from its own evaluation activities to identify strengths and weaknesses in its programming and to develop strategies to address the latter.

2. Quality of Staff Resources

Qualifications of faculty and staff for center activities: Wisconsin has 46 professors and academic staff who teach courses on the REECA region, distributed across 16 departments, many of which are highly ranked nationally (e.g. Sociology is regularly ranked in the top 6 nationally, History in the top 9 and Political Science in the top 15). Profiles of CREECA faculty and staff (Appendix 1) demonstrate that UW faculty maintains a world-class reputation, particularly in languages, literature, and the social sciences. CREECA's faculty coverage is both wide and deep, including three faculty focused fully on REECA in Political Science (Gehlbach, Hendley, Herrera) and three in History (Ciancia, Hirsch, McDonald).

CREECA faculty associates, who have a partial or secondary research or teaching interest in the region, offer an additional pool of expertise for CREECA courses and outreach programs. Teryl Dobbs (Education and Music) conducts research in the Czech Republic on Jewish music. Mutlu Ozdogan (Forest and Wildlife Ecology) studies deforestation in Russia. Nils Ringe (Political Science), teaches on EU politics, covering new member and candidate states of Central and Eastern Europe. Nadav Shelef (Political Science) teaches a comparative politics graduate seminar—open to REECAS MA students—on Nationalism and Ethnic Conflict, with case studies from Chechnya and the former Yugoslavia.

CREECA external affiliates in Wisconsin and neighboring states offer still more resources for lectures and outreach events. In the past year, Andy Bruno (History, Northern Illinois University), lectured at CREECA on the environmental history of economic transformation in the Russian north, and Jordan Gans-Morse (Political Science, Northwestern University) spoke on property rights and corruption in contemporary Russia. This network of external affiliates is also an effective means for promoting the MA degree program in REECAS and the Central Eurasian Studies Summer Institute (CESSI).

In the last four years CREECA faculty published 22 books and 84 articles focused on Russia, East Europe, and Central Asia. Particularly noteworthy are Belodubrovskaya's *Not According to Plan: Filmmaking under Stalin*, Hendley's *Everyday Law in Russia*, and Brenner's *The Ethics of Witnessing: The Holocaust in Polish Writers' Diaries from Warsaw, 1939-1945*, which received the 2015 ASEEES/USC Book Prize. CREECA professors are also highly visible in the governing bodies of their disciplines, serving as the officers and board members of ACLS, ASEEES, CESS, IREX, NCEEER, PONARS, and SSRC, and on the editorial boards of area studies journals such as *Post-Soviet Affairs*, *Slavic and East European Journal*, *Journal of Central Asia and the Caucasus*, and *Slavic Review*.

Since 2014 CREECA has been directed by Theodore Gerber, professor of sociology. His research examines social inequality, economic change, public opinion, migration, and family processes in contemporary Russia, Ukraine, Georgia, Kyrgyzstan, Azerbaijan, Estonia, and

Hungary. He has authored or co-authored more than 50 articles on these topics in peer-reviewed journals in sociology, demography, international relations, and REECA area studies, as well as 8 book chapters and numerous op-eds, policy memos, and other article-length publications.

Gerber conducted a major multi-method study of the state of graduate training and research on contemporary Russia for ASEEES in 2015. He has served on the editorial boards of the two top generalist journals in sociology, and currently is on the editorial board of *Post-Soviet Affairs*.

Gerber has received over \$4 million in competitively awarded research grant money from the NSF, the Minerva Initiative, and NCEEER. He also secured a \$1 million institutional grant to CREECA from the Carnegie Corporation of New York for the period October 2016-September 2018 to enhance social science research and graduate training on Russia at Wisconsin.

Jennifer Tishler, associate director, has a UW PhD in Slavic languages and literature. She teaches courses on Russian language, literature, and civilization and oversees the MA program. In 2013 Tishler received a College of Letters & Science academic staff mid-career award for her outstanding contributions to advising, teaching, and administration at CREECA. In 2014 she was promoted to the academic staff rank of Faculty Associate, further recognition of her service to area studies and the university. Kelly Iacobazzi, assistant director for operations, coordinates CREECA's outreach and FLAS programs and the Central Eurasian Studies Summer Institute. Iacobazzi has an MA in REECAS from Harvard University, speaks Russian, and has conducted research on Ukrainian nationalist political parties. Her regional and academic experience make her exceptionally qualified for these varied and challenging responsibilities.

Overseas experience and professional development: CREECA faculty travel regularly throughout the region for research, instruction, and other professional activities, usually with funding from external grants or the Wisconsin Alumni Research Foundation, which has the largest internal research endowment of any public university in the US. New university faculty receive substantial start-up grants for research and curriculum development from the Graduate School. In order to maintain UW's competitiveness in Eurasian studies, CREECA works with

IRIS to offer additional support (from non-NRC funds) for new faculty who then become core members of the center.

CREECA's faculty has enjoyed impressive success in major internal grant competitions, collectively earning 86 awards in the past 4 years from the UW Graduate School, Wisconsin Alumni Research Fund, and UW Foundation. CREECA faculty also are recognized in prestigious UW faculty awards: Gehlbach and Radeloff received Kellett Mid-Career Awards for research (2015), Herrera was named a Vilas Associate for research (2017), and Shevelenko received an H. I. Romnes Faculty Fellowship (2018).

CREECA faculty have a long track record of securing major external grants for their research: from 2014-2018 Gerber worked on a \$3 million Minerva Research Initiative grant (from the Department of Defense) to study homeownership and societal stability in Central Eurasia. Radeloff used an NSF grant to train graduate students on the future of biodiversity conservation in Eurasia. Other professors have received external grants from IREX, Fulbright, NICHD, NSF, SSRC, and NCEEER. New hire Dower and Gerber recently received a grant from the UK's Department for International Development to study entrepreneurship in Kyrgyzstan.

Teaching, supervision, and advising: Notwithstanding their productivity in research and publishing, CREECA core faculty actively teach, supervise, and advise students. Tishler mentors and advises REECAS MA students. Those students who elect to write a master's thesis also work with a faculty thesis advisor and a second faculty reader. CREECA's faculty have been recognized with campus-wide awards for teaching and advising and regularly share their best practices at Wisconsin's annual Teaching and Learning Symposium.

Program staffing and oversight: CREECA is governed by formal bylaws and has an Administrative Council, which meets regularly during the academic year and provides oversight of CREECA's activities. It consists of the CREECA director and associate director, the Slavic program head, the bibliographer for REECAS, and four elected faculty members. In 2016-17, the elected members represented geography, law, history, and Slavic; in 2017-18, they represented agriculture and applied economics, history, political science, and Slavic. A comprehensive

restructuring of area and international studies at UW in 2015 led to the creation of the Institute for Regional and International Studies (IRIS), which employs five full-time assistant directors who work cross-regionally and provide additional support to CREECA and other NRCs in programming and communications, outreach, fellowships and awards, students and curriculum, and business operations and grants management. In 2017 IRIS hired Felecia Lucht as director of the Wisconsin Intensive Summer Language Institutes (WISLI). Lucht coordinates administration and promotion of UW's various summer intensive LCTL programs, including CESSI.

Commitment to diversity: UW's Strategic Framework 2015-2019 incorporates investment in its people as one of five strategic priorities to ensure it is "fully equipped to address the complex problems facing the modern world." As detailed in the GEPA description, CREECA is in strict compliance with Section 427 of GEPA. CREECA actively solicits applications at all levels of employment from members of groups that have been traditionally underrepresented; all job vacancies are advertised in conformity with EO/AA criteria.

UW-Madison's ten-year plan to promote and sustain shared values of diversity and inclusion has yielded substantial gains. One of the Strategic Framework's primary initiatives is to increase faculty retention and recruitment from underrepresented groups. In 2017, 21% of UW faculty members and 14% of academic staff members were from underrepresented racial and ethnic groups, sharp increases since 2000 and over 2% growth for each during the last three years. Almost 50% of faculty and staff are women.

CREECA is actively involved in minority faculty recruitment and its own diversity profile is strong. Of 46 core CREECA faculty and staff, 42% are women, and approximately 12% are racial/ethnic minorities. From 2014-18, CREECA graduate student research and internship awards have gone to 20 women (75%) and 4 students who are racial/ethnic minorities (15%); in that same time period, 56% of CREECA FLAS grants have been awarded to women. Eurasian studies has traditionally attracted few minority scholars, so CREECA works to increase access through such initiatives as the Graduate School Advanced Opportunity Fellowship and the precollege Pushkin Summer Institute, described in Section 9.

Goals for Section 2: In the next 4 years, CREECA will increase the size and diversity of the interdisciplinary community of scholars working on REECA, within the UW, the state of Wisconsin, and across the country (see Section 1 goals).

3. Impact and Evaluation

Impact of CREECA and access: The impact of CREECA's activities and training programs on the university, community, region, and nation that it serves is evident in the enrollment levels in our courses and programs, the placement of our graduates, and participation in our outreach activities. Table 7 (below) and Appendix 2 show CREECA's robust enrollment levels, which we plan to increase by 10% in the coming grant period.

As for placement, during the period May 2014-18, 28 graduate students affiliated with CREECA received doctoral degrees from UW. They received post-doctoral fellowships at the Varieties of Democracy Institute in Gothenburg, Sweden, and tenure-track faculty positions at Bryn Mawr College, Lawrence University, Miami University of Ohio, Notre Dame, Rutgers, Stetson University, Arizona, University of Nevada, Virginia, and Nazarbayev University in Astana, Kazakhstan. Our PhDs also pursue non-academic positions, such as a senior researcher position at the nonprofit National Partnership for Women & Families in Washington, D.C.

From 2014-2018, eleven students received REECAS MAs. Two entered doctoral programs and one received a Fulbright fellowship. Others took jobs at American Councils for International Education, NATO, Southern New Hampshire University, and the US Army. During this period 25 students received undergraduate certificates in REECAS. Their job placements include: American Councils for International Education, Council on Foreign Relations, US Department of State, the US Marines, and jobs in elementary or secondary education.

We discuss the reach, diversity, and depth of our outreach program in Section 9, and our specific plans to expand our efforts and enhance their impact in Section 1, Goal 2. CREECA's impact in terms of participation in its lecture series and other public events and its use of center resources is covered in Section 4. On average 35 people attend our lectures, including roughly equal proportions of UW students, faculty, and members of the larger community. Our special

panels on key public events such as the military conflict in Ukraine and the controversy over Russia's involvement in the 2016 presidential election, in which we ensured that diverse perspectives are represented, consistently draw over 100 attendees.

Our faculty are frequently asked to be speakers for local community and alumni groups, they are interviewed by local, national, and international news outlets, and their research has been featured in Wisconsin newspapers. They have also been regularly invited to brief US government officials in various departments and agencies about current issues involving Russia based on their research. Although CREECA does not directly fund faculty research, it provides the core infrastructure and intellectual environment in which UW faculty who work on REECA in various disciplines interact, collaborate, and recruit outstanding students at the undergraduate and graduate levels. A 2015 ASEEES report on the state of "Russian studies" in US universities provides evidence of CREECA's excellent reputation in research and graduate training: based on a survey of ASEEES members and others in the field, by various measures CREECA ranks among the top 5-6 universities (out of 44) in the country in overall Russian studies graduate training and in the top 3-4 in social science training (<http://www.aseees.org/news-events/aseees-news-feed/report-state-russian-studies-us>). CREECA received one of three \$1 million grants awarded in 2016 by the Carnegie Corporation of New York to further bolster social science research and graduate training on Russia at the top programs in this area in the US, and CREECA is the only one of the three original recipients that CCNY has (to date) invited to apply for renewed funding.

In the last several years, the Central Eurasian Studies Summer Institute (CESSI) has thrived: enrollments reached new peaks in 2017 and 2018, and since the program's inception 78 students have received training in the critical languages of Central Eurasia. In addition, 22 teachers of these languages have received professional guidance and developed curricular materials. A 2017 survey revealed that 53% of CESSI alumni still use the language they studied from "daily" to "somewhat frequently;" 76% say CESSI use useful for their research, 65% for their career.

CREECA ensures that no barriers impede equal access to our programs, and strives to integrate underrepresented groups, including those of gender, ethnicity, age, or disability, per the GEPA provision. We actively recruit from these groups for all positions and scholarships that we sponsor, and provide equal access to our MA degree program. UW considers issues of diversity, equity, and inclusion to be a high-level priority of institutional life and we target urban areas in our outreach programs to recruit minority students into our field. The McBurney Disability Resource Center serves students with learning disabilities. All CREECA activities take place in accessible venues and are open to the public. We advertise activities and programs extensively to guarantee equal access to information.

A major initiative to draw members of previously underrepresented communities into the field is the Pushkin Summer Institute (PSI), described more in Section 9. The PSI has sent 235 high school students from underrepresented groups to programs of intensive Russian language and cultural study since 2012. In 2017, UW launched the “Pushkin Scholars” program, giving priority financial aid consideration to PSI alumni who continue their study of Russian at UW. Ten Pushkin Scholars have enrolled at UW; 6 in the Russian Flagship program.

CREECA’s Evaluation plans: Since the 2010-2014 grant period, CREECA has pooled resources with Wisconsin’s other NRCs and IRIS to implement the Standardized Wisconsin Evaluation Program for Title VI (SWEPT), a coordinated, survey-based evaluation of all UW NRCs conducted by the UW Survey Center (UWSC) and led by a faculty director with expertise in demographics and statistical analysis. The first phase of SWEPT (2010-14) included an Area Studies Alumni Survey (ASAS, conducted fall 2011) and a survey of sophomores and seniors called the Global Learning Outcomes at Wisconsin Survey (GLOWS, conducted spring 2013) that measured global competence and assessed the effectiveness of the NRCs, study abroad, and other international programs on campus at promoting it among undergraduates. A second rendition of GLOWS (“GLOWS 2”) was implemented in fall 2016.

The Area Studies Alumni Survey included 1176 UW alumni who completed at least 30 credits of coursework in foreign languages or areas studies at UW. About two-thirds were

affiliated with an NRC: they had either received a FLAS or participated at UW in core NRC activities such as other grants/fellowships, brown bag lecture series, film series, other cultural events, career days, undergraduate certificate programs, and/or outreach activities. The 33% who were not UW affiliates represent a control group that helps assess the effectiveness of the NRCs.

Key findings from the ASAS indicated that 1) NRC affiliation has a statistically significant positive effect on the likelihood of working in government after graduation; 2) NRCs have a clear positive impact on the subsequent careers of their students in terms of the use of language skills and area knowledge at work, travel abroad, and dealing with foreign clients, collaborators, and partners; 3) NRC affiliates report that NRC-sponsored contacts and language skills helped them obtain and succeed in jobs; 4) Subjective evaluations of NRC programming, staff, and contributions to careers are all positive. In response to the ASAS findings, CREECA and other UW NRCs have emphasized applicants from professional schools, MA programs, and non-traditional disciplines (such as STEM, when appropriate) in the awarding of FLAS fellowships, programming to prepare students for non-academic careers, and proficiency certification as an objective of language training, for its formal credentialing benefits.

For the next phase of SWEPT (2018-2022), the ASAS will be repeated in 2021, so that a decade's worth of UW graduates since ASAS 1 who focused on REECAS (and other area studies programs represented by UW's NRCs) will be included. ASAS 2 will address similar topics as ASAS 1. If CREECA and other NRCs have been effective at emphasizing non-academic careers and proficiency in languages of national need since ASAS 1, it should be evident in stronger effects of NRC affiliation on these outcomes for the cohorts that graduated since 2011 compared to those that graduated 2002 through 2011 (who will also be sampled for ASAS 2). Because careers often unfold over an extended period of time, it is essential to compare the 2012-21 graduation cohorts to those who graduated in 2002-2011 both within the ASAS 2 sample (in which the latter cohorts will have graduated at least 10 years prior) and across the ASAS 1 and ASAS 2 samples (to compare cohorts within 10 years of graduation across the two periods).

The GLOWS surveys analyze the effectiveness of CREECA and other NRCs in reaching current undergraduates. Overall 3,195 students participated in GLOWS 1 and 2,116 participated in GLOWS2. The lower response rate for GLOWS2 is probably due to its timing, with fall semester being busier for seniors in particular than spring semester. Key findings from GLOWS 1 and 2 are: 1) About 12% of UW-Madison sophomores and seniors participate in NRCs, with higher rates of participation among seniors and no significant change over time in overall participation rates; 2) NRC participation rates are higher for students who exhibited interest in foreign affairs during high school, African-Americans and Asian-Americans, Wisconsin high school graduates, international studies majors, and those who take more language and area studies courses; 3) NRC participants have significantly higher mean scores on all five dimensions of global competence (cultural competence, global knowledge, personal flexibility, cultural sensitivity, and geography knowledge); and 4) propensity score matching analysis, which controls for non-random selection of NRC participants, shows robust positive effects of NRC participation on four of five dimensions of global competence: affiliation with CREECA and other UW NRCs increases cultural competence, global knowledge, cultural sensitivity, and geography knowledge among UW undergraduates, though it has no statistically discernable effect on personal flexibility.

There were few statistically significant changes between 2013 and 2016 in GLOWS measures pertaining specifically to CREECA, which maintained strong numbers for general awareness of and participation in its programs and subjective assessments of its activities on the part of undergraduate students. For example, over half of CREECA affiliates among seniors rated CREECA “effective” in facilitating contacts with faculty and students in different majors/departments with similar regional expertise, providing both language skills and non-language expertise that will be helpful in future careers, and providing an intellectual home while at UW. CREECA’s efforts to improve dissemination of information about its summer FLAS fellowships appear to have succeeded, as awareness of this program increased among seniors from 26% to 36%, a statistically significant improvement. Another area that CREECA had

identified as requiring additional attention based on GLOWS 1 is awareness of the certificate program in REECAS: in 2013, 38% of seniors with some familiarity with CREECA were aware of this program, a low number relative to figures for other campus NRCs. CREECA sought to rectify this by sending staff to CREECA-related courses to disseminate information about the certificate program. The GLOWS 2 survey marked a modest (statistically non-significant) increase in awareness of the REECAS certificate program among seniors. However, more importantly, while only 3 REECAS certificates were issued in 2012-13, 7 were issued in 2016-17 alone and 25 were issued between fall 2014 and spring 2018, a dramatic increase.

An area of potential concern in the GLOWS 2 survey is CREECA's success in preparing its undergraduate affiliates to look for jobs after graduating: 33% of seniors rated CREECA effective on this score in 2016, down from 44% in 2013. Although this change is not statistically significant, the 33% figure is low compared to equivalent figures for other campus NRCs (in the range of 40%-50%). CREECA is responding by emphasizing career preparation and job information activities for the next four years, as detailed in Section 1 above. The only other area where the GLOWS 2 survey indicates CREECA may be falling short is how important a role seniors say it has played in their overall experience while at UW. Among senior CREECA affiliates, 24% indicated in 2016 that CREECA has played at least a "somewhat important" role, down from 41% in 2013. This decline is not statistically significant, and is offset by the 84% of senior affiliates who rate the overall quality of CREECA's programming as at least "good." However, CREECA will work harder to ensure that its affiliates value its role in their overall college experience, with special efforts to include undergraduate affiliates in all of its activities and to ensure they are aware of CREECA's role in programs where it may not be apparent.

In contrast, CREECA scored higher than any other UW NRC in its effectiveness providing seniors with language skills that will be useful after graduation (67%), suggesting that its efforts to promote proficiency in critical language have been successful and confirming the value of emphasizing such programs as FLAS fellowships for undergraduates and OPI training. CREECA also does particularly well among campus NRCs in providing seniors with non-

language expertise they believe will be useful after graduation (56%, tied for first among campus NRCs). Finally, CREECA is among the top performers in the effectiveness of communications about its activities and coordinating opportunities to meet faculty with REECA expertise.

The next round of SWEPT will include a third iteration of the GLOWS survey in spring 2020. CREECA sets for itself the goals of maintaining its standout performance in terms of providing useful language skills and non-language area expertise (as well as other indicators), increasing the percentage of seniors who rate CREECA effective at preparing them to look for jobs after graduation by 10 percentage points (to at least 43%), and increasing the percentage of seniors who say that CREECA plays at least a “somewhat important” role in their overall college experience by 10 percentage points (to at least 34%).

Apart from the next phase of SWEPT, in 2018-22 CREECA will continue its own independent evaluation activities, including: measuring enrollments in REECA-related courses each semester, tracking students who take REECAS courses to identify those who nearing eligibility for certificates, and assessing the language proficiency of CREECA students upon graduation (see Sections 1 and 7). We pay special attention to enrollments in CREECA language and area studies courses by students with STEM majors and other fields beyond the College of Letters & Science, in order to see if we are meeting our goals of expanding participation by these types of students. CREECA will annually survey its faculty and student affiliates to seek feedback on programming and suggestions, and will also engage an external evaluator during the next grant period.

Addressing national needs; generating and disseminating information: US-Russian relations today are now at their most tense since the end of the Cold War. But the geopolitical relationship is no longer purely bilateral: Ukraine is, of course, the site of military conflict involving Russia, several East European countries are NATO members; Kazakhstan holds influence as a mediator among FSU states. Even aside from the Ukrainian situation, Eurasia plays an integral role in Middle Eastern conflicts, international oil and gas markets, and political and economic relations with Europe and the United States. Hence expertise in REECA remains

critical for US interests, and CREECA, as one of the leading centers for Eurasian studies, is at the forefront of producing alumni working in areas of national need.

Specifically, CREECA addresses the priorities set by the Department of Education and other national needs by working with other federal grants (Project GO, STARTALK, NSLI-Y, Title VIII, and the NSEP Russian Flagship) as well as private foundation support (the CCNY-funded Wisconsin Russia Project). For example, the Wisconsin Russia Project has brought ten young social scientists to Madison for extended fellowships during which they have formed lasting collaborative relationships with UW faculty and graduate students in the social sciences; the project will host a Young Scholars Conference in July 2018 in which 40 promising young scholars from Russia and the United States will present their research and form a new international network of social scientists doing cutting-edge research on contemporary Russia.

Most broadly, by creating a robust community of knowledgeable students, faculty, and affiliates, supporting the publications and work of this community and disseminating information through libraries, websites, lectures, panels, and other forms of outreach, CREECA actively furthers knowledge about Eurasia. As noted above, its faculty routinely address local community and alumni groups, and all CREECA activities draw in audience members from the general public. CREECA recently bolstered its social media presence, enhanced its website, and launched a podcast featuring guest lectures. The revamped website now averages 400 visitors per week. CREECA has 670 followers on Facebook and 750 followers on Twitter (@UWCREECA).

Contributions to the supply of specialists and placement in areas of national need: As discussed above, NRC affiliation has a statistically significant positive effect on the likelihood of working in government after graduation, and CREECA and the other UW NRCs will learn more about recent trends on this score from the 2021 ASAS 2. Recent CREECA graduates work as area specialists in government, NGOs, or in graduate programs. The REECAS MA program has a tradition of enrolling Army Foreign Area Officers (FAOs), and a steady stream of applicants. FAOs go on to work as US Embassy attaches and other governmental positions. CREECA also directly seeks addresses national need by awarding FLAS fellowships in Czech, Serbo-Croatian,

Polish, Russian, Kazakh, Turkish, and Persian. Proficiency in all of these languages and knowledge of the countries in the strategically vital region of Eurasia is critical for US interests.

4. Commitment to the Subject Area

Center operation: The commitment of resources by UW to Russian, East European, and Central Asian Studies (REECAS), as described in Table 3, has reached a new height of \$5.75 million, despite recent budgetary pressures. The UW's International Division (ID) continuously pursues internationalization of UW by expanding the reach of area studies programs across schools and departments on- and off-campus through improved outreach. ID provides the Institute for Regional and International Studies (IRIS), an umbrella organization of campus area and international studies programs, including CREECA, with an annual budget of approximately \$500,000. UW supports CREECA administration by compensating a senior faculty member to serve as director, covering (since 2016) 100% of the associate director's salary, and providing CREECA with excellent physical and technological facilities.

Teaching staff: UW's most significant contribution to Eurasian studies is its considerable investment in faculty positions in area studies and critical languages, as shown in Table 4. UW has 46 core professors and lecturers with primary research and teaching expertise in REECAS

1. UW Support for CREECA Operations	
Supplies/equipment	\$10,000
Tech/Lab support	\$145,668
Admin support	\$174,050
Total support for CREECA Operations	\$329,718
2. UW Support for CREECA-related salaries and benefits	
REECA Area Studies Faculty	\$4,312,208
REECA Language Faculty	\$416,625
REECA Library Staff	\$180,292
CREECA Administration: Faculty and Staff	\$123,609
Total CREECA-related salaries and benefits	\$5,032,734
3. UW Support for Eurasian studies Library Acquisitions	
Acquisitions: Memorial Library	\$139,713
Acquisitions: Law Library	\$10,392
Total Eurasian studies library support	\$150,105
4. UW Support for CREECA Outreach activities	
Outreach	\$15,209
Visiting lecturers	\$10,000
5. UW Support for Eurasian studies students	
International Division (ID) Field Research Awards	\$6,000
ID international internships	\$13,000
ID scholarships for study abroad	\$49,000
ID grad recruitment awards	\$10,000
Graduate assistantships	\$21,544
Graduate fellowships	\$129,500
International Academic Program (IAP) support for study abroad to REECA	\$62,780
UW support for FLAS	\$75,000
Total support for Eurasian studies students	\$363,824
TOTAL UW Contributions to CREECA and Eurasian studies	\$5,754,485

and the languages of the region. UW has retained high profile REECA faculty recruited by other universities and hired new faculty in the area in the last 4 years. CREECA is especially strong in Russian language, as exemplified by the Russian Flagship program; Eurasia specialists in the social sciences; the teaching of East European literatures and cultures, including an

<i>New faculty (2014-18)</i>	5
Tenured core faculty	31
Tenure-track core faculty	6
Instructional academic staff (lecturers, faculty associates)	9

undergraduate major in Polish; and offerings in Turkish, Persian, and Kazakh language at three levels or more during the academic year and the summer term. All faculty and

academic staff are eligible for university support to attend national and international professional conferences. UW also provides over \$100,000 annually for CREECA faculty research through internal grants, named award competitions, start-up packages for new hires, and retention packages for high-demand faculty.

Library support: The UW library's overall strength and the excellence of its REECA-related collection are discussed in Section 5.

Linkages abroad: UW's International Academic Programs (IAP) provides access to high-quality study abroad programs that foster UW students' academic, personal, and professional growth, with programs in Croatia, the Czech Republic, Hungary, Kazakhstan, Poland, Russia, and Turkey. In addition to CREECA faculty members' own personal collaborations with colleagues at REECA institutions—notably at the Higher School of Economics and Far East Federal University in Russia, Al-Farabi Kazakh National University in Almaty, and Charles University in Prague—CREECA participates in an ongoing strategic partnership between UW and Nazarbayev University (NU) in Astana, Kazakhstan. Since its inception in 2011, more than 250 faculty, staff, and students have taken part in exchanges between the two universities.

Outreach activities: The campus has several sources of support for funding outreach activities, and CREECA has secured \$25,209 from these sources since fall 2014. CREECA receives funds from the University Lectures Committee each semester to bring to campus distinguished scholars and public figures for public lectures, guest lectures in courses, and

meetings with students in small groups. CREECA also has a small Baltic studies endowment for visiting lectures by scholars who work on Estonia, Latvia, or Lithuania.

Student support: CREECA graduate students typically receive extensive campus financial support: non-teaching University Fellowships (an average of 7 per year), Chancellor's Fellowships in the Humanities (2 per year), teaching fellowships (16 per year), project research assistantships (6 per year), and lectureships (4 per year). International field research awards from the International Division enable doctoral students to conduct exploratory pre-dissertation research abroad: Graduate students from the departments of Forest and Wildlife Ecology, Communication Arts, History, Political Science, and Slavic have received awards to conduct research in Belarus, Kazakhstan, Poland, and Russia. CREECA uses funds from its partnership with Nazarbayev University for additional student grants for critical language study, field research, and travel to professional conferences. In recent years, our students have also obtained fellowships from the Fulbright program, American Councils, SSRC, IREX, NSEP, and the NSF. The Lapinski Scholarship fund, a \$1.13 million endowment in the Slavic program, awards 3-5 scholarships to Polish majors and one fellowship to a graduate student in Polish studies each year. The Mortenson-Petrovich Scholarship fund in the history department provides three annual undergraduate scholarships for students working on Russian history, graduate research awards, and academic symposia.

Goals for Section 4: CREECA will continue to leverage increased campus and external support with NRC funds. UW's campus strategy to deal with budget pressures is to build on strength, rather than prop up declining programs. CREECA will combine Title VI funds with campus resources to support high-quality center staff and faculty, provide additional Eurasian language and area courses, and further CREECA's outreach efforts.

5. Strength of Library

UW's collection on the East European, former Soviet, and Central Asian regions is one of the best in the country. As of 2017, the UW-Madison General Library System (GLS) contains over 10,132,000 volumes and ranks 12th in holdings among the 111 members of the Association

of Research Libraries (ARL). Slavic, East European, and Central Asian holdings now total over 335,000 titles, including over 268,000 in languages of the region, together with more than 70,000 titles about the region in English or other West European languages. Nearly 16,000 titles in the languages of the region were added in the last four years. Memorial Library, the largest library in the GLS, has subscriptions to more than a thousand periodicals from or about the region.

Significant regional coverage can be found in other campus libraries as well. UW owns a rare collection of 22 Russian icons and 96 Soviet paintings in the socialist realist style, and houses the Rzhevsky Collection of over 300 films from the former Soviet Union. The Wisconsin Center for Pushkin Studies in the Slavic program is a unique resource, with over 8,000 works on Pushkin. The Helen Louise Allen Textile Collection contains over 200 objects from Central Asia. CREECA faculty regularly use these exceptional collections in their teaching and in special curated exhibits, making them accessible to students, K-12 teachers, and the public.

The Michael B. Petrovich Reading Room in Memorial Library, a 4,056 square-foot facility, offers ready access to basic and specialized reference works on the region, including national and topical bibliographies, serial indexes, library catalogues, archival guides, statistical handbooks, census material, encyclopedias, and language dictionaries. The GLS provides online access to many electronic resources, including licensed full-text and citation databases, bibliographies, abstracting services like the American Bibliography of Slavic and East European Studies and the Modern Language Association International Bibliography, electronic journal databases such as the Eastview Universal Database of Russian Social Science and Humanities Journals, and newspapers and news services including Lexis-Nexis and the Eastview Universal Databases of Russian Central Newspapers (including the complete digital back files of *Pravda*, *Izvestiia*, *Literaturnaia gazeta*, *Argumenty i fakty* and *Iskusstvo kino*). Other online resources include the Stalin Digital Archive, Integrum, the Eastview Universal Database of Russian and CIS Statistical Publications, the digitized Foreign Broadcast Information Service Daily Reports and the Joint Publications Research Service Reports, the Eastview on-line version of the complete 2002 Russian Federation census, and the Russian Academy of Sciences Bibliographies.

For fiscal year 2017-2018, the UW-Madison library system budgeted \$119,973 for new acquisitions in Russian and East European studies plus \$19,740 for Turkic Studies, which includes Central Asian Studies. In addition, cataloging and processing costs of about \$39 per item are paid by UW. Two fulltime librarians (a bibliographer and an original cataloger) and 1.1 FTE in support staff (copy cataloging and acquisitions) work on the Slavic, East European and Central Asian collection, an annual commitment to the REECA area of \$225,580 in salary and benefits. In addition to his collection development duties, the Slavic bibliographer, George Andrew Spencer, gives customized bibliographic instruction sessions in REECAS courses, introducing students to major resources and indexing tools. He regularly offers in-depth reference assistance to students and faculty working on REECA-related research projects.

The library resources of the Madison campus are available to every institution of higher education in Wisconsin through the UW-System Alma-based integrated library system and the Wisconsin Universal Borrowing Service. The Big Ten Academic Alliance (BTAA) libraries provide materials to UW-Madison students and faculty via interlibrary loan; UW-Madison library users can find and request BTAA library holdings online. UW-Madison ranks 3rd in the ARL in number of items lent to other libraries (94,294 items in 2017). In the same period UW-Madison users made 80,991 interlibrary loan requests. UW-Madison is a full member of the Center for Research Libraries in Chicago, giving students and faculty borrowing privileges there.

6. Quality of Non-Language Instructional Program

REECA studies courses: UW offers 150 non-language courses related to Eurasia with at least 25% area content in 26 departments. These courses comprehensively cover the countries of the region: Russia, Central and Eastern Europe, and Central Asia. UW's non-language curriculum is one of the strongest in the country as measured by depth of course offerings, particularly in History, Political Science, and Slavic Languages and Literature (see Appendix 2).

Quality and extent of course offerings: CREECA encourages UW faculty to offer new courses and add regional coverage to existing ones. One area of emphasis has been FIGs (see

Section 1), which CREECA faculty have developed to have an impact on students from their very first day of class at UW. Table 5 summarizes two past and one upcoming CREECA FIG.

Year	Instructor	Core Seminar Course	Second linked course, in addition to Slavic 101, First Semester Russian
2014	Kathryn Hendley	Political Science 100: “Law and Disorder in Post-Communist Societies”	Political Science 106: Introduction to Comparative Politics
2016	Francine Hirsch	History 200: “Russia and America”	Political Science 106: Introduction to Comparative Politics
2018	Francine Hirsch	History 200: “Russia and the World”	Political Science 140: Introduction to International Relations

UW’s professional schools incorporate REECA content into their course offerings. For example, Kathryn Hendley’s course on Comparative Law (Law 818) explores the Russian legal tradition. Law 872 “Legal Issues in North American and East Asia” includes content on Russian economic, political and legal relations with the US and is taught in a videoconference format together with students at Far Eastern Federal University in Vladivostok, Russia. Mark Johnson’s “Contemporary Issues in International Policy” (Public Affairs 974) includes Eurasia regional content on education policy and migration. The School of Education requires teacher education students to take courses on a culture outside the US, and CREECA has promoted Eurasian studies courses to fulfill this requirement. Tom Popkewitz’s course for advanced undergraduates and graduate students, “Internationalizing Education” (Curriculum and Instruction 366/727), examines various educational systems around the world, including Eurasia.

Interdisciplinary courses: The importance of interdisciplinary perspectives at UW is reflected in the two main courses CREECA coordinates: “Russia: An Interdisciplinary Survey” and “Eastern Europe: An Interdisciplinary Survey.” These courses (cross-listed as Geography, History, Political Science, and Slavic 253 and 254, respectively) are offered in alternate years and regularly include lectures by UW faculty from several departments, external affiliates, and visiting scholars from other universities. The course on Russia, taught in spring 2017 by Manon van de Water and planned for spring 2019, normally enrolls 55-75 students. David Danaher focused the Central and Eastern Europe course on the culture of dissent, and 69 students enrolled

in spring 2018. Students have access to 22 other interdisciplinary and cross-listed courses, such as popular courses on Islamic culture and Shamanism (see Appendix 2).

Faculty: UW has 46 professors who teach Eurasian area studies courses (see Section 2 and Appendix 1). Its commitment to REECAS is evident in four recent hires of tenure-track assistant professors whose research and teaching interests contribute to CREECA's mission: Marina Zilbergerts, hired in 2016 as the Lipton Assistant Professor of Eastern European Jewish Literature and Thought, developed a new course, "Struggling with God: The Eastern European Literary Tradition." Paul Dower, a development economist specializing in Russia, joined the department of Agricultural and Applied Economics (AAE) in 2016 and has incorporated area content in his course, "Economic Problems of Developing Areas" (AAE/Economics 474). In fall 2018, the Slavic program in the Department of German, Nordic, and Slavic will welcome two tenure-line colleagues who work on Russian literature and culture: Maksim Hanukai and Kirill Ospovat; Ospovat will introduce a new course for undergraduates in fall 2018: "Reading Putin's Russia," combining literary, cultural, and political studies.

Pedagogy training: UW provides general and specialized training for graduate student teaching assistants (TAs). The College of Letters & Science (L&S) conducts annual TA workshops, led by award-winning Teaching Fellows, including, recently, CREECA affiliates from Slavic and Sociology. In addition to classroom teaching techniques, the trainings emphasize issues of diversity and sexual harassment. Pedagogy support services on campus, including the Teaching Assistant Resource Center, have full-time staff to work with TAs. L&S holds mandatory, full-day training sessions for TAs in writing-intensive courses. Departments supplement this with training sessions, counseling, and classroom evaluations of TAs.

Goals for Section 6: In 2018-22 CREECA plans to: 1) increase participation in regional courses by UW System and MSI faculty and students; 2) expand FIG offerings; 3) develop new regional courses, and redesign existing courses to include Eurasian studies content; and 4) increase enrollments in core interdisciplinary courses and other Eurasian area courses (see Section 1).

7. Quality of Language Instructional Program

Language courses and levels: UW offers regular academic year instruction in 7 languages of the region, 5 at the third-year level or higher (Table 6). Multiple instructors are trained to teach most of them; 8 faculty and permanent academic staff regularly teach Russian language courses, together with TAs. In

the summer term, UW regularly offers 6 area languages, most at 2 levels, taught by 9 faculty and 4 TAs. With NRC funding, CREECA supports three levels of instruction in Kazakh, advanced Polish, and an

Academic Year			Summer Term		
Language	Levels	Faculty/Instructors	Language	Levels	Faculty/Instructors
Czech	2	1			
Kazakh	3	1	Kazakh	2	2
Persian	3†	2*	Persian	2	2
Polish	4	2			
Russian	6	8 (4*)	Russian	2	4*
Serbo-Croatian	2	2			
Turkish/ Azeri	4	1	Turkish	2	2
* TA-taught †3 rd -year through BTAA CourseShare			Uzbek	2	2
			Uyghur	1	1

advanced Azeri/Turkish sequence that has developed curricular materials to assist students with some background in Turkish to reach advanced-level Azeri.

Regional language study at UW is supported by competitive external grants and a strong network of professionals. Since 2010, the UW Russian Flagship center has enabled UW undergraduate students in any major to attain professional competence in Russian by graduation. Since 2012, Wisconsin has received funding from Project GO, which funds ROTC students to take critical languages. These programs allow UW to offer first- and second-year Russian during the summer session, and three courses beyond fourth-year Russian (a two-semester sequence on Russian culture, plus a third advanced-level specialized seminar). CREECA has hosted CESSI since 2011, offering Kazakh, Uzbek, Uyghur, and Tajik. Since 2017, 22 CESSI students have received support from the Title VIII program of the US Department of State. The combination of academic-year and summer courses helps students reach higher levels of proficiency faster.

Student access to LCTLs is a shared national responsibility. Thus, UW is an active member of the CourseShare project through the Big Ten Academic Alliance (BTAA), a consortium of 14 research universities. Since 2014, UW has offered instruction in Polish and

Turkish to other BTAA campuses through CourseShare's distance-learning technology and also began receiving third-year Persian instruction from Michigan State University in 2017-18. UW will offer Kazakh instruction to other campuses through BTAA starting in 2019.

Enrollments: UW has robust enrollments in first-year Russian, and a high proportion of students continue to the upper levels (see Table 7). Enrollments in first-year Polish and Serbo-Croatian are stable. We expect enrollments in the LCTLs of Central Asia (Turkish, Persian, and Kazakh) to increase with more active recruiting, greater non-language coverage of the region, and interest among our MA students. Due to departmental restructuring and the resignation of the Turkish lecturer in August 2017, third-year Turkish/Azeri was not offered in the 2017-18 academic year. However, GNS has hired a new faculty associate, Nalan Erbil-Erkan, to teach beginning-through-advanced Turkish starting in 2018 and we anticipate that students currently enrolled in second-year

Turkish will continue into the third year level next year.

UW offers language-across-the-curriculum and content-based language classes. The two-semester sequence, "History of Russian Culture" (Slavic 433-434),

taught entirely in Russian, has a prerequisite of 4th-year Russian. Many Slavic program-required literature courses numbered in the 400s are linked with Literature in Translation classes. Students enrolled in the "Slavic 4XX" version of the class do additional readings and attend a separate discussion section conducted in the target language. (Students without regional language knowledge enroll in the corresponding "Literature in Translation" course; see Appendix 2). Many graduate courses, PhD programs, and the REECAS MA thesis require the use of regional languages in research. In the Russian Flagship program, students take an individual Russian

Table 7: Enrollments (see Appendix 2 for other enrollment data)				
First-year language	F14	F 15	F 16	F 17
Czech (new two-year sequence in 2017)	13	--	--	11
Kazakh	2	1	-	2
Persian	10	16	11	8
Polish (intensive grad course in 2015, 2017)	16	8	10	6
Russian	76	69	62	70
Serbo-Croatian (new two-year sequence)	12	--	12	--
Turkish	8	8	8	4
Upper levels				
Kazakh (3 rd year; taught 2014-15 only)	2	1	--	--
Persian (3 rd year; since 2017 through BTAA)	3	2	5	2
Polish (3 rd / 4 th year)	11	7	7	6
Russian (3 rd year)	29	31	22	23
Russian (4 th year)	18	18	13	9
Turkish/Azeri (3 rd year)	2	4	2	--

across the Curriculum (RAC) tutorial in Russian, which furnishes them with vocabulary, readings, and discussions about issues of importance in their major. In 2017-18, the Russian Flagship offered seven RAC tutorials, linked to credit-bearing courses in the student's major, with topics such as "Language policy in Ukraine," "Arbuscular mycorrhizal fungi," and "Alternative sources of energy in Kazakhstan."

Language faculty: UW has 8 tenured faculty members and 4 full-time, permanent instructional academic staff who teach REECA languages. In 2017, L&S completed a major restructuring of language and culture programs: Slavic, East European, and Eurasian languages (including Kazakh and Turkish) are now taught in the Department of German, Nordic, and Slavic (GNS), while Persian is taught in a new Asian Languages and Cultures (ALC) department.

Regional faculty in GNS (Danaher, Evans-Romaine, Miernowska, Reynolds, Shevelenko, Tishler, Tumarkin) have all participated in the ACTFL OPI workshop or had other significant language pedagogy training. Evans-Romaine, director of UW's Russian Flagship program, is a leader in the field of Russian language education, former director of the Middlebury College Davis School of Russian, and co-author of *Golosa*, the most widely used introductory Russian textbook in the US. She has reviewed and rated Intermediate High, Advanced- and Superior-level Russian-language testing materials for the Defense Language Institute and for American Councils for International Education. Evans-Romaine has taught Russian language at all four levels. She and Tumarkin are both ACTFL-certified OPI testers in Russian, as are four current Teaching Assistants (three in the Slavic Department, one in Second Language Acquisition with a Slavic minor). Gulnara Glowacki, who joined GNS in fall 2017 as a senior lecturer, is also an ACTFL-certified OPI tester for Kazakh. Polish lecturer Ewa Miernowska was recognized in 2014 for her excellence in teaching with a prestigious College of Letters & Science award.

Language pedagogy training: UW has demonstrated an abiding commitment to training in language pedagogy. New Russian-language TAs take a four-day language-teaching workshop run by the UW Language Institute and a two-credit graduate-level course on Teaching Methods in Slavic Languages. Experienced TAs take a required teaching practicum every semester of

their appointment. Tumarkin, the language program director, supervises Russian-language TAs, monitors their training, runs the weekly practicum, observes them in the classroom, conducts the department-wide annual assessment, and provides academic and career advising. She has taught Russian language at all levels for 22 years and has received two UW teaching awards. CESSI instructors receive training through the Wisconsin Intensive Summer Language Institutes (WISLI). WISLI director, Felecia Lucht, who holds a PhD in Second Language Acquisition, organizes a week-long orientation before summer classes which includes training in pedagogy and syllabus design. Lucht observes the summer instructors in the classroom, provides feedback, and organizes additional opportunities for professional development.

Performance-based instruction: The language instructional programs in GNS and ALC emphasize oral and written performance abilities corresponding to the ACTFL proficiency guidelines for novice, intermediate, advanced, and superior levels. UW's Russian language curriculum targets advanced language training. UW's Russian Language Flagship has yielded impressive results: 37 students have completed the academic-year Russian Overseas Flagship program at St. Petersburg State University (until 2014) or Al-Farabi Kazakh National University (2015-present) and achieved Superior-level proficiency in speaking, listening, and reading. Four students will participate in the ROF in 2018-19 including a Boren Scholarship recipient. The Russian Flagship Program requires 2-3 hours per week of non-credit individualized and small-group tutoring for students at all levels. It will enroll 34 students in fall 2018 from various majors. These accomplishments testify to the quality of UW's language training, its national leadership in international education and research, and its devotion to language learning and to the internationalization of the undergraduate curriculum across programs of study.

In the Slavic section of GNS, the Czech, Polish, and Serbo-Croatian language programs emphasize performance-based instruction. Students are tested each semester on real-world tasks in all four modalities. Czech and Polish have developed distance learning materials or offered such courses to other campuses. Danaher's innovative pedagogical materials for teaching Czech are used at UW, Texas, Indiana, Kansas, and Brown. These include an online tutorial on the

alphabet and phonetics, an outline of Czech grammatical structure, and text-based cultural materials for different levels of instruction. Miernowska teaches Polish language at all levels including via videoconferencing to students at the University of Illinois through BTAA. Slavic also assesses language proficiency with official tests done by the Polish Association of Language Testers. Both Czech and Polish programs have adopted standards, practices, and goals of the Common European Framework of Reference.

Resources for language teaching and practice: Outside the classroom, student learning is supported by UW's Learning Support Services, which has one of the most sophisticated digital learning labs in the country and provides training in instructional technology. The Language Institute promotes collaboration for research, education, and outreach in languages, literatures, and cultures. UW also has a PhD program in Second Language Acquisition, which enhances the teaching of languages on campus. Students practice language skills in weekly language tables, student-led cultural organizations, and the International Learning Community, which houses 8 language groups, including Russian.

Language proficiency assessment and requirements: The UW Slavic program's assessment plans in Russian language is one of the nation's strongest. It includes a computerized grammar and syntax exam, Moodle-based tests in reading and listening based on ACTFL Proficiency Guidelines, a traditional pencil-and-paper essay exam, and an OPI by one of two department faculty who are ACTFL-certified testers. Slavic graduate students who are non-native speakers of Russian must achieve Advanced Low or better in all four modalities and pass the grammar exam. Most exceed these standards. To better assess CREECA MA and FLAS students' linguistic competence, and to provide benchmarks for future improvements to our program, CREECA evaluates students' Russian language skills in speaking, reading, listening, and knowledge of grammar. This information allows CREECA staff to improve advising, placement, and curriculum planning.

Goals for Section 7, Quality of Language Instructional Program: CREECA will improve upon its high quality language instruction over the next four years as follows: 1) expand

advanced technology in teaching Central Eurasian languages; 2) increase the number of students taking AY and summer language courses at UW, at our partner institutions, and overseas; and 3) increase the language proficiency of more students.

8. Quality of Curriculum Design

UW offers a variety of undergraduate and graduate degree programs in REECAS and extensive study abroad, international internship, research, and summer language opportunities. Table 8 summarizes the content, requirements, and numbers of students in degree programs.

Undergraduate programs: The UW Russian major has three tracks: Language and Literature, Language and Civilization (with an emphasis on area studies), and a track for native Russian speakers. There is also a Polish major; an undergraduate certificate in East Central European Languages, Literatures, and Cultures (launched in fall 2017); and an interdisciplinary undergraduate certificate in REECAS, which can be combined with any major. All undergraduates can apply to UW's Russian Flagship Program; increasingly participants come from STEM or professional fields (Engineering, Zoology, Elementary Education, Marketing).

Graduate programs: Since 2001 CREECA has offered an interdisciplinary MA program in REECAS, providing regional, language, and research training for those seeking jobs in government service, the non-profit and private sectors, academia, and the military (including Eurasia FAOs). MA students planning to pursue additional academic training may elect to write a master's thesis using original-language material. The program length is three or four academic semesters, but students who enter with language skills and commit to intensive summer course work may complete the course of study within 12 calendar months. This accelerated option makes the CREECA MA program an attractive choice for FAOs. CREECA operates two other graduate programs: the doctoral minor in REECAS fulfills the minor requirement of certain UW-Madison PhD programs and the REECAS graduate certificate allows students of any UW graduate or professional degree program to demonstrate expertise in the Eurasian region.

Table 8: Degree Options in Russian, East European, and Central Asian Studies (REECAS)			
Degree Program	Minimum Requirements of Degree	Degrees 2014-18	Current
Undergraduate major in Russian Language and Literature	36 credits: 20 credits in language courses above 4 th -semester Russian; one 4-credit culture course; three literature courses (one at 400-level) for 4 credits each.	24	7
Undergraduate major in Russian Language and Civilization	37 credits: 20 credits in language courses above 4 th -semester Russian; one 4-credit culture course; interdisciplinary survey course on Russia (4 credits); 9 credits in Russian area studies courses.	34	10
Undergraduate major in Russian for Native Speakers	36 credits: 20 credits in language courses above 4 th -semester Russian; one 4-credit culture course; three 4-credit literature courses (one at 400-level). *If students place out of Russian language courses, may take additional Russian literature courses	1	0
Undergraduate major in Polish	24 credits: 9 credits in language courses above 4 th -semester Polish; 6 credits in Polish literature in translation; 9 credits in literature in the original language and culture and area studies	8	5
Undergraduate Certificate in East Central European Languages, Literatures, and Cultures	15 credits, including 2 semesters of intermediate language (Czech, Polish, Serbo-Croatian), and 3 courses in East Central European literature and the arts	N/A (began in 2017)	4
Undergraduate Certificate in REECAS	21 credits, including one interdisciplinary course; 3 courses from at least 2 departments in history and the social sciences; 3 courses in literature and the arts.	25	7
Graduate certificate in REECAS	12 credits in at least 3 departments; 1 seminar paper using original language material; 2 years or the equivalent of language study; M.A. or PhD in a discipline.	2	2
Interdisciplinary MA in REECAS	22 credits of interdisciplinary course work, including 2 graduate seminars and one introduction to Eurasian studies course; regional language study each term (4 semesters of language study minimum).	11	6
MA in Slavic Languages and Literature	30 credits, including 5 credits of “professional courses” in literary theory, linguistics, and pedagogy; 3 2- or 3-credit “foundational courses” in Russian literature; and 2 graduate-level seminars (6 credits); students must achieve a ranking of Advanced Low or higher in Russian (ACTFL proficiency guidelines) on 3 of 5 exams (reading, writing, listening, speaking, grammar).	10	3
PhD in Slavic languages and literature	51 credits (30 MA credits + 21 additional credits), including 9 credits of “professional courses”; all 6 “foundational courses” (16 credits); 3 graduate seminars (9 credits); 9 credits in a PhD minor; demonstrated proficiency in a Slavic language other than Russian (fulfilled by 2 semesters of intensive instruction or passing a language test); demonstrated reading knowledge of French or German; submission of capstone portfolio; submission & defense of dissertation; ranking of Advanced Low or higher in all four modalities of the language (ACTFL proficiency guidelines) on 5 of 5 examinations.	11	19
Doctoral minor in REECAS	9 credits of graduate-level courses in Russian, East European, or Central Asian Studies in 2 departments outside the student’s major department.	2	2

Languages and Cultures of Asia department (now Asian Languages and Cultures) had an option for PhD students to focus on Eurasia in their research; now instruction in Kazakh and Turkish has been shifted to GNS. LCA granted 2017 PhDs for theses on Central Asian Sufism, Kazakh literature, and Turkic linguistics. CREECA's courses supplement professional school degrees: JD (Law School), MA in International Public Affairs (LaFollette School of Public Affairs), BS in International Agriculture and Natural Resources (College of Agriculture and Life Sciences), certificate and BS in International Business Studies (Business School), certificate in Global Health, and an international concentration for MA students in Urban and Regional Planning.

Training for Graduate Students: Graduate students regularly present their research at CREECA's weekly lecture series. All students in UW's summer language programs—including CESSI and intensive summer Russian—can participate in the annual WISLI Joint Student Conference. Both opportunities give students practice presenting their research to audiences with diverse backgrounds and expertise. As noted in Section 1, CREECA requests funding to support annual research symposia in Law, History, and GNS, which will offer graduate students in those disciplines greater opportunities to interact with leading researchers in their fields.

Academic and career advising: The Slavic program provides an advisor for undergraduate majors in Russian and Polish. Faculty and academic staff from CREECA advise students in the MA, undergraduate and graduate certificates, and doctoral minor. REECAS MA students who write a thesis are matched with a main thesis advisor and a second reader from another discipline. UW maintains a Cross-College Advising Service for undeclared students, and the Language Institute has an International Directions Advisor for students studying languages.

CREECA provides career advice and assistance to students interested in area studies careers. Our revamped website (creeca.wisc.edu) includes an "Opportunities Page," which posts career opportunities in government service and other areas of national need identified by CREECA staff. CREECA also invites alumni in various fields back to campus to give public lectures and interact with students. In recent years, CREECA has hosted talks by UW alumni

including Jack Rowe, Department of Defense; Michael Baumann, lead associate at Booz Allen Hamilton; and Darren Thies, Foreign Service Officer with past tours in Tajikistan and Romania and currently stationed in Vladivostok. Interested graduate students are invited to meet informally with returning alumni to discuss career options and network. Other planned career-focused programs, such as collaboration with SuccessWorks, foreign language-focused career workshops, future “Global Professionals” events like a summer career fair for students studying LCTLs at WISLI, and two slots in the lecture series annually for speakers working in non-academic areas of national need, are detailed in Section 1.

Study Abroad: Many UW students take advantage of the extensive study abroad options offered through UW’s International Academic Programs (IAP). IAP connects students who wish to study in REECA countries with ACTR and CIEE, UW professional school programs, such as International Engineering Studies & Programs (IESP) exchanges at technical universities, and short-term, faculty-led seminars abroad. Since 2014, 65 students have participated in the “Conflict and Culture” seminar in Rovinj, Croatia, led by professor Longinovic. Table 9 shows REECA study abroad participation, 2014-2018.

Table 9: Student Participation in Study Abroad (Fall 2014 - Summer 2018)

Program	Country	Total Students
Academic Exchange Bogadici Univ	Turkey	6
Academic Seminar, Rovinj	Croatia	65
ACTR Flagship Program	Kazakhstan	22
ACTR Flagship St Petersburg	Russian Federation	20
ACTR Program in Moscow	Russian Federation	10
ACTR Program in St. Petersburg	Russian Federation	23
ACTR Program in Vladimir	Russian Federation	1
ACTR RLASP-Kazakhstan	Kazakhstan	34
CET Academic Program in Prague	Czech Republic	9
CIEE Acad Program in Warsaw	Poland	1
CIEE Academic Program Budapest	Hungary	18
CIEE Study Center in Prague	Czech Republic	71
IESP Ex-Prague, Czech Republic	Czech Republic	19
IESP Sa-Budapest, Hungary	Hungary	86
Total:		385

International Internships: UW students also have access to a growing number of internships in the East European/Eurasia region. Through UW’s International Internship Program

(IIP), students in the past four years have interned with the US Department of State in Slovenia and in Bosnia and Herzegovina; Association “SPOC” in Bulgaria; the “Prague Post” in the Czech Republic; WorldExpo in Kazakhstan; Caritas in Poland; and IAESTE in Serbia. In summer 2018, IIP launched a new internship in Bratislava with Fulbright Slovakia for UW students. Many others have participated in internships while studying on ACTR or CIEE programs. To meet growing demand, CREECA and IIP are currently working with community partners to create new internship opportunities in Georgia and Lithuania.

Research Opportunities Abroad: Since 2015, CREECA supported graduate student research in Eurasia through summer fieldwork awards of up to \$4,000 for 6-8 weeks of fieldwork in the region. Graduate students of all disciplines are encouraged to apply, and grants (from non-NRC funds) have been awarded to students in fields ranging from Curriculum & Instruction to Political Science. Since 2016, CREECA’s Wisconsin Russia Project grant from CCNY has funded additional summer awards for social science research in Russia. Students have used CREECA awards to conduct fieldwork in Russia (13 awards), Kazakhstan (4), Poland (2), Uzbekistan (2), Kosovo (1), Kyrgyzstan (1), Mongolia (1), Tajikistan (1), and Ukraine (1). Additional fieldwork grants (maximum \$3,000) are available through IRIS. These competitions are announced via CREECA and IRIS websites, social media sites, and student and graduate coordinator email lists.

UW undergraduates and graduates have high rates of success in applying for external fieldwork and language study awards. Since fall 2014, UW students have received 14 Boren Scholarships and Fellowships for the region (Kazakhstan, Russia, Turkey); 5 Critical Language Scholarships (Persian, Russian, Turkish); 10 Fulbright US Student Program awards (Azerbaijan, Czech Republic, Kazakhstan, Mongolia, Russia, Tajikistan, Turkey, and Ukraine); and one Fulbright-Hays DDRA award for Mongolia. CREECA and IRIS disseminate information about these national grant competitions and host application preparation sessions.

Access to study abroad and summer language programs: Each semester more than 1,000 students attend the UW Study Abroad Fair, which provides information about campus and

national programs for every region of the globe. IAP offers peer advising, online resources on UW and non-UW study abroad opportunities, pre-departure orientations, and help transferring credits earned abroad in non-UW programs. IAP gives scholarships for UW students to study abroad, and need-based grants through the UW Office of Financial Aid.

CREECA's support for CESSI, BALSSI, and BBS provides access to domestic summer language programs (see Sections 1 and 3). CESSI is the only domestic summer program offering intensive instruction in Kazakh, Tajik, and Uyghur, and is one of only two offering Uzbek. Enrollment in CESSI has nearly doubled in the last two years, thanks largely to Title VIII support. The fellowships, which are available to graduate students, scholars, and working professionals, have made CESSI more accessible, particularly to non-traditional students. However, the program still relies on support from its consortium partners—including CREECA—for curriculum development, instructor training, programming (including a weekly, public lecture series on Central Eurasia), and FLAS fellowships for undergraduate students.

Goals for Section 8: In the next four years, CREECA will increase the number and diversity of students earning REECAS degrees and certificates by promoting its courses to students, faculty, and advisors in the professional schools. CREECA will also bolster professional development opportunities for students seeking careers in government, business, education, and the non-profit sector, as described in Section 1.

9. Outreach Activities

CREECA's outreach activities, coordinated and directed by Kelly Iacobazzi, draw on the expertise of the center's faculty and graduate students in the humanities, social sciences, and professional schools. CREECA's outreach plans for 2018-2022 are described in detail in Section 1. Table 10 summarizes CREECA's current outreach activities—including teacher trainings, public lectures, and publications—which CREECA plans to continue and enhance over the next four years.

Table 10: CREECA Outreach Activities and Participation (2014-2018)		
Type of Event/Activity	Number of Events	Avg. Number of Participants
In-service & pre-service K-12 teacher trainings	2 per year	20 per workshop
K-12 outreach events (for students & teachers)	10 per year	300 per event
Community college instructor trainings	1 per year	14 per event
Pushkin Summer Institute	6-week summer programs at UW and in Latvia	40 students per year
Events for businesses, NGOs, other community partners	4 per year	50 per event
Concerts, exhibitions, film screenings	10 per year	100 per event
Public lectures	20 per year	35 per event
Special panel discussions	2 per year	100 per event
Media appearances	10 per year	N/A
Monthly e-newsletter	6 per year	1749 subscribers
Annual print newsletter	1 per year	598 subscribers
Website (including listings for area studies jobs & opportunities; links to other resources)	N/A	400 visitors per week
Podcast episodes (since September 2017)	19 episodes	119 plays per episode

Elementary and secondary schools: CREECA contributes to professional development and training of K-12 teachers with at least one training activity on a regional topic and one workshop on a topic of global significance each year, planned in conjunction with UW's Institute for Regional and International Studies (IRIS). CREECA typically collaborates on teacher training activities with other NRCs, local museums, the UW School of Education, and community groups. The globally-focused IRIS workshop is held at one of Wisconsin's MSIs. Education faculty at the host MSI are invited to participate (**NRC AP2, CPP1**). Recent K-12 training topics include: "Ten Months that Shook the World: Russia's Revolutions in a Global Perspective" and "Overcoming Islamophobia: Creating a Positive Classroom Culture." In summer 2018, CREECA is partnering with the National Czech & Slovak Museum & Library of Cedar Rapids, Iowa to offer a three-day educator workshop on "68.77.89: Czechoslovakia from Invasion to Revolution." See Section 1 for future K-12 teacher training plans, including the new Engaging Eurasia Teaching Fellowship program.

CREECA also engages with elementary, middle, and high school students directly. Each year, CREECA staff and students lead language lessons and present on cultural topics at World Languages Day, Global Youth Summit, and other cultural events (see Section 1). Iacobazzi

participates in “international day” celebrations at local elementary and middle schools, where she enlists undergraduate and graduate volunteers to introduce students to Eurasian cultures.

CREECA has a direct and meaningful impact on high school teachers and students through the Pushkin Summer Institute (PSI), an intensive summer program in Russian language and culture for students from underrepresented communities. The domestic program, started in 2012 and supported by STARTALK, provides rigorous instruction in Russian with the goal of preparing students for the demands of college life. In 2015 CREECA introduced the PSI Abroad, part of the National Security Language Initiative for Youth (NSLI-Y), in which high school students study Russian for six weeks in Daugavpils, Latvia. Students who complete the PSI programs are able to enter college-level Russian courses at an advanced level. In summer 2018, 28 students will participate in the domestic PSI and 15 students in the PSI Abroad. Most are first-generation college-bound students and come from high schools where the student population is predominantly Latino or African-American. As noted in Table 1, Section 1, CREECA will improve the preparation of teachers of Russian at the K-12 level by convening a summer teacher residency in summer 2020 for teachers of Russian that builds on PSI resources. Participants will observe the unique approach of PSI-STARTALK language-learning and extracurricular activities, consult with the PSI faculty leads, Bethea and Nesterchouk, on curriculum design, instructional materials, and assessment tools, and participate in discussions moderated by experts from the Language Institute on incorporating aspects of PSI curricular design in their courses.

Postsecondary institutions: As discussed in Section 1, CREECA has undertaken major outreach with community colleges and MSIs, providing support for third-year Russian instruction at UW-La Crosse, professional development grants for MSI and community college faculty, and support for the Madison College Global Studies Passport Program. **(NRC CPP1).**

Business, media, and the general public: CREECA engages with local businesses, non-profits, the media, and the general public. The weekly CREECA lecture series is held throughout the academic year and during the eight-week summer session. CREECA invites a mixture of scholars, government officials, and working professionals to give talks on a wide range of

regional topics, reflecting a broad spectrum of viewpoints (**API**). Lectures are always free and open to the public. Since 2017, recordings of CREECA lectures are available as a podcast via SoundCloud, iTunes, and Google Play, giving CREECA lectures national reach.

CREECA organizes high-profile panel discussions on regional “hot topics,” inviting speakers with conflicting viewpoints to discuss controversial subjects such as information warfare in Ukraine and Russian influence in US elections. These events are widely publicized and leave ample time for a lively audience Q&A (**API**). Other cultural events that spark interest in the region include free public film screenings, art exhibits, and concerts, including concerts by the CREECA-supported UW Russian Folk Orchestra. Jacobazzi arranges to have visiting musicians conduct workshops at a local school in addition to their public performances.

One way CREECA engages with local businesses and entrepreneurs is by working with Gary Kirking, Community Resource Development Agent at UW-Extension, who organizes trips by delegations of Wisconsin business leaders and government officials to Kazakhstan to learn from and advise their Kazakh counterparts. Recent delegations included representatives from the Wisconsin Farm Bureau Federation and the Wisconsin Counties Association; delegates then share their experiences at UW public events covered by local media outlets.

Lastly, CREECA faculty regularly make media appearances on local television and radio stations, including Wisconsin Public Television (WPT) and Wisconsin Public Radio (WPR). Our sociology and political science faculty are frequent guests on WPT’s Here & Now program (where they have been interviewed on current affairs topics such as Russian influence in US elections), WPT’s University Place, and WPR’s University of the Air, all of which aim to bring the research and knowledge of UW faculty to the people of Wisconsin and beyond.

Goals for Section 9: As described in Section 1, CREECA will continue and expand its extensive outreach to K-12 teachers and students, postsecondary institutions (including MSIs), businesses, the media, and the public in 2018-22, including new activities like the Engaging Eurasia Teaching Fellowship and a workshop for high school teachers of Russian.

10. Foreign Language and Area Studies Fellowships Awardee Selection Procedures

FLAS fellowships at UW are awarded on a competitive basis after careful review of applications by a faculty committee. Each year CREECA's Administrative Council appoints a FLAS Review Committee of 4-6 tenure-related professors from history, a social science department, Slavic, and other units. Starting in November, CREECA advertises the competition widely via its affiliated departments and faculty, campus diversity offices, its e-newsletter, on social media, the CREECA and other campus units' websites, email announcements to CREECA's student lists, and email announcements to all graduate coordinators and undergraduate advisors. In early December and late January, CREECA and IRIS hold information sessions and drop-in advising about eligibility, priorities, and the selection process for undergraduate and graduate prospective applicants. CREECA makes special efforts to publicize the competition to faculty, students, and advisors in fields such as Business, Law, Public Health, Public Policy, Environmental Studies, Communication, Journalism, and Education, and encourages its affiliated faculty in UW's professional schools to identify and advise potential applicants early on. At UW, many professional school students can take graduate-level courses in their fields to satisfy the area studies requirements of the FLAS (e.g., Agriculture and Applied Economics 474: Economic Problems of Developing Areas and Law 812: Comparative Law, both taught by CREECA faculty with at least 25% regional content). In the past four years, CREECA has given FLAS awards to students in the Law, Education, and Library and Information Science Schools. Full data on the disciplinary background of CREECA FLAS awardees are presented in Table 11.

UW's online FLAS application system (flas.wisc.edu) streamlines admissions, screening, awards-management, and record-keeping procedures for the FLAS competition. The central FLAS portal enhances the program's visibility as departments link it to funding resource pages on their websites. CREECA now receives competitive applications from students in more varied disciplines than in the past, such as Chemical Engineering, Dairy Science, Educational Policy, Environment and Resources, Genetics, and Geological Engineering.

By the mid-February deadline, applicants submit to CREECA an online application that includes their major, academic record, a statement on career goals, prior language study, intended language and area studies courses,

Graduate Awards (By Discipline)			
Anthropology	1	Law	3
Art History	2	Library & Information Science	2
Comparative Literature	1	Mathematics	1
Educational Policy & Analysis	1	Political Science	2
Environment & Resources	1	REECAS	6
Geography	2	Slavic Languages & Literature	10
History	10		
Undergraduate Awards (By Discipline)			
Chemical Engineering	1	History	1
Dairy Science	1	International/Area Studies	5
Environmental Sciences	1	Mathematics	1
Genetics	1	Political Science	4
Geological Engineering	1	Russian	5

standardized test scores, a language evaluation, and two letters of recommendation. The application furthermore asks students to submit their expected family contribution (EFC) as determined by the Free Application for Federal Student Aid, which applicants are urged to complete by the mid-February FLAS application deadline.

Czech	1	Serbo-Croatian	4
Kazakh	10	Tajik	1
Persian	6	Turkish/Azeri	4
Polish	2	Ukrainian	1
Russian	33	Uzbek	1

In early March, the FLAS selection committee meets to review and rank the applicants on merit and financial need.

Applicants for academic-year graduate, academic-year undergraduate, and summer

fellowships are considered separately. Undergraduate applicants must be studying a language at the second-year level or higher. The committee gives preference to students with demonstrated financial need (**FLAS CPP1**) and aims for regional and disciplinary balance, which is shown in table 12. Of the 63 awards made from 2014-2018, 56% were made to women.

For 2018-2022, CREECA seeks funding for 7 graduate academic-year awards, 2 undergraduate academic-year awards, and 5 summer awards for the study of Czech, Kazakh, Persian, Polish, Russian, Serbo-Croatian, and Turkish (Azeri). US/ED considers all seven languages to be Less Commonly Taught Languages (LCTLs) and all except for Czech to be

priority languages. CREECA thus pledges to make 100% of FLAS awards in LCTLs and at least 75% in priority languages (**FLAS CPP2**).

Goal for Section 10: CREECA seeks to increase the diversity of FLAS applicants in terms of traditionally underrepresented groups (gender, race, national origin, disability, or age), but also increase applications from students in fields beyond the humanities and social sciences. This includes increasing FLAS applicants from UW's professional schools. CREECA also plans to continue administering innovative alumni surveys (see Section 3) to evaluate how FLAS recipients use their language skills and regional knowledge in their careers.

11. Priorities (FLAS & NRC Competitive Preference Priorities)

FLAS CPP1 (Fellowships for students who demonstrate financial need) & FLAS CPP2 (Fellowships in LCTLs). As described above in Section 10, CREECA's FLAS review committee will give preference to students with demonstrated financial need, as determined by the student's reported expected family contribution (EFC). CREECA pledges to make 100% of FLAS awards in LCTLs and at least 75% of FLAS awards in priority languages.

NRC CPP1 – Collaboration with MSIs and/or community colleges. CREECA plans to continue and build on its relationships with Wisconsin's Minority Serving Institutions (MSIs) and community colleges by hosting annual workshops at MSIs; expanding access to third year Russian to UW-La Crosse and other MSIs within the UW System; promoting and further expanding the Global Studies Passport Program at Madison College; launching an annual MSI/community college professional development grant competition; and increasing MSI faculty and student participation in CREECA events.

NRC CPP2 – Collaborative activities with teacher education programs. CREECA will collaborate with Education programs at UW and Harvard on the First-Year Interest Group (FIG) on globalizing education and the Engaging Eurasia Fellowship. Host institutions' education faculty and advanced education majors will be invited to participate in the annual MSI workshop. In 2020, CREECA also plans to hold a training activity for high school teachers of Russian in conjunction with its pre-college Pushkin Summer Institute (PSI) program (Section 9).

Other Attachment File(s)

* Mandatory Other Attachment Filename:

To add more "Other Attachment" attachments, please use the attachment buttons below.

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: \$256,000 Year 2: \$256,000 Year 3: \$256,000 Year 4: \$256,000

FLAS Request

Year 1: \$298,500 Year 2: \$298,500 Year 3: \$298,500 Year 4: \$298,500

Type of Applicant

Single institution University of Wisconsin-Madison, Center for Russia, East Europe, and Central Asia (CREECA)

- 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.

Czech, Kazakh, Persian, Polish, Russian, Serbo-Croatian, Turkish (Azeri)

National Resource Center for Russia, East Europe, and Central Asia

University of Wisconsin-Madison

ABSTRACT

The Center for Russia, East Europe, and Central Asia (CREECA) at the University of Wisconsin-Madison (UW) is one of the premier institutions in the United States for research and training on the region, with a strong tradition of public outreach.

MISSION

- Provide top quality interdisciplinary expertise on Russia, East Europe, and Central Asia (REECA), including language proficiency, to a substantial and growing number of undergraduate and graduate students who will use this expertise in professional, government, or academic careers.
- Implement wide-ranging, innovative, and effective outreach programs that cultivate knowledge about and interest in the region for K-12 teachers and students, the general public, the media, business, and the academic community.
- Collaborate with others in the Slavic, East European, and Central Asian field to support instruction in critical languages and disseminate best teaching practices in the languages of the region.
- Sustain, enrich, and expand the interdisciplinary of community of scholars working on the region, at UW, within the state of Wisconsin, and across the country.

DEGREE PROGRAMS, LANGUAGES, AND DISCIPLINES

- Interdisciplinary MA program in Russian, East European, and Central Asian Studies (REECAS), designed to provide training for future professionals in areas of national need, and also areas of need in the education, business, and non-profit sectors.
- Undergraduate and graduate certificates in REECAS; BA, MA, and PhD programs in Slavic Languages and Literature.
- 94 language courses—instruction available in 7 languages of the region, with 3 levels or more available in 4 languages; three language faculty certified as ACTFL OPI testers.
- Host of Central Eurasian Studies Summer Institute (CESSI) since 2011.
- 173 area-related courses – multiple offerings in political science, history, geography, and literature; and regular offerings in professional programs, such as law, public affairs, and education.

FACULTY

- 46 core faculty and instructional academic staff, including 20 language specialists, 10 social scientists, and 34 humanists; large UW and regional network of associated faculty and external affiliates who work on the region.

LIBRARY

- Holdings exceed 335,000 titles, including many specialized collections.
- Extensive online access newspapers, journals, and census data.

OUTREACH

- Institutes for K-16 teachers and instructors.
- Dynamic speaker series (more than 40 annually); roundtables on current issues.
- Annual symposia in collaboration with UW departments and programs, other NRCs.

National Resource Center for Russia, East Europe, and Central Asia

University of Wisconsin-Madison

ABSTRACT

FUTURE GOALS

CREECA's programs in 2018-22 are designed to meet four broad project goals, each of which addresses Absolute and Competitive Preference Priorities (**CPP**) for NRC and/or FLAS.

1. Strengthen Russian, East European, and Central Asian Studies (REECAS), including instruction in the critical languages of this region, at UW-Madison, specifically:
 - a. Increase the depth and quality of regional language and area knowledge among UW students and faculty by creating new courses in REECAS, incorporating new area studies content into existing courses, offering instruction in critical languages through the advanced level, and improving proficiency assessment of students in REECA languages.
 - b. Increase the number of students taking REECAS courses and who receive degrees or certificates in REECAS, concurrently increasing the diversity of our students by drawing in traditionally underrepresented groups (in terms of gender, race, national origin, disability, or age), as well as students in professional schools and STEM fields, beyond CREECA's traditional base in the humanities and social sciences.
 - c. Offer more opportunities for graduate and undergraduate students to learn about different career paths where they can use their REECAS expertise and language skills in areas of need in government service, education, business, and non-profit work.
 - d. Enhance UW Library acquisitions in REECAS, which serves UW faculty and students, K-12 teachers, and faculty at community colleges, MSIs, and other UW System campuses; encourage faculty to work with Library staff on incorporating library training sessions in their syllabi, further increasing student use of this incomparable resource.
2. Expand the community of scholars in Russian, East European, and Central Asian studies and languages and increase access to training in REECAS for external constituencies, namely:
 - a. Implement collaborative activities in area studies and language instruction with community colleges and Minority-Serving Institutions (**CPP1**).
 - b. Design effective outreach programs in REECAS for K-12 teachers and students, working with schools of education and teacher education programs; collaborate with the Institute for Regional and International Studies (IRIS) on implementing cross-regional institutes for K-12 teachers and faculty at community colleges and MSIs (**CPP1 and 2**).
 - c. Implement wide-ranging, innovative, and effective outreach programs that cultivate knowledge about and interest in the region for business, media, and the general public, working with other UW programs and departments in order to leverage NRC funds.
3. Partner with other institutions in the REECA field on projects of a national scale:
 - a. Support cross-university collaborative summer language training programs in order to provide learning opportunities and disseminate best teaching practices in the languages of the region.
 - b. Create new textbooks in critical languages, specifically Kazakh.
 - c. Partner with NRCs and teacher education programs across the US to design and implement REECAS outreach programs for K-12 teachers and students (**CPP2**).
4. Improve the evaluation of our programs and better assess CREECA's impact, including repeating an innovative series of alumni and student surveys.

Center for Russia, East Europe, and Central Asia (CREECA), University of Wisconsin-Madison
LIST OF ABBREVIATIONS/ACRONYMS

FLAS CPP1	FLAS Competitive Preference Priority 1	FLAS CPP2	FLAS Competitive Preference Priority 2
NRC AP1	NRC Absolute Priority 1	NRC AP2	NRC Absolute Priority 2
NRC CPP1	NRC Competitive Preference Priority 1	NRC CPP2	NRC Competitive Preference Priority 2

AAE	Agricultural and Applied Economics, Department of (UW)
AATSEEL	American Association of Teachers of Slavic & Eastern European Languages
ACIE	American Councils for International Education
ACLS	American Council of Learned Societies
ACTFL	American Council on the Teaching of Foreign Languages
ACTR	American Council of Teachers of Russian
ALC	Asian Languages and Cultures, Department of (UW)
ARL	Association of Research Libraries
ASAS	Area Studies Alumni Survey
ASEEES	Association for Slavic, East European, and Eurasian Studies
AY	Academic Year
BALSSI	Baltic Studies Summer Institute
BBS	Balkan and Black Sea Language Consortium
BTAA	Big Ten Academic Alliance
CCNY	Carnegie Corporation of New York
CeLCAR	Center for Languages of the Central Asian Region (Indiana University)
CESS	Central Eurasian Studies Society
CESSI	Central Eurasian Studies Summer Institute
CET	CET Academic Programs (study abroad organization)
CIC	Committee on Institutional Cooperation (Universities of the Big Ten & U. of Chicago)
CIEE	Council on International Educational Exchange
CIS	Commonwealth of Independent States
CLP	Collaborative Language Program (UW System)
CREECA	Center for Russia, East Europe, and Central Asia (UW)
CRL	Center for Research Libraries (Chicago)
DFID	Department for International Development (United Kingdom)
EEFT	Engaging Eurasia Teaching Fellowship
EFC	Expected Family Contribution
EO/AA	Equal Opportunity and Affirmative Action
FAFSA	Free Application for Federal Student Aid
FAO	Foreign Area Officer
FIG	First-Year Interest Group (UW)
FSU	Former Soviet Union
FTE	Full Time Equivalent
GEAC	Global Education Achievement Certificate
GEPA	General Education Provisions Act
GLOWS	Global Learning Outcomes at Wisconsin Survey (UW)
GLS	General Library System (UW)
GNS	German, Nordic, and Slavic, Department of (UW)
GYS	Global Youth Summit (UW)
IAESTE	International Association for the Exchange of Students for Technical Experience
IAP	International Academic Programs (UW)
IAUNRC	Inner Asian and Uralic National Resource Center (Indiana University)
ID	International Division (UW)
IESP	International Engineering Studies & Programs (UW)
IIP	International Internship Program (UW)
IREX	International Research and Exchanges Board

Center for Russia, East Europe, and Central Asia (CREECA), University of Wisconsin-Madison
LIST OF ABBREVIATIONS/ACRONYMS

IRIS	Institute for Regional and International Studies (UW)
JPRS	Joint Publications Research Service Reports
K-12	Kindergarten – 12 th grade
K-16	Kindergarten – postsecondary
L&S	College of Letters and Sciences (UW)
LCA	Languages and Cultures of Asia, Department of (UW)
LCTL	Less Commonly Taught Language
MC	Madison College (formerly Madison Area Technical College)
MITA	Madison International Trade Association
MSI	Minority Serving Institution
NCEEER	National Council for Eurasian and East European Research
NICHHD	National Institute of Child Health and Human Development
NSEP	National Security Education Program
NSF	National Science Foundation
NSLI-Y	National Security Language Initiative for Youth
NU	Nazarbayev University
OPI	Oral Proficiency Interview
PONARS	Program on New Approaches to Eurasian Security
PSI	Pushkin Summer Institute (UW)
RAC	Russian across the Curriculum (UW)
REECA	Russia, East Europe, and Central Asia
REECAS	Russian, East European, and Central Asian Studies
ROF	Russian Overseas Flagship Program
SoE	School of Education (UW)
SSRC	Social Science Research Council
STEM	Science, Technology, Engineering, and Mathematics
SWEPT	Standardized Wisconsin Evaluation Program for Title VI (UW)
TA	Teaching Assistant
USC	University of Southern California*
US/ED	US Department of Education
UW	University of Wisconsin-Madison
UW-EC	University of Wisconsin-Eau Claire
UW-L	University of Wisconsin-La Crosse
UWSC	UW Survey Center
WISLI	Wisconsin Intensive Summer Language Institutes (UW)
WPR	Wisconsin Public Radio
WPT	Wisconsin Public Television

CENTER FOR RUSSIA, EAST EUROPE, AND CENTRAL ASIA (CREECA)
University of Wisconsin-Madison
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NRC and FLAS Applicant Profile

Abstract

List of Abbreviations/Acronyms used in Narrative

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Supplemental Information to Meet Statutory Requirements
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Appendices

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**University of Wisconsin-Madison
Center for Russia, East Europe, and Central Asia (CREECA)**

Comprehensive National Resource Center and FLAS Program

Information to Meet §602(e) Statutory Requirements

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:*

With Russia and Eurasia increasingly in the news, the Center for Russia, East Europe, and Central Asia (CREECA) is acutely aware of its obligation as a National Resource Center not only to share with the public the research and expertise of its faculty, but also to promote diverse perspectives and healthy debate on a controversial world region. CREECA does this primarily through its outreach programming—particularly its weekly lecture series and special panel discussions on regional “hot topics.” CREECA’s public lectures and panel discussions directly address some of the most contentious issues facing the region, such as the ongoing conflict in Eastern Ukraine, Russian attempts to influence the 2016 US elections, and memory politics in contemporary Poland.

We challenge our audience to consider the complexity of these issues by presenting the varied, often conflicting perspectives of different scholars and practitioners working in the field. We invite critical thinkers from across the political spectrum in the academy, public service, and the private sector to speak at our public events. Recent speakers include American, Ukrainian, Russian, Kazakh, and Uzbek scholars of diverse disciplines, high-profile officials from the US Department of State and US Army, as well as former Russian and Soviet government officials.

CREECA’s Wisconsin Russia Project, funded by a grant from the Carnegie Corporation of New York, aims specifically to increase collaborations in scholarly research and graduate training on Russia between Russia-based and US-based social scientists. By bringing to UW dozens of young Russian scholars for stays ranging from several days to an entire year, the Project ensures that diverse perspectives from Russia on contemporary issues that divide the United States and Russia are well-represented on campus, much to the benefit of UW faculty, students, and the larger Madison community.

CREECA’s programming welcomes people of all ages, races, genders, abilities, religions, socio-economic backgrounds, and national origins to engage in respectful debate at our lectures and panel discussions. We make a point to promote our public events widely, including in local newspapers, in widely circulated e-newsletters, and on Wisconsin Public Radio. We encourage audience participation and inquiry by providing ample time for Q&A, especially following panel discussions on contentious issues. CREECA’s mission in organizing this diverse and inclusive array of programming is to serve the public by illuminating different sides of the complex issues facing Eurasia and US-Eurasian relations, encouraging dialogue, and fighting common misperceptions on various sides of the conflicts.

- 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*

CREECA encourages government service and other careers in areas of national need through a variety of ways. It does so first and foremost by inviting alumni who are working in such fields back to UW to speak with current students. Recent alumni guests include a US Department of State Foreign Service Officer and a lead associate at Booz Allen Hamilton. CREECA similarly arranges for visiting speakers from government agencies to meet informally with students to discuss career paths. For example, in November 2017 Daniel Rosenblum, Deputy Assistant Secretary for the Bureau of South and Central Asian Affairs at the Department of State, came to campus and met with a group of around 15 students who are considering careers serving the US government in an international capacity.

All students enrolled in CREECA's undergraduate and graduate programs are also encouraged to attend global professional events organized by our campus partners, including the Russian Flagship Program, the Language Institute, and SuccessWorks, the College of Letters & Science's career services office. SuccessWorks employs a full-time advisor exclusively dedicated to coaching students to apply for local, state, and federal positions. This advisor holds interview and resume-writing clinics and unpacks some of the technical complexities of securing government employment such as identifying opportunities via USAJobs, interpreting GS rankings and KSA requirements, and understanding security clearances. Through the International Internship Program (IIP), UW students also have the opportunity to intern at US embassies in Slovenia and Bosnia & Herzegovina, Fulbright Slovakia, and various internationally-focused non-profit organizations. Finally, CREECA staff regularly research and post area studies jobs and internships in critical fields on the "Opportunities" page of its website and on social media.

As a result of these efforts, CREECA graduates have successfully pursued a variety of careers that serve national needs. Alumni work in diverse fields such as commercial litigation, serving US companies conducting business in Eurasia; US Departments of State, Defense, and Agriculture; US Army; and international consulting firms. CREECA in recent years has increased its alumni outreach, and has started featuring alumni profiles in its monthly e-newsletter. These profiles are then archived on the website and provide current students with different perspectives on varied area studies career paths (<https://creeca.wisc.edu/e-newsletter-archive/>).

CVs and Position Descriptions

This appendix includes information about all CREECA faculty and academics staff. CREECA has a large and diverse community of faculty, staff, and affiliated scholars. The appendix is organized as follows:

1. **CREECA core staff**.....2

Core CREECA program staff include the director, associate director, assistant director for operations/outreach coordinator, and the on-site director for the Pushkin Summer Institute. They have the most direct oversight of the proposed project.

2. **CREECA core faculty**.....5

Core CREECA faculty (and instructional academic staff) are those who have a primary teaching and research interest in Russia, Eastern and Central Europe, and/or Central Asia. They regularly teach courses on the region, participate in regular service requirements for CREECA, and in CREECA outreach and public service activities. CREECA faculty will contribute significant time and expertise to the proposed project

3. **IRIS staff**.....25

The Institute for Regional and International Studies (IRIS) serves as an umbrella organization to coordinate initiatives across area and international studies centers. The staff of IRIS contribute to CREECA in such spheres as outreach, communications, business services, fellowships and awards, advising, finance, and summer intensive language programs.

4. **CREECA associates**.....29

CREECA associates are those faculty members whose scholarly interests and activities intersect with those of CREECA and have a secondary research and/or teaching interest in the region. Also included are academic and university staff members whose interests and activities intersect with those of CREECA. CREECA associates contribute to the center's mission of teaching, research, and outreach on the region.

5. **External affiliates**.....41

CREECA external affiliates are faculty and instructional staff members beyond UW-Madison who have a primary research and/or teaching interest in Russia, Eastern and Central Europe, and/or Central Asia. They work at campuses at the University of Wisconsin System and at other two-year and four-year colleges and universities in Wisconsin and neighboring states. CREECA external affiliates participate in the life of the center in various ways: presenting at the CREECA lecture series, participating in outreach events in Madison and around Wisconsin and neighboring states, and being part of a network of like-minded scholars at UW-Madison.

6. **Position descriptions**.....55

Also included are position descriptions for proposed positions that are not yet filled.

CREECA Core Staff

Theodore P. Gerber
Director, CREECA

Sociology

Time Devoted to CREECA: 100%

Tenure Status: Professor (tenured)

Educational History: Ph.D. University of California, Berkeley, 1995
M.A. University of California, Berkeley, 1991
B.A. University of Michigan, Ann Arbor, 1987

Academic Specializations: Social stratification, Demography and ecology

Languages: French (4), Russian (4), Spanish (1)

Field Experience: Russia, Kazakhstan, Spain

Area Studies Courses: SOC 170/496: Population and Society in Contemporary Russia
SOC 360/361: Statistics for Sociologists I and II
SOC 633/923: Social Stratification
SOC 971: Migration and Migrants

Graduate students supervised: 14

Academic Experience/Honors: Director, Title VI Evaluation, International Institute, University of Wisconsin
Steering Committee Member, Wisconsin Russia Project
Grant recipient, Carnegie Corporation of New York
Grant recipient, Minerva Initiative, Department of Defense
Recipient, Kellett Mid-Career Award, University of Wisconsin
Editorial Board Member, *Research in Social Stratification and Mobility*
Editorial Board Member, *Post-Soviet Affairs*
Advisory Board Member, Association for Slavic, East European, & Eurasian Studies
Former Consultant on Survey Research in Russia, Democracy International
Former Consultant on Social Statistics and Survey Research in Russia, Center for Strategic and International Studies

Selected Recent Publications:

2017 “Public Opinion on Human Rights in Putin-Era Russia: Continuities, Changes, and Sources of Variation” *The Journal of Human Rights* 16(3): 314-331.

2017 “Experiences of Homeownership and Housing Mobility after Privatization in Russia” *Housing Wealth and Welfare*, eds. C. DeWilde and R. Ronald. Edward Elgar Press.

2016 “Migration, Household Tasks, and Gender: Evidence from the Republic of Georgia” *International Migration Review* 50(2): 445-474, with Karine Torosyan and Pilar Gonalons-Pons.

2016 “Does Russian Propaganda Work? Survey Evidence from Four Post-Soviet Countries” *The Washington Quarterly* 39(2): 79-98, with Jane Zavisca.

2016 “The Socioeconomic, Demographic, and Political Effects of Housing in Comparative Perspective” *Annual Review of Sociology* 42: 347-367, with Jane Zavisca.

2015 “Work Beyond Pension Age in Russia: Contextual Conditions Labor Market Dynamics” *Comparative Perspectives on Work Beyond Retirement Age*, ed. Simone Scherger. Palgrave Macmillan.

2015 “Foreign Policy and the United States in Russian Public Opinion” *Problems of Post-Communism* 62(2): 98-111.

2014 “Beyond Putin? Nationalism and Xenophobia in Russian Public Opinion” *The Washington Quarterly* 37(3): 113-34.

Language Proficiency levels are self-reported according to the following scale: 1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native.

Jennifer Tishler*Associate Director, CREECA***Center for Russia, East Europe & Central Asia**

Time Devoted to CREECA: 100%

Tenure Status: Associate Director, CREECA (non-tenured)

Educational History: Ph.D. University of Wisconsin-Madison, 1999
M.A. University of Wisconsin-Madison, 1993
B.A. Mount Holyoke College, 1991

Academic Specializations: Russian language, Women in Russian literature, Twentieth-century literature

Languages: Russian (5), German (2)

Field Experience: Russian

Area Studies Courses: SLAV 275-276: Third-Year Russian I/II
SLAV 253: Interdisciplinary Survey of Russia
SLAV 350/LT 247: Russian Folklore and Folktales
LT 233: Russian Life and Culture through Literature and Art to 1917
LT 234: Soviet Life and Culture through Literature and Art from 1917
SLAV 405/LT/GWS 205: Women in Russian Literature

Academic Experience/Honors: L&S Mid-Career Academic Staff Award
Faculty Associate, CREECA
Honored Instructor Award, UW-Madison
Former ASEES Communications Committee
Member, Project GO Working Group
Member, Association for Slavic, East European, and Eurasian Studies

Kelly Iacobazzi*Assistant Director/Outreach Coordinator, CREECA***Center for Russia, East Europe & Central Asia**

Time Devoted to CREECA: 100%

Tenure Status: Assistant Director for Operations, CREECA (non-tenured)

Educational History: M.A. Harvard University, 2015
B.A. Grinnell College, 2012

Academic Specializations: Ukrainian politics

Languages: Russian (4), Czech (1), Ukrainian (1)

Field Experience: Czech Republic, Ukraine, Russia

Academic Experience/Honors: FLAS Fellow
Coordinator, Central Eurasian Studies Summer Institute (CESSI)
FLAS undergraduate coordinator and advisor
Outreach Coordinator, CREECA
Freelance translator, Russian
Volunteer English copy editor, *Krytyka Magazine*

Language Proficiency levels are self-reported according to the following scale: 1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native.

Anna Nesterchouk**Center for Russia, East Europe & Central Asia***Program Coordinator, Pushkin Summer Institute*

Additional Affiliations:	English as a Second Language
Time Devoted to CREECA:	66%
Tenure Status:	Admin Program Specialist (non-tenured)
Educational History:	M.S. University of Wisconsin-Madison, 2012 M.A. Yaroslavl State Pedagogical University (Russia), 2002 B.A. Yaroslavl State Pedagogical University (Russia), 2002
Academic Specializations:	ESL, World language education, Foreign language instruction
Languages:	Russian (5), French (3)
Field Experience:	Russia
Academic Experience/Honors:	Lecturer, English Department Lead Instructor/Curriculum Designer, Pushkin Summer Institute Russian Language Instructor/ACTFL OPI tester, Pushkin Summer Institute Teacher trainer/Mentor, Madison Russian School, Inc. Recipient, Mark and Elisabeth Eccles Teaching Award

Language Proficiency levels are self-reported according to the following scale: 1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native.

Core Faculty

Maria Belodubrovskaya

Communication Arts

Additional Affiliations: Art Institute
Time Devoted to CREECA: 95%
Tenure Status: Associate Professor (tenured)
Educational History: Ph.D. University of Wisconsin-Madison, 2011
 M.A. University of Wisconsin-Madison, 2005
Academic Specializations: Russian/Soviet cinema, Soviet intellectual history and visual culture
Languages: Russian (5), French (1), Finnish (1), Hungarian (1)
Field Experience: Russia
Area Studies Courses: CA 456: Russian and Soviet Cinema
Graduate students supervised: 1
Academic Experience/Honors: Participant, Russian Film Symposium, University of Pittsburgh
 Postdoctoral Fellow, Davis Center for Russian and Eurasian Studies, Harvard
 Mellon/ACLS Early Career Dissertation Fellowship
Selected Recent Publications:
 Forthcoming "The Cine-Fist: Eisenstein's Attractions, Mirror Neurons, and Contemporary Action Cinema"
Projections 12(1): 1–18.
 2017 *Not According to Plan: Filmmaking under Stalin* Ithaca, NY: Cornell University Press.
 2017 "Plotlessness: Soviet Cinema, Socialist Realism, and Non-Classical Storytelling" *Film History*
 29(3): 169–192.

David Bethea

German, Nordic & Slavic

Additional Affiliations: Pushkin Summer Institute
Time Devoted to CREECA: 100%
Tenure Status: Professor Emeritus
Educational History: Ph.D. University of Kansas. 1977
 M.S. Georgetown University, 1974
 B.A. Washington and Lee University, 1970
Academic Specializations: Pushkin, Modern Russian poetry, Russian/Slavic literary theory
Languages: Russian (5), French (3), Serbo-Croatian-Bosnian (1/2), Latin
Field Experience: Russia
Area Studies Courses: LT 201/203: Survey 19th-Century Russian Literature
 SLAV 321: 4th Year Russian
Graduate students supervised: 5
Academic Experience/Honors: Program Director, Pushkin Summer Institute
 Grant recipient, STARTALK
Selected Recent Publications:
 2014 "Another Look at Pushkin's Byronism," *Zapiski russkoi akadem icheskoj gruppy*
 2014 *The Superstitious Muse: Thinking Russian Literature Mythopoetically*

Language Proficiency levels are self-reported according to the following scale: 1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native.

Rachel F. Brenner**Center for Jewish Studies**

Time Devoted to CREECA:	40%
Tenure Status:	Professor (tenured)
Educational History:	Ph.D. York University, 1986 M.A. Tel Aviv University, 1976 B.A. Hebrew University, 1968
Academic Specializations:	Modern Hebrew literature, Holocaust literature and ethics
Languages:	Hebrew (5), Polish (5)
Area Studies Courses:	Representations of Women in Jewish Literature JS 356: Jerusalem, Holy City of Conflict and Desire JS 430: Holocaust: Testimony and Expressions
Academic Experience/Honors:	Recipient, Kellet Mid-Career Faculty Research Award Recipient, USC Book Prize in Literary and Cultural Studies, ASEEES Honored Instructors Award Senior Fellow, Institute for Research in the Humanities Max and Frieda Weinstein-Bascom Professorship in Jewish Studies Faculty Affiliate, Women's Studies
Selected Recent Publications:	
2014	<i>The Ethics of Witnessing: The Holocaust in Polish Writers' Diaries from Warsaw, 1939-1945</i> IL: Northwestern University Press.
2014	"The Final Solution in Early Polish Testimonial Fiction: The Impact of the Holocaust on the Witnessing World" <i>Dapim: Studies on the Holocaust</i> 28(2): 121-138.

Michael Chamberlain**History**

Time Devoted to CREECA:	50%
Tenure Status:	Professor (tenured)
Educational History:	Ph.D. University of California, Berkeley, 1992 M.A. University of California, Berkeley, 1986 B.A. University of California, Berkeley, 1982
Academic Specializations:	Social/cultural history of medieval Middle East, Islamic political movements
Languages:	Arabic (5), French (2)
Field Experience:	Egypt
Area Studies Courses:	HIS 205: The Making of the Islamic World: The Middle East, 500-1500 HIS 225: The First Islamic Empire HIS 439: Islamic History from the Origins of Islam to the Ottomans HIS 858: Medieval Islamic Social History
Graduate students supervised:	4

Language Proficiency levels are self-reported according to the following scale: 1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native.

Kathryn Ciancia**History**

Time Devoted to CREECA:	100%
Tenure Status:	Assistant Professor (tenure-track)
Educational History:	Ph.D. Stanford University, 2011 M.A. University College (U.K.), 2004 B.A. University of Oxford (U.K.), 2002
Academic Specializations:	Modern Eastern Europe, Polish national identity, Polish diaspora
Languages:	Polish (4)
Field Experience:	Poland
Area Studies Courses:	HIS 425: A History of Poland in the World HIS 200: Historical Studies – Mass Violence in Europe, 1900-1950 HIS 223: Eastern Europe Since 1900: War, Revolution, Society HIS 500/891: People, Ideas, and Institutions on the Move: Transnational Histories of Modern Europe
Graduate students supervised:	1
Academic Experience/Honors:	Center for the Humanities First Book Award Mellon Foundation Dissertation Fellowship
Selected Recent Publications:	
2017	“Borderland Modernity: Poles, Jews, and Urban Spaces in Interwar Eastern Poland” <i>Journal of Modern History</i> 89(3).
2016	Review, Brian Porter-Szűcs, Poland in the Modern World: Beyond Martyrdom, Patrice Dabrowski <i>Poland: The First Thousand Years</i> , in <i>Journal of Modern History</i> 88(3): 709–711.

Thomas Dale**Art History**

Time Devoted to CREECA:	50%
Tenure Status:	Professor (tenured)
Educational History:	Ph.D. The Johns Hopkins University, 1990 M.A. The Johns Hopkins University, 1986 B.A. Trinity College (Canada), 1984
Academic Specializations:	Early Christian, Medieval and Byzantine art, Romanesque art
Languages:	Greek (2), Russian (2)
Field Experience:	Greece, Serbia, Russia
Area Studies Courses:	AH201: Ancient to Medieval Art AH 310: Early Christian and Byzantine Art AH 815: Icon: The Holy Image in Eastern Orthodox Culture
Graduate students supervised:	18
Academic Experience/Honors:	Director, Medieval Studies Program Director, International Center of Medieval Art, New York Grant recipient, Vilas Associate Award
Selected Recent Publications:	
Forthcoming	<i>Cultural Hybridity and Appropriation from the East in Medieval Venice after the Fourth Crusade</i>
Forthcoming	“Monastic Art, Sacred Space and the Mediation of Religious Experience” <i>Oxford Handbook of Christian Monasticism</i> , ed. Bernice Kaczynski, Oxford University Press.
2010	“Cultural Hybridity in Medieval Venice: Re-inventing the East at San Marco after the Fourth Crusade” <i>San Marco and the Myths of Venice</i> Washington D. C.: Dumbarton Oaks, 151-19.

Language Proficiency levels are self-reported according to the following scale: 1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native.

David Danaher**German, Nordic & Slavic**

Time Devoted to CREECA:	100%
Tenure Status:	Professor (tenured)
Educational History:	Ph.D. Brown University, 1996 M.A. Brown University, 1992 B.A. American University, 1989
Academic Specializations:	East Central European languages, literatures, cultures, Cultural linguistics
Languages:	Czech (4), Russian (3)
Field Experience:	Czech Republic
Area Studies Courses:	SLAV/HIS/PS/GEO 254: Introduction to Central Eastern Europe SLAV 802: Structure of Russian SLAV 424: Leo Tolstoy SLAV 285: Language and Worldview LT 208: The Writings of Václav Havel LT 207: Slavic Science Fiction in Literature and Film
Academic Experience/Honors:	Distinguished Honors Faculty Award Honorary faculty inductee and speaker, Phi Kappa Phi, UW-Madison Member, Advisory Board, CET Prague Study Abroad Vice-President, International Association of Teachers of Czech Honored Instructor Award
Selected Recent Publications:	
Forthcoming	“Revolution with a ‘Human’ Face: A Corpus Approach to the Semantics of Czech lidskost” <i>Taming the Corpus: From Inflection and Lexis to Interpretation</i> eds. M. Fidler and V. Cvrček. NY: Springer.
2017	“Fiction as Cognitive Simulation: The Motif of Doubling in Leo Tolstoy’s <i>Anna Karenina</i> ” <i>Thoughts on Language: Studies in Cognitive Linguistics in Honor of Laura A. Janda</i> eds. A. Makarova, S. M. Dickey, and D. S. Divjak. Bloomington: Slavica Publishers.
2015	<i>Reading Václav Havel</i> Toronto: University of Toronto Press.

Alexander Dolinin**German, Nordic & Slavic**

Time Devoted to CREECA:	100%
Tenure Status:	Professor Emeritus
Educational History:	Ph.D. Leningrad State University (Russia), 1977 M.A. Leningrad State University (Russia), 1970
Academic Specializations:	Nabokov, Pushkin, and the historical novel in nineteenth-century Russia
Languages:	Russian (5), French (4)
Field Experience:	Russia
Graduate students supervised:	7
Academic Experience/Honors:	Editorial board member, <i>Nabokov Studies</i>
Selected Recent Publications:	
2014	“Russkaia proza Vladimira Nabokova” <i>Russkaia literatura XX veka: 1930-e—seredina 1950-kh godov</i> vol II, ed. Mark Lipovetskii. Moscow, 203-239.
2014	“Karl Proffer i Vladimir Nabokov: k istorii dialoga” <i>Novoe literaturnoe obozrenie</i> 125.

Language Proficiency levels are self-reported according to the following scale: 1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native.

Paul C. Dower**Agricultural & Applied Economics**

Additional Affiliations: Wisconsin Russia Project
Time Devoted to CREECA: 100%
Tenure Status: Assistant Professor (tenure-track)
Educational History: Ph.D. New York University, 2008
M.A. New York University, 2004
B.A. Furman University, 2000
Academic Specializations: Development Economics, Applied Microeconomics, Law and Economics
Languages: French (3), Russian (3), Spanish (3)
Field Experience: Russia, Togo, Benin, Ghana, Indonesia
Area Studies Courses: AAE 474: Economic Problems of Developing Areas
AAE 642: Foundations of Development Economics
Academic Experience/Honors: Member, Scientific Council, Center for Research and Opinion Polls
Research Fellow, Center for the Study of Diversity and Social Interactions
Selected Recent Publications:
Forthcoming "The Value of a Statistical Life in a Dictatorship: Evidence from Stalin" with A. Markevich and S. Weber.
2018 "Collective Action and Representation in Autocracies: Evidence from Russia's Great Reforms" *American Political Science Review* 112(1): 125-147, with E. Finkel, et.al.
2017 "Labor Misallocation and Mass Mobilization: Russian Agriculture during the Great War" *Review of Economics and Statistics* with A. Markevich.

Thomas DuBois**German, Nordic & Slavic**

Additional Affiliations: American Indian Studies
Time Devoted to CREECA: 33%
Tenure Status: Professor (tenured)
Educational History: Ph.D. University of Pennsylvania, 1990
B.A. Cornell University, 1983
Academic Specializations: Folklore, Religious studies
Languages: Finnish (4), French (4), Swedish (4), Estonian (3), Russian (3)
Field Experience: Finland, England
Area Studies Courses: FOL/REL 352: Shamanism
Graduate students supervised: 7
Academic Experience/Honors: Honored Instructor Award
Chancellor's Distinguished Teaching Award
Member, UW-Madison Lectures Committee
Member, CREECA Executive Committee
Fulbright Selection Committee, Scandinavia
Selected Recent Publications:
Forthcoming "The Secularist Tone and Narrator in Nordic Literature" *Nordic Literary Histories*, Vol. 3. Eds. Linda Rugg and Karin Sanders.
2017 *Sacred to the Touch: Nordic and Baltic Religious Wood Carving. New Directions in Scandinavian Studies* Seattle: University of Washington Press.
2014 "Underneath the Self-Same Sky: Comparative Perspectives on Sámi, Finnish, and Medieval Scandinavian Astral Lore" *Nordic Mythologies: Interpretations, Intersections and Institutions* ed. Timothy Tangherlini. Berkeley: North Pinehurst Press, 199 - 220.

Language Proficiency levels are self-reported according to the following scale: 1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native.

Nalan Erbil-Erkan**German, Nordic & Slavic**

Additional Affiliations:	Asian Languages & Cultures
Time Devoted to CREECA:	100%
Tenure Status:	Associate Faculty Associate (non-tenured)
Educational History:	Ph.D. Candidate, University of Wisconsin-Madison, exp. 2018 M.A. University of Wisconsin-Madison, 2012 B.A. Bogazici University (Turkey), 2007
Academic Specializations:	Contemporary Turkish novel, Teaching Turkish via social justice
Languages:	Turkish (5), Azeri (5), German (3), Arabic (2)
Field Experience:	Turkey
Area Studies Courses:	LCA 339-340: First year Turkish LCA 439-440: Second year Turkish LCA 329: Elementary Summer Immersion Turkish LCA 429: Intermediate Summer Immersion Turkish LCA 529: Advanced Summer Turkish
Academic Experience/Honors:	Recipient, Campus-Wide Teaching Assistant Award, "Innovation in Teaching" Future Faculty Partner, the Teaching Academy Instructor, Arabic, Persian, & Turkish Language Immersion Institute (APTLII)
Selected Recent Publications:	
2017	"Language, Aesthetics, and Ideology: Conceptual Frameworks for Turkish Literary Criticism" <i>Monograf Journal of Literary Criticism</i> 8: 24-58.
2012	Üç Nota" / "Three Notes" <i>Varlık Literary Journal</i> 98.

Karen Evans-Romaine**German, Nordic & Slavic**

Additional Affiliations:	Second Language Acquisition
Time Devoted to CREECA:	100%
Tenure Status:	Professor (tenured)
Educational History:	Ph.D. University of Michigan, 1996 M.A. University of Michigan, 1989 B.A. Oberlin College and Conservatory, 1986
Academic Specializations:	20 th C. Russian literature, Russian and German literature, Language pedagogy
Languages:	Russian (4), German (3), French (3), Polish (2), Italian (1)
Field Experience:	Russia, Kazakhstan, Latvia, Germany
Area Studies Courses:	SLAV 560: Capstone Seminar in Russian Literature & Culture SLAV 705: Advanced Listening and Conversation through Russian Media SLAV 804: Methods of Teaching Slavic Languages LT 205/405: Women in Russian Literature IS 310: Russian & Soviet Cinema
Graduate students supervised:	6
Academic Experience/Honors:	Oral Proficiency Interview (OPI) certification, ACTFL Director/Principal Investigator, UW-Madison Russian Flagship Program AATSEEL Award for Distinguished Service
Selected Recent Publications:	
Forthcoming	"Language and Cultural Learning through Song" <i>The Art of Teaching Russian</i> eds. Jason Merrill, et.al. IN: Slavica, with Stuart Goldberg, et.al.
2017	<i>The U.S. Language Flagship Program: Professional Competence in a Second Language by Graduation</i> ed. with Dianna Murphy. Bristol/Buffalo/Toronto: Multilingual Matters.
2017	"Marina Cvetaeva and Music" <i>A Companion to Marina Cvetaeva</i> ed. Sibelan Forrester. Leiden: Brill, 130-163.

Language Proficiency levels are self-reported according to the following scale: 1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native.

Halina Filipowicz**German, Nordic & Slavic**

Additional Affiliations:	Gender & Women's Studies
Time Devoted to CREECA:	100%
Tenure Status:	Professor (tenured)
Educational History:	Ph.D. University of Kansas, 1979 M.A. Warsaw University (Poland), 1969
Academic Specializations:	Polish literary/intellectual history, Polish drama/theatre, gender theory/criticism
Languages:	Polish (5), Russian (3), German (2)
Field Experience:	Poland
Area Studies Courses:	LT 471: Polish Literature, 14th to the Mid-19th Century LT 218: Polish Literature, Late 19th and 20th Centuries LT 247/JS 230: Representing the Holocaust in Poland LT 218: Polish Literature, Late 19th and 20th Centuries
Academic Experience/Honors:	Grant recipient, National Endowment for the Humanities Grant recipient, American Council of Learned Societies
Selected Recent Publications:	
2018	"Border States and Boundary Crossings: The Problem of Tadeusz Różewicz's Plays." <i>A History of Polish Literature and Culture: New Perspectives on the Twentieth and Twenty-First Centuries</i> . Eds. Tamara Trojanowska, et.al. Toronto: University of Toronto Press.
2015	<i>Taking Liberties: Gender, Transgressive Patriotism, and Polish Drama, 1786-1989</i> Athens: Ohio University Press.
2014	"Debates about Gender and Feminism in Polish Culture" <i>Polish Review</i> Special Edition 59(1).

Scott Gehlbach**Political Science**

Time Devoted to CREECA:	100%
Tenure Status:	Professor (tenured)
Educational History:	Ph.D. University of California, Berkeley, 2003 M.A. University of California, Berkeley, 2000/1998 M.B.A. University of Michigan, 1991 B.S. University of Illinois, 1989
Academic Specializations:	Political economy of contemporary and historical Russia and neighboring states
Languages:	Russian (4)
Field Experience:	Russia, Ukraine, Hungary, Czech Republic
Area Studies Courses:	PS 534: Socialism and Transitions to the Market PS 948: Nondemocratic Politics
Graduate students supervised:	7
Academic Experience/Honors:	Comparative Political Studies Editorial Board Best Paper Award European Politics and Society Best Article Award Kellett Mid-Career Faculty Researcher Award H. I. Romnes Faculty Fellowship
Selected Recent Publications:	
2018	"Collective Action and Representation in Autocracies: Evidence from Russia's Great Reforms" <i>American Political Science Review</i> 112(1):125-147, with Paul Castaneda Dower, et.al.
2015	"The Productivity Consequences of Political Turnover: Firm-Level Evidence from Ukraine's Orange Revolution" <i>American Journal of Political Science</i> 59(3):708-723, with John S. Earle.
2015	"Does Reform Prevent Rebellion? Evidence from Russia's Emancipation of the Serfs" <i>Comparative Political Studies</i> 48(8):984-1019, with Evgeny Finkel and Tricia Olsen.

Language Proficiency levels are self-reported according to the following scale: 1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native.

Gulnara Glowacki**German, Nordic & Slavic**

Time Devoted to CREECA: 100%

Tenure Status: Senior Lecturer (non-tenured)

Educational History: Ph.D. Eurasian National University (Kazakhstan), 2009
B.A. North Kazakhstan State University, 2002
B.A. Shokan Ualikhanov State University (Kazakhstan), 1991

Academic Specializations: Russian, Kazakh, Foreign language pedagogy

Languages: Kazakh (5), Russian (5)

Field Experience: Kazakhstan

Area Studies Courses: LCA 331: First Semester Kazakh
LCA 332: Second Semester Kazakh
Elementary Kazakh

Academic Experience/Honors: Affiliate, Russian Flagship Program
Language Instructor, Central Eurasian Studies Summer Institute
Certified ACTFL OPI tester in Kazakh

Maksim Hanukai**German, Nordic & Slavic**

Time Devoted to CREECA: 100%

Tenure Status: Assistant Professor (tenure-track)

Educational History: Ph.D. Columbia University, 2014
M. Phil Columbia University, 2010
M.A. Columbia University, 2008
M.A. San Francisco State University, 2006
B.A. University of California, San Diego, 2002

Academic Specializations: Russian Romanticism in European contexts, Post-Soviet culture and society

Languages: Russian (5), French (3), German (2), Spanish (2), Old Church Slavonic (2)

Field Experience: France, Russia

Area Studies Courses: SLAV 703: Russian Romanticism
LT 220: Chekhov in Translation
SLAV 801: Slavic Critical Theory and Practice
SLAV 560: Capstone Seminar in Russian Literature and Culture

Academic Experience/Honors: Recipient, American Philosophical Society's Franklin Research Grant
Jury member, Wisconsin Slavic Conference's Shaw Prize
Member, Association for Slavic, East European, and Eurasian Studies

Selected Recent Publications:

Forthcoming *Pushkin's Tragic Visions* University of WI Press.

Forthcoming *New Russian Drama: Plays and Provocations* ed. with Susanna Weygandt. Columbia University Press.

2017 "After the Riot: Teatr.doc and the Performance of Witness" *TDR/The Drama Review* 61(1): 43-55.

Language Proficiency levels are self-reported according to the following scale: 1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native.

Kathryn Hendley**Law**

Additional Affiliations: Political Science
Time Devoted to CREECA: 100%
Tenure Status: Professor (tenured)
Educational History: Ph.D. University of California, Berkeley, 1993
M.A. Georgetown University, 1987
J.D. University of California, Los Angeles, 1982
B.A. Indiana University, 1979
Academic Specializations: Russian legal reform, Privatization, Military conversion, Contractual relations
Languages: Russian (4)
Field Experience: Russia
Area Studies Courses: LAW 811: Comparative Law
PS 334/633: Russian Politics
Graduate students supervised: 4
Academic Experience/Honors: Former Director, CREECA
Recipient, Leon Epstein Fellowship
Grant Recipient, National Science Foundation
Reviewer of Russian applicants for Fulbright fellowships in the US
Selected Recent Publications:
Forthcoming "Nature versus Nurture: A Comparison of Russian Law Graduates Destined for State Service and for Private Practice"
2017 "Resistance, Indifference or Ignorance? Explaining Russians' Nonuse of Mediation" *Ohio State Journal on Dispute Resolution* 32(3): 469-92.
2017 *Everyday Law in Russia* Cornell University Press.

Yoshiko Herrera**Political Science**

Time Devoted to CREECA: 100%
Tenure Status: Professor (tenured)
Educational History: Ph.D. University of Chicago, 1999
M.A. University of Chicago, 1994
B.A. Dartmouth College, 1992
Academic Specializations: Political Science, Comparative Politics, Identity, Ethnic conflict, Nationalism
Languages: Russian (4), French (1)
Field Experience: Russia, Former Soviet Union
Area Studies Courses: PS 106: Intro to Comparative Politics
PS 186: Honors Intro to Comparative Politics
PS 856: Grad Field Seminar in Comparative Politics
PS 949: Post-Communist Politics
PS 814: Social Identities
Graduate students supervised: 11
Academic Experience/Honors: Director, Nazarbayev University Partnership
Former Director, Center for Russia, East Europe & Central Asia
Member, Working Group on the Future of U.S.-Russian Relations
Selected Recent Publications:
2018 "Xenophobia on the Rise? Temporal and Regional Trends in Xenophobic Attitudes in Russia" *Comparative Politics* 50 (3): 381-394, with Hannah S. Chapman, et.al.
2016 "Pride Versus Prejudice: Ethnicity, National Identity, and Xenophobia in Russia" *Comparative Politics* 48.3: 293-315.

Language Proficiency levels are self-reported according to the following scale: 1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native.

Francine Hirsch**History**

Time Devoted to CREECA: 100%

Tenure Status: Professor (tenured)

Educational History: Ph.D. Princeton University, 1998
M.A. Princeton University, 1993/1991
B.A. Cornell University, 1989

Academic Specializations: Russian history, Soviet history

Languages: Russian (5), German (4), French (3)

Field Experience: Russia, Germany

Area Studies Courses: HIS 201: Russia Engages America; America Engages Russia
HIS 419: History of Soviet Russia
HIS 424: Soviet Union & World, 1917-1991
HIS 850 History of the Soviet Union
HIS 891: Postwar Europe

Graduate students supervised: 3

Academic Experience/Honors: American Council of Learned Societies (ACLS) Fellowship
H. I. Romnes Faculty Fellowship

Selected Recent Publications:

Forthcoming *Soviet Judgment at Nuremberg: A Cold War Story*

2016 "The Politics of the Nuremberg Trials and the Postwar Moment" *Political Trials in Theory and History* eds. D. Pendas and J. Meierhenrich. Cambridge: Cambridge University Press.

2016 "The Soviet Union at the Palace of Justice in Nuremberg: In the Courtroom and Behind the Scenes" *'May Justice Be Done!' The Evolution of Soviet Criminal Justice Under Stalin: To Nuremberg and Beyond* ed. David Crowe. Philadelphia: University of Pennsylvania Press.

Philip Hollander**German, Nordic & Slavic**

Additional Affiliations: Center for Jewish Studies, Religious Studies Program

Time Devoted to CREECA: 50%

Tenure Status: Assistant Professor (tenure-track)

Educational History: Ph.D. Columbia University, 2004
M. Phil/M.A. Columbia University, 1999
B.A. Columbia University, 1991

Academic Specializations: Israeli literature, Yiddish literature, Gender studies and queer theory

Languages: Hebrew (5), German (3), Yiddish (4)

Area Studies Courses: LT/GER/JS 269: Yiddish Literature and Culture in Europe
LT/JS 318: Modern Jewish Literature
LT/GER/JS 279: Yiddish Literature and Culture in America

Academic Experience/Honors: Manuscript reviewer, *Association for Jewish Studies Review*
Grant recipient, European Studies Alliance
Grant recipient, National Association of Professors of Hebrew Kabakoff Memorial
Recipient, Madison Teaching and Learning Excellence Faculty Fellow

Selected Recent Publications:

2010 "Reclaiming Czernowitz in Aharon Appelfeld's *Flowers of Darkness*" *Czernowitz at 100: The First Yiddish Language Conference in Historical Perspective* eds. Kalman Weiser and Joshua Fogel, 95-110. Lanham: Rowman and Littlefield.

Language Proficiency levels are self-reported according to the following scale: 1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native.

Mark S. Johnson**Educational Policy Studies**

Time Devoted to CREECA: 75%
Tenure Status: Senior Lecturer (non-tenured)
Educational History: Ph.D. Columbia University, 1995
M.A. Columbia University, 1987
Academic Specializations: Comparative history of higher education, Education policy in Russia/Eurasia
Languages: Russian (4)
Field Experience: Russia, Eurasia
Area Studies Courses: PA 974: Contemporary Issues in International Policy
EP 675: Introduction to Comparative and International Education
Academic Experience/Honors: Director, Educational Innovation
Team leader for Quality Improvement, Nazarbayev University Partnership

Robert Kaiser**Geography**

Time Devoted to CREECA: 100%
Tenure Status: Professor (tenured)
Educational History: Ph.D. Columbia University, 1988
M.Phil. Columbia University, 1986
M.A. Columbia University, 1985
B.S. State University of New York, 1980
Academic Specializations: Cultural/political geographies, Nationalism, Politics of memory, Borderlands
Languages: Russian (5), Serbo-Croatian (4), Czech (4), French (4), Kazakh (1)
Area Studies Courses: GEO 353: Geographies of Transition in Post-Socialist Space
GEO 318: Introduction to Geopolitics
GEO 553: Eastern Europe and the FSU: Problems in Human Geography
GEO 518: Advanced Political Geography: Power, Place, Identity
Graduate students supervised: 4
Academic Experience/Honors: Leon Epstein Faculty Fellow Award
Visiting Fellowship, Aleksanteri Institute, University of Helsinki
Selected Recent Publications:
2015 "The Birth of Cyberwar" *Political Geography* 46: 11-20.
2014 "Performativity, Events and Becoming-Stateless" *Performativity, Politics and the Production of Social Space* eds. R. Rose-Redwood and M. Glass. New York and London: Routledge

Sergey Karpukhin**German, Nordic & Slavic**

Time Devoted to CREECA: 100%
Tenure Status: Lecturer (non-tenured)
Educational History: Ph.D. University of Wisconsin-Madison, 2015
M.A. University of Virginia, 2007
B.A. Irkutsk State University (Russia), 2004
Academic Specializations: Vladimir Nabokov, Transitions and mutable identities in Russian literature
Languages: Russian (5), French (2), Czech (2), German (2)
Field Experience: Russia
Area Studies Courses: SLAV 322: Fourth Year Russian II
SLAV 434: Contemporary Russian Culture
ENGLT 223: Vladimir Nabokov: Russian and American Writings
SLAV 275: Third Year Russian I
SLAV 433: History of Russian Culture

Language Proficiency levels are self-reported according to the following scale: 1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native.

Vance Kepley**Communication Arts**

Time Devoted to CREECA: 75%
Tenure Status: Professor Emeritus
Educational History: Ph.D. University of Wisconsin-Madison, 1978
M.A. University of Wisconsin-Madison, 1976
B.A. University of Illinois, 1973
Academic Specializations: History of cinema, Film and social history, Documentary film
Languages: Russian (4), French (3)
Field Experience: Russia, Ukraine
Area Studies Courses: CA 358: History of Documentary Film
CA 456: Russian and Soviet Film
CA 352: History of World Cinema
Academic Experience/Honors: Former Director, WI Center for Film and Theater Research

Judd Kinzley**History**

Time Devoted to CREECA: 50%
Tenure Status: Assistant Professor (tenure-track)
Educational History: Ph.D. University of California, San Diego, 2012
M.A. Washington University, 2005
B.A. Macalester College, 1999
Academic Specializations: Modern China, Natural resources, state power, PRC border regions (Xinjiang)
Languages: Mandarin Chinese (5), Japanese (3)
Field Experience: Taiwan
Area Studies Courses: HIS 363: China and World War II in Asia
Graduate students supervised: 3
Academic Experience/Honors: Recipient, Madison Teaching and Learning Excellence Fellow
Grant recipient, Center for Chinese Studies, National Central Library (Taiwan)
Arts & Humanities and Social Sciences Collaborative Training Grant
Selected Recent Publications:
Forthcoming *Natural Resources and the New Frontier: Constructing Modern China's Borderlands*
2016 "Territory, Border, Infrastructure: Imagining and Crafting National Borderlands in 20th Century China" *Crossroads Asia Working Paper Series* 36.
2015 "The Spatial Legacy of Informal Empire: Oil, the Soviet Union, and the Contours of Economic Development in China's Far West" *Twentieth Century China* 40(3): 220-237.

Language Proficiency levels are self-reported according to the following scale: 1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native.

Andrew Kydd**Political Science**

Time Devoted to CREECA: 50%

Tenure Status: Professor (tenured)

Educational History: Ph.D. University of Chicago, 1996

Academic Specializations: Armed conflict, Conflict resolution, Foreign policy, Political violence

Area Studies Courses: PS 377: Nuclear Weapons and World Politics
PS 837: Formal Models of International Relations
PS 857: International Relations Theories

Academic Experience/Honors: Associate Editor, *International Organization*

Selected Recent Publications:

Forthcoming "Misremembrance of Things Past: Cooperation Despite Conflicting Narratives" with Y. Herrera.

2015 "Pulling the Plug: Can There be a Deal with China on Korean Unification?" *The Washington Quarterly* 38(2): 63-77.

2015 *International Relations Theory: The Rationalist Approach* Cambridge University Press

Chris Livanos**Comparative Literature & Folklore Studies**

Time Devoted to CREECA: 25%

Tenure Status: Associate Professor (tenured)

Educational History: Ph.D. Harvard University, 2001
M.A. Harvard University, 1996
B.A. University of California, Santa Cruz, 1991

Academic Specializations: Literature of the Medieval and Early Modern Mediterranean

Languages: Greek (5), Russian (3)

Field Experience: Russia, Greece

Area Studies Courses: CL 475: Poetics and Literary Theory
CL 370/770: Comparative Problems in Periods and Movements
Heroic Epic of India and Greece

Graduate students supervised: 3

Academic Experience/Honors: Member, Association for Slavic, East European, & Eurasian Studies

Selected Recent Publications:

2018 "'How Come I'm not Comfortable?' The Meaning of *Sukha*" *Yoga International*

2011 "A Case Study in Byzantine Dragon-Slaying: Digenes and the Serpent" *Oral Tradition* 26(1): 125-144.

Language Proficiency levels are self-reported according to the following scale: 1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native.

Tomislav Longinovic**German, Nordic & Slavic**

Additional Affiliations: Comparative Literature and Folklore Studies
Time Devoted to CREECA: 100%
Tenure Status: Professor (tenured)
Educational History: Ph.D. University of Iowa, 1990
M.F.A. University of Iowa, 1984
Academic Specializations: Literatures and Cultures of Southeastern Europe
Languages: Serbian (5), Croatian (5), Bosnian (5), Montenegrin (5), Russian (3), Bulgarian
Field Experience: Croatia, Bosnia-Herzegovina, Serbia
Area Studies Courses: SLAV 455: Modern Serbian and Croatian Literature
SLAV 449: History of Serbian and Croatian Literature
SLAV 444: Slavic and East European Folklore
Graduate students supervised: 1
Academic Experience/Honors: Faculty Affiliate, Visual Cultures Program
Award for best book in South Slavic studies
Selected Recent Publications:
2013 *Granična Kultura: Politika identiteta u četiri slovenska romana dvadesetog veka* Beograd: Službeni glasnik.
2013 *Vampires Over the Ages: A Cultural Analysis of Scientific, Literary and Cinematic Representations*, ed. San Diego: Cognella Publishing.
2011 *Vampire Nation: Violence As Cultural Imaginary* Durham: Duke University Press.

David McDonald**History**

Time Devoted to CREECA: 100%
Tenure Status: Professor (tenured)
Educational History: Ph.D. Columbia University, 1988
M. Phil Columbia University, 1982
M.A. University of Toronto, 1979
B.A. University of Toronto, 1977
Academic Specializations: Russian history 1649-1917, Modern Europe, 1815-present
Languages: Russian (4), French (4), German (2)
Field Experience: Russia, Kazakhstan
Area Studies Courses: HIS 253: Russia: An Interdisciplinary Survey
HIS 417/418: History of Russia
HIS 420: Russian Social and Intellectual History
HIS 600: Women in Imperial Russia
HIS 849: Russia and the World 1815-2005
Graduate students supervised: 2
Academic Experience/Honors: Alice D. Mortenson/Petrovich distinguished chair in Russian History
Selected Recent Publications:
Forthcoming "Dreams of Dukhoboriia: Canada's Dukhobors and the Revolutions of 1917" *The Wider Arc of Revolution, 1917 and the World* eds. M. Neuberger, et al. Slavica Press.
2016 "Sport History and the Historical Profession" *The Oxford University Press Companion to Sport History* eds. R. Edelman et al.
2012 "1991 and the History of Russian Gosudarstvennost'" *Russia's People of Empire: Life Stories of Eurasia, 1500 to the Present* eds. S. Norris and W. Sunderland. Bloomington: Indiana University Press.

Language Proficiency levels are self-reported according to the following scale: 1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native.

Anthony Michels**History**

Additional Affiliations: Center for Jewish Studies
Time Devoted to CREECA: 33%
Tenure Status: George L. Mosse Professor (tenured)
Educational History: Ph.D. Stanford University, 1998
M.A. Stanford University, 1994
B.A. University of California, Santa Cruz, 1989
Academic Specializations: Russian Jewish history, Socialism, Working-class history, Nationalism
Languages: Hebrew
Area Studies Courses: HIS 374: Modern Political History of the Jews
HIS 600: Immigrants in Urban America
HIS 891/901: Modern Jewish History in Comparative Perspective: "Russian and the United States"
Graduate students supervised: 3
Academic Experience/Honors: Recipient, Max and Frieda Weinstein-Bascom Professorship
Recipient, Wasserman Essay Prize
Distinguished Lecturer, Organization of American Historians
Selected Recent Publications:
Forthcoming *The Cambridge History of Judaism, Volume Eight: The Modern World, 1815-2000*, ed. with Mitchell Hart.
Forthcoming *Soviet America: Communism, Anti-Communism, and Jews*.
2016 "Comments on the Topic of Jews and American Freedom" *AJS Perspectives* 20-22.

Ewa Miernowska**German, Nordic & Slavic**

Additional Affiliations: French & Italian
Time Devoted to CREECA: 66%
Tenure Status: Senior Lecturer (non-tenured)
Educational History: Ph.D. University of Wisconsin, Madison 1996
M.A. Warsaw University (Poland), 1980
Academic Specializations: Second language acquisition, Polish language and literature
Languages: Polish (5), French (5)
Field Experience: France, Poland
Area Studies Courses: SLAV 111-332: First – Eighth Semester Polish
SLAV 301: Intensive Polish for Beginners
Academic Experience/Honors: Academic Staff Excellence Mid-Career Award
M.A. in Second Language Acquisition

Language Proficiency levels are self-reported according to the following scale: 1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native.

Leonora Neville**History**

Additional Affiliations: Classical and Ancient Near Eastern Studies
Time Devoted to CREECA: 25%
Tenure Status: Professor (tenured)
Educational History: Ph.D. Princeton University, 1998
 B.A. Yale University, 1992
Academic Specializations: Medieval eastern Mediterranean history, Byzantine Empire society/culture
Area Studies Courses: HIS 112: The World of Late Antiquity, 200-900 C.E.
 HIS 200: Crusades: Violence and Religion
 HIS 200: Religious Change in Late Antiquity
 HIS 313: Introduction to Byzantine History and Civilization
 HIS 600: Women, Men & Eunuchs: Gender in Byzantium
Graduate students supervised: 4
Academic Experience/Honors: John W. and Jeanne M. Rowe Professor of Byzantine History
 Vilas Distinguished Achievement Professor
 Recipient, UW-Madison Honored Instructor Award
 Grant recipient, UW-Madison Graduate School
Selected Recent Publications:
 Forthcoming *Change in Civic Religion of the Medieval Roman Empire*
 Forthcoming “Looking Back: The Ancient Mediterranean from Byzantine Eyes.” *Mediterranean Studies in Antiquity: Setting the Agenda* ed. Rubina Raja. Cambridge: Cambridge University Press.
 2017 “Anna Komnene, Princess, Historian, and Conspirator?” *Portraits of Medieval Eastern Europe 800–1300* ed. Christian Raffensperger. New York: Taylor and Francis, 81-90.

Kirill Ospovat**German, Nordic & Slavic**

Time Devoted to CREECA: 100%
Tenure Status: Assistant Professor (tenure-track)
Educational History: Ph.D. Russian State University for the Humanities, 2005
 B.A. Russian State University for the Humanities, 2002
Academic Specializations: Literature/politics, 18th c. Russia, Russian golden age, Russian realism/poetry
Languages: Russian (5), German (4), French (3)
Field Experience: Russia
Academic Experience/Honors: Research Fellowship, Alexander von Humboldt Foundation
 Research Fellowship, Russian Ministry of Education
Selected Recent Publications:
 Forthcoming “Realism as Technique: Mimesis, Allegory, and the Melancholic Gaze in Gogol's Old-World Landowners” *Potemkinsche Dörfer der Idylle: Imaginationen und Imitationen des Ruralen*, eds. Yaraslava Ananka and Magdalena Marszałek.
 Forthcoming “Doublespeak: Poetic Language, Lyrical Hero, and Soviet Subjectivity in Mandelstam’s *K nemetskoi rechi* (1932)” *Slavic Review*.w
 2016 *Terror and Pity: Aleksandr Sumarokov and the Theater of Power in Elizabethan Russia* Boston: Academic Studies Press

Language Proficiency levels are self-reported according to the following scale: 1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native.

Volker Radeloff**Forest & Wildlife Ecology**

Additional Affiliations: Geography
Time Devoted to CREECA: 50%
Tenure Status: Professor (tenured)
Educational History: Ph.D. University of Wisconsin-Madison, 1998
M.S. University of Edinburgh (Scotland), 1995
B.S. University of Trier (Germany), 1994
Academic Specializations: Environment
Languages: German (5)
Field Experience: Russia, Armenia, Georgia, Azerbaijan, Ukraine, Latvia, Lithuania, Slovakia
Graduate students supervised: 9
Academic Experience/Honors: Kellet Mid-Career Faculty Researcher Award
Romnes Faculty Fellowship
Vilas Associate Research Award

Selected Recent Publications:

Forthcoming “Tariffs and Trees: The Effects of the Austro-Hungarian Customs Union on Specialization and Land Use Change” *The Journal of Economic History*, with J. Alix-Garcia, et.al.
2018 “Wildlife Population Changes across Eastern Europe after the Collapse of Socialism” *Frontiers in Ecology and the Environment* 16(2): 77-81, with E.V. Bragina, et.al.
2018 “Widespread Forest Cutting in the Aftermath of World War II Captured by Broad-scale Historical Corona Spy Satellite Photography” *Remote Sensing of Environment* 204: 322-332, with M.D. Nita, et.al.

Andrew Reynolds**German, Nordic & Slavic**

Time Devoted to CREECA: 100%
Tenure Status: Associate Professor (tenured)
Educational History: Ph.D. University of Cambridge, 1998
D. Phil/M.A. University of Oxford, 1996
B.A. University of Oxford, 1986
Academic Specializations: Russian Literature
Languages: Russian (5), Latin (4), French (3)
Field Experience: Russia, Kazakhstan, Estonia
Area Studies Courses: GNS/LT 201/203: 19th-century Russian Literature in Translation
GNS/LT 202/204: 20th-century Russian Literature in Translation
GNS/LT 240/440: Soviet Literature
SLAV 900: Joseph Brodsky
Graduate students supervised: 4
Academic Experience/Honors: Vilas Research Grant, Outstanding New Faculty, UW-Madison

Language Proficiency levels are self-reported according to the following scale: 1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native.

Uli Schamiloglu**Languages & Cultures of Asia**

Additional Affiliations:	German, Nordic & Slavic
Time Devoted to CREECA:	100%
Tenure Status:	Professor Emeritus
Educational History:	Ph.D. Columbia University, 1986 M.Phil. Columbia University, 1982 M.A. Columbia University, 1980 B.A. Columbia College, 1979
Academic Specializations:	Socio-economic, cultural, intellectual history of Central Eurasian Muslim Turks
Languages:	Kazan Tatar (5), Turkish (4), Uzbek (4), Kazakh (4), Russian (4), Hungarian (4)
Field Experience:	Turkey, Russia, Kazakhstan, Kyrgyzstan
Graduate students supervised:	10
Academic Experience/Honors:	Professor/Chair, Kazakh Languages and Turkic Studies, Nazarbayev University International Medal, World Congress of Tatars Former Chair, Central Asian Studies Program, UW-Madison Former President, American Association of Teachers of Turkic Languages
Selected Recent Publications:	
2018	“The Rise of Urban Centers in the Golden Horde and the City of Ükek” Золотоордынское обозрение.
2014	“The Plague in the Time of Justinian and Central Eurasian History: An Agenda for Research” <i>Eurasia in the Middle Ages. Studies in Honour of Peter B. Golden</i> ed. István Zimonyi.

Irina Shevelenko**German, Nordic & Slavic**

Time Devoted to CREECA:	100%
Tenure Status:	Professor (tenured)
Educational History:	Ph.D. Stanford University, 1998 M.A. Stanford University, 1994 B.A./M.A. University of Tartu (Estonia), 1991
Academic Specializations:	Russian modernism, Literature and the arts, Nationalism studies, Russian poetry
Languages:	Russian (5), German (2/3), French (2)
Field Experience:	Russia, Czech Republic
Area Studies Courses:	SLAV 701: Old Russian Literature SLAV 702: Eighteenth-Century Russian Literature SLAV 708: Russian Modernism LT 224/SLAV 424: Tolstoy SLAV 709: Soviet, Emigre, and Post-Soviet Literature
Graduate students supervised:	5
Academic Experience/Honors:	H. I. Romnes Faculty Fellowship, UW-Madison Resident Fellowship, Institute for Research in the Humanities
Selected Recent Publications:	
Forthcoming	“Pan-Slavism Redux, or Speaking Russian in Modernist Tongues” <i>Reframing Russian Modernism</i> ed. Irina Shevelenko. Madison: University of Wisconsin Press.
2017	Модернизм как архаизм: национализм и поиски модернистской эстетики в России [<i>Modernism as Archaism: Nationalism and the Quest for a Modernist Aesthetic in Russia</i>] Moscow: Novoe Literaturnoe Obozrenie
2016	Марина Цветаева, Борис Пастернак. ‘Чрез лихолетие эпохи...’: письма 1922-1936 годов [<i>Marina Tsvetaeva, Boris Pasternak, Letters 1922-1936</i>] Co-edited with E. B. Korkina. Moscow: AST Press.

Language Proficiency levels are self-reported according to the following scale: 1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native.

Anna Tumarkin**German, Nordic & Slavic**

Additional Affiliations:	Russian Flagship Program
Time Devoted to CREECA:	100%
Tenure Status:	Faculty Associate (non-tenured)
Educational History:	Ph.D. University of Wisconsin-Madison, 2009 M.A. University of Wisconsin-Madison, 1998 B.A. University of Wisconsin-Milwaukee, 1997
Academic Specializations:	19 th /20 th century Russian literature and film, Language teaching methodology
Languages:	Russian (5), Ukrainian (5), Polish (3), French (3)
Field Experience:	Russia, Belarus
Area Studies Courses:	SLAV 560: Capstone in Russian Literature: Russian Political Satire SLAV 820: College Teaching of Russian SLAV 315/316: Russian Lang and Culture I/II SLAV 705: Advanced Russian Grammar and Composition SLAV 181/182/283/284 Honors Tutorial for First and Second Year Russian
Academic Experience/Honors:	Director, Russian Language Program Undergraduate Advisor, Russian Language Program Assistant Director, Russian Flagship Program Member, American Association of Teachers of Slavic and East European Languages Member, American Council of Teachers of Foreign Languages Certified ACTFL OPI tester in Russian

Manon van de Water**German, Nordic & Slavic**

Additional Affiliations:	Theatre and Drama
Time Devoted to CREECA:	60%
Tenure Status:	Professor (tenured)
Educational History:	Ph.D. Arizona State University, 1996 M.A. Pennsylvania State University, 1992 B.A. Universiteit Leiden (the Netherlands), 1982
Academic Specializations:	Theatre and culture in Russia and former Soviet Union
Languages:	Dutch (5), Russian (3), German (3), French (2), Spanish (2), Norwegian (1)
Field Experience:	Russia, Kazakhstan, Turkey
Area Studies Courses:	SLAV/PS/GEO/HIS 253: Russia: An Interdisciplinary Survey SLAV/THE 532: Russian Theatre History THE 619: Theatre as Therapy in Volatile Regions
Graduate students supervised:	11
Academic Experience/Honors:	Department Chair, German, Nordic & Slavic First Degree Teaching Certification, Russian Faculty Affiliate, Curriculum & Instruction, Interdisciplinary Theatre Studies American Alliance for Theatre and Education Honorary Research Award Wisconsin Without Borders Faculty Recognition Award
Selected Recent Publications:	
Forthcoming	"Natalia Sats: Life and Work" <i>Russian Theatre in Practice: A Handbook for Directors</i> ed. Amy Skinner. Bloomsbury.
Forthcoming	"Interviews with Genrietta Ianovskaia" <i>Russian Theatre in Practice: A Handbook for Directors</i> ed. Amy Skinner. Bloomsbury.
2016	"Драма в обучении," in special issue "Литература и театр" Журнал Литература, издательский дом: Первое сентября 1916 ["Drama in Education" <i>Literature and Theatre</i>]

Language Proficiency levels are self-reported according to the following scale: 1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native.

André Wink**History**

Time Devoted to CREECA: 35%
Tenure Status: Professor (tenured)
Educational History: Ph.D. University of Leiden, 1984
M.A. University of Leiden
B.A. University of Leiden
Academic Specializations: Medieval/Early modern India and Indian Ocean area
Languages: Hebrew
Area Studies Courses: HIS 130: Introduction to World History
HIS 142: History South Asia to the Present
HIS 463/857: Empires of the East
HIS 621: Buddhism in the History of South and Southeast Asia
HIS 757: Pro-seminar in Indian History
Academic Experience/Honors: Senior Fellow, Institute for Research in the Humanities
Selected Recent Publications:
2012 *Al-Hind: The Making of the Indo-Islamic World 3 Volumes* Brill

Sunny Yudkoff**Center for Jewish Studies**

Time Devoted to CREECA: 50%
Tenure Status: Assistant Professor (tenure-track)
Educational History: Ph.D. Harvard University, 2015
M.S. Oxford University, 2007
B.A. Harvard University, 2006
Academic Specializations: Yiddish/Hebrew Literature, American Jewish Literature/Culture
Area Studies Courses: ENG/JS 539/GER 948: Jewish Literatures in Diaspora
Migration in Film and Literature: The American Jewish Experience
Academic Experience/Honors: Paula E. Hyman Mentorship Program
Posen Society of Fellows in Jewish Studies
Recipient, Anna Marnoy Feldberg Fund Fellowship in Jewish Studies

Marina Zilbergerts**German, Nordic & Slavic**

Additional Affiliations: Center for Jewish Studies
Time Devoted to CREECA: 75%
Tenure Status: Assistant Professor (tenure-track)
Educational History: Ph.D. Stanford University
M.A. University of California, Berkeley
B.A. Yeshiva University
Academic Specializations: 19th-century Russian literature and intellectual history, Rabbinic literature
Languages: Hebrew, Yiddish, Russian, Aramaic
Area Studies Courses: JS 230/LT 247/SLAV 245: Russia and the Jews: Literature, Culture, Religion
JS 230: Jewish Enlightenment: Gender, Modernization
JS 432/REL 400: Struggling with God in Literature
LT 247: The Jewish Enlightenment
Academic Experience/Honors: Lipton Assistant Professor of Eastern European Jewish Literature and Thought
Selected Recent Publications:
2017 "Jewish Nihilists and the War on Useless Literature" *Prooftexts, Beginnings: The Rise of Modern Jewish Literature in Nineteenth Century Europe.*

Language Proficiency levels are self-reported according to the following scale: 1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native.

IRIS Staff

Nancy Heingartner

Institute for Regional and International Studies

Time Devoted to CREECA: 50%
Tenure Status: Assistant Director for Outreach (non-tenured)
Educational History: Ph.D. Brown University, 1996
 M.A. Brown University, 1992
 B.A. Oberlin College, 1988
Academic Specializations: Slavic Linguistics
Languages: Russian (4), Czech (3), French (1)
Field Experience: Russia, Ukraine, Czech Republic, former Soviet Union
Academic Experience/Honors: Freelance interpreter (Russian), UW Hospitals and Clinics

Mark Lilleht

Institute for Regional & International Studies

Time Devoted to CREECA: 25%
Tenure Status: Assistant Director for Awards (non-tenured)
Educational History: Ph.D. University of Wisconsin, Madison, A.B.D.
 M.A. University of Wisconsin-Madison, 1998
 B.A. University of Virginia, 1991
Academic Specializations: Digital/social media, African languages/literatures
Academic Experience/Honors: Founder/editor, *african poetry review (usa)*
 Program Coordinator, Go Global! @ UW Madison
 Manager, Title VI National Resource Center, IRIS
 Overseer, Arabic, Persian, and Turkish Language Immersion Institute (APTLII)

Felicia Lucht

WI Summer Language Institutes

Time Devoted to CREECA: 30%
Tenure Status: Director (non-tenured)
Educational History: Ph.D. University of Wisconsin-Madison, 2012
 M.A. The American University, 1997
 B.A. University of Wisconsin-Stevens Point, 1994
Academic Specializations: German linguistics, Second language acquisition
Field Experience: Germany, Russia, Ukraine
Languages: German
Academic Experience/Honors: Grant Recipient, National Endowment for the Humanities
 Grant Recipient, Foreign Language Technology Center
 President's Award for Excellence in Teaching, Wayne State University
 Volunteer Tutor, Cultural Linguistic Services, UW-Madison

Language Proficiency levels are self-reported according to the following scale: 1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native.

Ronald Machoian**Institute for Regional & International Studies**

Additional Affiliations: International Safety & Security
Time Devoted to CREECA: 25%
Tenure Status: Interim Executive Director (non-tenured)
Educational History: Ph.D. University of Missouri
M.A. University of Missouri
B.S. California State University, Fresno
Academic Specializations: Educational leadership, Policy studies
Field Experience: Belgium, Colombia, Germany, Japan, Qatar, Brazil, Chile, Costa Rica,
South Korea, France, Russia, Singapore, Ukraine
Academic Experience/Honors: Director, International Safety & Security Division
American Council on Education Fellow
Former director, International Education Programs, U.S. Air Force Academy
Chair, Business Services Division Engagement, Inclusion and Diversity (EID)
Committee, UW-Madison
Former director, Institutional Culture, Climate and Diversity, US Air Force

Maki Raymo**Institute for Regional & International Studies**

Additional Affiliations: CREECA
Time Devoted to CREECA: 100%
Tenure Status: Financial Specialist
Educational History: B.A. Osaka College of Music (Japan)
Languages: Japanese (5)

Sarah Ripp**Institute for Regional & International Studies**

Time Devoted to CREECA: 25%
Tenure Status: Assistant Director for Programming & Communication (non-tenured)
Educational History: M.A. University of Denver, 2001
B.A. Miami University, 1997
Academic Specializations: International administration, Digital media, Human rights/international law
Languages: Spanish
Field Experience: Spain, Mexico
Academic Experience/Honors: Recipient, Academic Advising Award, Center for Educational Opportunity
Member, Committee on Academic Staff Issues (CASI), International Division
Board member, United Nations Association, Dane County Chapter
Member, Consortium of Latin American Studies Programs

Language Proficiency levels are self-reported according to the following scale: 1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native.

Ellen Sapega**Institute for Regional & International Studies**

Additional Affiliations: Spanish & Portuguese
Time Devoted to CREECA: 20%
Tenure Status: Professor (tenured)
Educational History: Ph.D. Vanderbilt University, 1988
M.S. Vanderbilt University, 1986
B.A. Smith College, 1980
Academic Specializations: 20th C. Portuguese literature and Culture
Languages: Spanish (5), Portuguese (5)
Field Experience: Netherlands, Portugal
Graduate students supervised: 2
Academic Experience/Honors: Faculty Director, IRIS
Former Director, Center for European Studies
Grant Recipient, Education Innovation (EI)
Resident Fellow, Institute for Research in the Humanities
Editorial Board Member, *Luso-Brazilian Review*
Editorial Advisory Board Member, *Journal of Romance Studies*

Csanád Siklós**Institute for Regional & International Studies**

Time Devoted to CREECA: 25%
Tenure Status: Assistant Director for Students and Curriculum (non-tenured)
Educational History: Ph.D. University of Washington-Seattle, 2002
M.A. University of Washington-Seattle, 1990
B.A. University College London, 1988
Academic Specializations: Scandinavian Languages and Literature
Languages: Hungarian (5), Norwegian (4), German (3), Swedish (2), Danish (2), French (2)
Selected Recent Publications:
Forthcoming "The Rise of Evil: Pär Lagerkvist's *The Dwarf*" *Nordic War Stories – The Second World War as Fiction, Film, and History* ed. Marianne T. Stecher.
2014 *Strong Bonds: Germany, the EU, and the U.S.* with H. Meyer, et.al. Goethe Institut.

Mary Jo Wilson**Institute for Regional & International Studies**

Time Devoted to CREECA: 25%
Tenure Status: Assistant Director for Operations (non-tenured)
Educational History: M.S. University of Wisconsin-Madison, 1991
B.A. University of Wisconsin-Madison, 1983
Academic Specializations: Literacy, Adult education
Academic Experience/Honors: Grant recipient, Henry Luce Foundation
Member, TAPS committee, IRIS
Member, Language Education Extramural Funding Committee
Founding member/co-chair, Wisconsin Summer Language Institutes
Member, UW-Madison School of Music, Javanese Gamelan ensemble

Language Proficiency levels are self-reported according to the following scale: 1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native.

CREECA Associates

Elise Ahn

International Division

Time Devoted to CREECA: 100%

Tenure Status: Academic Staff (non-tenured)

Educational History: Ph.D. University of Illinois, Urbana-Champaign, 2011
M.A. University of Illinois, Urbana-Champaign, 2007
B.A. University of Illinois, Urbana-Champaign, 1999

Academic Specializations: Language and education reform in post-Soviet Central Asia and Turkic countries

Languages: Korean (3), Turkish (3), Russian (1), Kazakh (1), German (1)

Field Experience: Kazakhstan, Kyrgyz Republic, Tajikistan, Turkmenistan, Russia, Georgia

Academic Experience/Honors: Project Manager, Nazarbayev University Partnership

Selected Recent Publications:

2018 “Language and Social Change Post-2010 in the Kyrgyz Republic” *Agency in Language Policy and Planning* eds. J. Bouchard & G.P. Glasgow. New York, NY: Routledge.

2018 “Higher Education Transformation in Kazakhstan” *25 Years of Transformations of Higher Education Systems in Post-Soviet Countries: Reform and Continuity* eds. J. Huisman, A. Smolentseva, & I. Froumin. London, England: Palgrave MacMillan, with J. Dixon and L. Chekmareva.

2016 *Language Change in Central Asia* ed. with J. Smagulova. Berlin, Germany: Mouton de Gruyter.

A. Deniz Balgamis

History

Time Devoted to CREECA: 50%

Tenure Status: Assistant Faculty Associate (non-tenured)

Educational History: Ph.D. University of Wisconsin-Madison

Academic Specializations: Russia and Eurasia, Kazakhstan, Turkish Studies, Turkish migration to the US

Languages: Turkish (5)

Academic Experience/Honors: Associate Director, Center for Turkish Studies
Former Associate Editor, *International Journal of Turkish Studies*

Selected Recent Publications:

2008 *Turkish Migration to the United States: From Ottoman Times to the Present* UW Press, ed. with Kemal Karpat.

Language Proficiency levels are self-reported according to the following scale: 1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native.

Bradford Barham**Agricultural & Applied Economics**

Time Devoted to CREECA:	10%
Tenure Status:	Professor (tenured)
Educational History:	Ph.D. Stanford University, 1988 B.A. UC-San Diego, 1981
Academic Specializations:	Microeconomics of economic development, Natural resource industries
Languages:	Spanish (5)
Field Experience:	Argentina, Belize, Peru
Area Studies Courses:	IS 374: Growth and Development of Nations in the Global Economy AAE 373: Globalization, Poverty, and Development AAE 875: Land Poverty and the Environment in Developing Countries
Graduate students supervised:	3
Academic Experience/Honors:	Faculty Director, Greenhouse Residential Learning Center Runner-up, Best Research Project, Global Development Network Grant Recipient, University of Wisconsin WARF Award Grant Recipient, National Science Foundation
Selected Recent Publications:	
Forthcoming	“An Experimental Approach to Comparing Similarity- and Guilt-Based Charitable Appeals” <i>Journal of Behavioral and Experimental Economics</i> , with Jordan van Rijn and Reka Sundaram-Stukel.
2016	“Inconvenient Truths about Landowner (Un)Willingness to Grow Dedicated Bioenergy Crops” <i>Choices</i> , with Daniel F. Mooney and Scott M. Swinton.
2015	“Technical Change and Productivity Gains in Agricultural and Life Sciences Research” <i>American Journal of Agricultural Economics</i> 97(3): 743-761, with Daniel Prager and Jeremy D. Foltz.

Amos Bitzan**History**

Additional Affiliations:	Center for Jewish Studies
Time Devoted to CREECA:	25%
Tenure Status:	Assistant Professor (tenure-track)
Educational History:	Ph.D. University of California, Berkeley M.A. University of California, Berkeley B.A. Princeton University
Academic Specializations:	History of the Jews: modern/early modern periods, History of Jewish thought
Area Studies Courses:	HIS 220: Modern Jewish History: From 1492 to the Present Day HIS 224: Explorations in European History: The Holocaust HIS 500: Anti-Judaism: A Global History HIS 891: Beyond Marginality and Persecution: New Approaches in Jewish History
Graduate students supervised:	2
Academic Experience/Honors:	Frances and Laurence Weinstein Assistant Professor of History Center for Jewish History Fellowship, Cahnman Foundation Fellow Andrew W. Mellon Foundation Pre-Dissertation Award
Selected Recent Publications:	
2017	“Wissenschaft des Judentums” <i>Oxford Bibliographies in Jewish Studies</i> , ed. Naomi Seidman. New York: Oxford University Press.
2017	“Leopold Zunz and the Meanings of Wissenschaft” <i>Journal of the History of Ideas</i> 78(2): 233–54.

Language Proficiency levels are self-reported according to the following scale: 1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native.

Saltanat Childress**Center for Demography & Ecology**

Time Devoted to CREECA: 100%

Tenure Status: Postdoctoral Research Fellow (non-tenured)

Educational History: Ph.D. University of Maryland, Baltimore, 2016
M.S.W. Washington University, 2004
D.M.A. Kyrgyz National Conservatory, 2000
B.A. Kyrgyz National University, 1998

Academic Specializations: Human rights, Gender, globalization, and transnational feminism, Migration

Languages: Kyrgyz (5), Russian (5)

Field Experience: Kyrgyzstan

Academic Experience/Honors: Grant recipient, United Nations Population Fund/Crisis Center
Recipient, Title VIII Research Scholar Program
Community Response Advocate, Dane County Task Force on Domestic Violence
President/Founder, Social Work Alumni Association of the Kyrgyz Republic
Member, Central Eurasian Studies Society

Selected Recent Publications:

2018 “‘All the System is Simply a Soap Bubble’: Legal Help-Seeking for Domestic Violence among Women in Kyrgyzstan” *Journal of Family Violence* 33: 147-160, with D. Hanusa.

2017 “‘Plates and Dishes Smash; Married Couples Clash’: Cultural and Social Barriers to Help-seeking among Women Domestic Violence Survivors in Kyrgyzstan” *Violence Against Women* 24(7): 775-797.

2017 “Leaving and Beyond: Voices of Survivors of Domestic Violence from Kyrgyzstan” *Journal of Interpersonal Violence*, with S. Panchanadeswaran and M. Joshi.

Teryl Dobbs**School of Music**

Additional Affiliations: Curriculum & Instruction

Time Devoted to CREECA: 25%

Tenure Status: Associate Professor (tenured)

Educational History: Ph.D. Northwestern University
M.A. Northwestern University

Academic Specializations: Music education and pedagogy, Musical representations of trauma

Academic Experience/Honors: Chair, Music Education, UW-Madison
Faculty Affiliate, Center for Jewish Studies
International co-investigator, *Performing the Jewish Archive*

Selected Recent Publications:

Forthcoming *Rethinking Education and the Musical Experience* Oxford University Press

2017 “Equity in Music Education; Being ‘Schooled’ on Disability” *Music Educators Journal* 51-53.

Language Proficiency levels are self-reported according to the following scale: 1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native.

Felix Elwert**Sociology**

Additional Affiliations: Center for Demography & Ecology, Population Health Sciences
Time Devoted to CREECA: 25%
Tenure Status: Associate Professor (tenured)
Educational History: Ph.D. Harvard University, 2007
M.A. Harvard University, 2006
M.A. New School for Social Research, 1999
B.A. Free University of Berlin (Germany), 1997
Academic Specializations: Social inequality, Social demography, Causal inference
Languages: German (5)
Area Studies Courses: SOC 995: Center for Demography of Health and Aging Training Seminar
SOC 120: Marriage and the Family
Graduate students supervised: 3
Academic Experience/Honors: Fellow, WZB Berlin Social Science Center
Causality in Statistics Education Award, American Statistical Association
Vilas Associate Award, UW-Madison
Consulting Editor, *Sociological Science*
Affiliate, Institute for Research on Poverty, UW-Madison

Selected Recent Publications:
2016 "Neighborhood Effect Heterogeneity by Family Income and Developmental Period" *American Journal of Sociology* 121(4):1168-1222, with G. Wodtke and D. Harding.
2016 "Mortality Crossovers from Dynamic Subpopulation Reordering" *Dynamic Demographic Analysis*, ed. Robert Schoen. Springer: 177-199, with E. Wrigley-Field.

Anna Gade**Asian Languages & Cultures**

Additional Affiliations: Nelson Institute for Environmental Studies, Religious Studies
Time Devoted to CREECA: 10%
Tenure Status: Professor (tenured)
Educational History: Ph.D. University of Chicago
M.A. University of Chicago
B.A. Swarthmore College
Academic Specializations: Global, cultural, historical, religious responses to environmental change
Field Experience: Indonesia, New Zealand
Area Studies Courses: ENS 113: Environmental Studies: The Humanistic Perspective
ENS 270: The Environment: Religion and Ethics
LCA 206: Introduction to the Qur'an
Academic Experience/Honors: Vilas Distinguished Achievement Professor
Faculty affiliate, Global Legal Studies Center
Faculty affiliate, Center for Culture, History, and Environment

Selected Recent Publications:
Forthcoming *Muslim Environmentalisms* New York: Columbia University Press.
Forthcoming "Smoke, Fire, and Rain: Islamic Environmental Ethics in the Time of Burning" *Piety, Politics and Ethics in Southeast Asian Islam: Beautiful Behavior* ed. Robert Rozehnal London.: Bloomsbury Publishing.
2017 "Beyond 'Hope': Religion and Environmental Sentiment in the USA and Indonesia" *Feeling Religion* ed. John Corrigan Chapel Hill: Duke University Press.

Language Proficiency levels are self-reported according to the following scale: 1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native.

Victor Gorodinsky**General Library System**

Additional Affiliations: Russian Folk Orchestra
Time Devoted to CREECA: 100%
Tenure Status: Senior Academic Librarian
Educational History: M.L.S. University of Illinois, 1989
M.A. Gnesin College (Russia), 1979
Academic Specializations: Library technical services, Slavic, East-European, and Central Asian languages
Languages: Russian (5), Polish (4), French (4), Czech (3)
Field Experience: Kazakhstan
Academic Experience/Honors: Director, UW Russian Folk Orchestra

Milan Hauner**History**

Time Devoted to CREECA: 75%
Tenure Status: Honorary Fellow (non-tenured)
Educational History: Ph.D. University of Cambridge, 1972
Ph.D. Charles University (Czech Republic), 1968
Academic Specializations: European and World history from the French Revolution to the present
Languages: Czech (4), Slovak (4), German (4), French (4), Russian (4), Polish (3)
Field Experience: Czech Republic, Ukraine
Selected Recent Publications:
2013 Russia's Asian Heartland Today and Tomorrow" *Central Asia in International Relations- The Legacies of Halford Mackinder* ed. N. Megoran and S. Sharapova. London: Hurst, 117-47.
2013 "Creating the Political Self-Image: Beneš as Memoirist" *Different Images: Perceptions of Edvard Beneš in Czech and European Context* Munich: Collegium Carolinum, 179- 194.
2012 "Václav Havel et l'Amérique: Une voie du salut?" *L'Amitié Franco-Tchéco-Slovaque. Bulletin de l'Association* 16-18.

Margaret Hawkins**Curriculum & Instruction**

Additional Affiliations: Second Language Acquisition
Time Devoted to CREECA: 35%
Tenure Status: Professor (tenured)
Educational History: Ed.D. University of Massachusetts, 1997
M.Ed. University of Massachusetts, 1988
B.A. Goddard College, 1974
Academic Specializations: Applied linguistics and education
Languages: Swahili (2)
Field Experience: Uganda
Area Studies Courses: CURR 672: Issues in ESL Education
CURR 943: Mobility, Language & Education
Academic Experience/Honors: Director, ESL & Bilingual Programs
Chair, Global Education Committee, School of Education
Selected Recent Publications:
2014 "Ontologies of Place, Creative Meaning Making and Cosmopolitan Education" *Curriculum Inquiry* 44(1): 90-113.

Language Proficiency levels are self-reported according to the following scale: 1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native.

Wendy Johnson**Language Institute**

Time Devoted to CREECA: 30%
Tenure Status: Assistant Director (non-tenured)
Educational History: M.A. University of Wisconsin-Madison
Academic Specializations: K12 Language learning
Languages: Russian
Academic Experience/Honors: Program Coordinator, Doctoral Program in Second Language Acquisition

Laura Marshall**Russian Flagship Program**

Time Devoted to CREECA: 100%
Tenure Status: Program Coordinator (non-tenured)
Educational History: M.A. Stanford University
 B.A. University of Wisconsin-Madison, 2009
Academic Specializations: Russian and Eurasian studies
Languages: Russian (4)
Field Experience: Russia, Armenia
Academic Experience/Honors: Former participant recruiter, Future Leaders Exchange Program

Virginia Martin**International Division**

Time Devoted to CREECA: 100%
Tenure Status: Faculty Associate (non-tenured)
Educational History: Ph.D. University of Southern California, 1996
 M.A. University of Wisconsin-Madison, 1987
 B.A. Vassar College, 1984
Academic Specializations: History of the Kazakh steppe, 18th-19th centuries
Languages: Russian (4), German (2), Kazakh (2)
Field Experience: Kazakhstan, Russia, former Soviet Union
Academic Experience/Honors: Foundation Award for Research/Creative Achievement, University of Alabama
 Project Coordinator, Nazarbayev University Partnership
 Association of Slavic, East European and Eurasian Studies

Selected Recent Publications:

- 2017 "Engagement with Empire as Norm and in Practice in Kazakh Political Culture (1820s-1830s)"
Central Asian Survey 36(2): 175-194.
- 2013 "Using Turki-Language Qazaq Letters to Reconstruct Local Political History in the 1820s-30s"
Explorations in the Social History of Modern Central Asia (19th-Early 20th Century) ed. Paolo Sartori. Vol. 29, Brill Inner Asian Library Series. Leiden & Boston: Brill, 207-246.

Language Proficiency levels are self-reported according to the following scale: 1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native.

Myra Marx Ferree**Sociology**

Additional Affiliations: Gender & Women's Studies
Time Devoted to CREECA: 25%
Tenure Status: Professor (tenured)
Educational History: Ph.D. Harvard University, 1976
 B.A. Bryn Mawr College, 1971
Academic Specializations: Sociological theory and practice, Intersections of gender, race, and class
Field Experience: Sweden, Hungary, Germany
Area Studies Courses: SOC 138: Sociology of Gender
 SOC 477: Feminism and Sociological Theory
 SOC 623: Gender, Society and Politics
Academic Experience/Honors: Alice H. Cook Professor of Sociology
 Feminist Scholar Fellowship, UW Research Center on Gender and Women
 Grant Co-recipient, Mellon Foundation, Sawyer Seminar
 Outstanding Graduate Mentor Award, UW-Madison
 Member, Publications Committee, Sociologists for Women in Society
Selected Recent Publications:
 2016 "Engendering the Sociology of Expertise" *Sociology Compass* 10: 1079–1089, with Maria J. Azocar.
 2015 "Gender Equality in the Age of Academic Capitalism: Cassandra and Pollyanna Interpret University Restructuring" *Social Politics* 22(4): 561–584, with Kathrin S. Zippel.
 2012 *Varieties of Feminism: German Gender Politics in Global Context* Stanford University Press.

Dianna Murphy**Language Institute**

Additional Affiliations: Russian Flagship Program
Time Devoted to CREECA: 100%
Tenure Status: Associate Director (non-tenured)
Educational History: Ph.D. Ohio State University, 2000
 M.A. Ohio State University, 1992
 B.A. University of New Hampshire, 1989
Academic Specializations: Post-secondary foreign language training and teaching
Languages: Russian
Field Experience: Russia
Area Studies Courses: SLAV 101-304: Elementary, Intermediate, and Advanced Russian
 LT 203: Masterpieces of Russian Literature in Translation
 SLAV 433: Seminar on Russian Culture
Academic Experience/Honors: Founder/Associate Director, Language Institute and Russian Flagship Program
 Member, Doctoral Program in Second Language Acquisition
 Co-Director, Wisconsin Language Roadmap Initiative
 Co-Chair, 2018 Wisconsin Language Summit
Selected Recent Publications:
 Forthcoming "The Gender and Race/Ethnicity of U.S. Undergraduate Majors in Languages and Literatures other than English, 2010-14" *ADFL Bulletin* 45.1.
 Forthcoming "The Goals of Students of Russian and the U.S. National Standards" *The Art of Teaching Russian*, eds. E. Dengub, I. Dubinina, and J. Merrill. Bloomington, IN: Slavica.
 2016 *Exploring the U.S. Language Flagship Program: Professional Competence in a Second Language by Graduation*, ed. with K. Evans-Romaine. Bristol, UK: Multilingual Matters.

Language Proficiency levels are self-reported according to the following scale: 1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native.

Boriana Nikolova**Political Science**

Time Devoted to CREECA: 100%

Tenure Status: Associate Lecturer (non-tenured)

Educational History: Ph.D. University of Chicago, 2015
M.A. University of Chicago, 2001
B.A. Mount Holyoke College, 2000

Academic Specializations: Central and East European politics

Languages: Bulgarian (5), Russian (2), French (2), Ancient Greek (3), Latin (3)

Field Experience: Bulgaria, France

Area Studies Courses: PS 659: Politics and Society of Contemporary Eastern Europe
PS 633: Russian Politics
PS 254: Eastern Europe: Interdisciplinary Survey

Academic Experience/Honors: Honored Instructor Award for Contribution to Student Learning
Recipient, Markovitz Dissertation Fellowship

Selected Recent Publications:
Forthcoming *Assessing the Russian Economic Footprint in the Western Balkans and Central and Eastern Europe: Corruption and State Capture Risks*, chapter editor.

Mutlu Ozdogan**Forest & Wildlife Ecology**

Additional Affiliations: Agroecology, Nelson Institute for Environmental Studies

Time Devoted to CREECA: 15%

Tenure Status: Associate Professor (tenured)

Educational History: Ph.D. Boston University, 2004
M.A. Boston University, 1999
M.S. North Carolina State University, 1997
B.A. Istanbul University, 1995

Academic Specializations: Remote sensing, Hydrology, Land use/land cover change

Languages: Turkish (5)

Field Experience: Turkey

Area Studies Courses: ENS 556: Remote Sensing Digital Image Processing
ENS 506: Modeling and Analysis of Environmental Systems

Graduate students supervised: 7

Academic Experience/Honors: NRC Postdoctoral Fellow, NASA's Goddard Space Flight Center
Grant recipient, National Science Foundation

Selected Recent Publications:

2017 "Forest Changes and Carbon Budgets in the Black Sea Region" *Land-Cover and Land-Use Changes in Eastern Europe after the Collapse of the Soviet Union in 1991*, 149-171, with P. Olofsson, et.al.

2016 "How Universal is the Relationship between Remotely Sensed Vegetation Indices and Crop Leaf Area Index? A Global Assessment" *Remote Sensing* 8(7): 597, with Y. Kang, et.al.

2015 "Using a Pattern Metric-based Analysis to Examine the Success of Forest Policy Implementation in Southwest China" *Landscape Ecology* 30(6): 1111-1127, with A.X. Zhu, et.al.

Language Proficiency levels are self-reported according to the following scale: 1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native.

Anna Paretskaya**Sociology**

Additional Affiliations: Center for Jewish Studies
Time Devoted to CREECA: 75%
Tenure Status: Lecturer (non-tenured)
Educational History: Ph.D. New School for Social Research, 2014
M.A. University of Lancaster (United Kingdom/Czech Republic)
B.A./M.A. Moscow State University (Russia)

Academic Specializations: Political/cultural sociology, Social theory, Comparative-historical sociology
Languages: Russian (5)
Field Experience: Germany, Russia, Czech Republic
Area Studies Courses: SOC 626: Social Movements
JS 433/SOC 496: The Soviet Jewish Experience
SOC 475: Classical Sociological Theory

Academic Experience/Honors: Co-editor, *Laboratorium: Russian Review of Social Research*
Member, Association for Slavic, East European, and Eurasian Studies

Selected Recent Publications:
Forthcoming *Middle Class and the Twilight of Socialism: Discourses of Politics and Culture in the Late Soviet Union*
2015 “This Is What Democracy Sounds Like: Protest Performances of the Citizenship Movement in Wisconsin and Beyond” *Social Movement Studies* 14(6):635–650.
2012 “A Middle Class without Capitalism? Socialist Ideology and Post-Collectivist Discourse in the Late-Soviet Era” *Soviet Society in the Era of Late Socialism, 1964–1985* eds. N. Klumbyte and G. Sharafutdinova. Lanham, MD: Lexington Books, 43-66.

Thomas Popkewitz**Curriculum & Instruction**

Time Devoted to CREECA: 20%
Tenure Status: Professor (tenured)
Educational History: Ed.D. New York University, 1970
M.A. Columbia University, 1964
B.A. Hunter College, 1962

Academic Specializations: Curriculum History and Studies, Cultural sociology of school reform/change
Field Experience: China, France, Belgium, Sweden, Spain, Russia, Portugal, Japan
Area Studies Courses: CI 765: Globalization and Teaching: Dimensions for Curriculum Planning
CI 336: Internationalizing Educational Knowledge

Graduate students supervised: 10
Academic Experience/Honors: Lifetime Achievement Award, American Education Research Association
Grant recipient, National Institute of Education

Selected Recent Publications:
Forthcoming *Political Sociology and Educational Studies: Transnational Studies of the Styles of Reason Governing Teaching, Curriculum and Teacher Education*. New York: Routledge, ed. with J. Diaz and C. Kirchgasser.
2014 “Comparative Studies and the Reasons of Reason: Historicizing Differences and “Seeing” Reforms in Multiple Modernities” *Empires, Post-Coloniality, and Interculturality: New Challenges for Comparative Education* ed. L. Vega, 21-43. Rotterdam: Sense, with W. Zhao and A Khurshid.

Language Proficiency levels are self-reported according to the following scale: 1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native.

Lisa Ruth Rand**History**

Additional Affiliations: Nelson Institute for Environmental Studies
Time Devoted to CREECA: 25%
Tenure Status: Postdoctoral Fellow (non-tenured)
Educational History: Ph.D. University of Pennsylvania, 2016
M.A. University of Pennsylvania, 2011
B.A. Barnard College, 2005

Academic Specializations: History of science, Technology, Environment during the Cold War
Languages: French (3), Hebrew (1), Spanish (1)
Area Studies Courses: HIS 229: Global Environmental History
HIS 600: Technology and Environment in America

Academic Experience/Honors: Mellon Postdoctoral Fellow, Institute for Research in the Humanities
Research Associate, Department of Space History
Adjunct Research Associate, RAND Corporation

Selected Recent Publications:

2017 "Beyond the Biosphere: Expanding the Limits of the Human World" *Living in the Anthropocene: Humanity in the Age of Humans* eds. W. John Kress and Jeffrey K. Stine. Washington, DC: Smithsonian Institution.

2016 *Good Seeing: Best Practices for Sustainable Operations at the Air Force Maui Optical and Supercomputing Site* Santa Monica, CA: RAND Corporation, with Dave Baiocchi.

2014 "The Case for Female Astronauts: Reproducing Americans in the Final Frontier" *The Appendix* 2(3).

Nils Ringe**Political Science**

Time Devoted to CREECA: 25%
Tenure Status: Professor (tenured)
Educational History: Ph.D. University of Pittsburgh, 2006
M.A. University of Pittsburgh, 2003
B.A. Brandeis University, 2001

Academic Specializations: Comparative politics/legislatures, European Union politics/institutions
Area Studies Courses: PS 120: Politics Around the World
PS 106: Introduction to Comparative Politics
PS 338: The European Union: Politics and Political Economy

Graduate students supervised: 15
Academic Experience/Honors: Jean Monnet Chair, Department of Political Science
Director, Center for European Studies
Director, European Studies Alliance
Recipient, Honored Instructor Award, UW-Madison

Selected Recent Publications:

Forthcoming *Speaking in Tongues: the Politics of Language and the Language of Politics in the European Union.*

2016 "Policy Leadership and Reelection in the European Parliament" *Journal of European Public Policy* 23(8): 1158-1179, with Steven L. Wilson and Jack van Thomme.

2016 "Pinpointing the Powerful: Co-voting Network Centrality as a Measure of Political Influence" *Legislative Studies Quarterly* 41(3): 739-769, with Steven L. Wilson.

Language Proficiency levels are self-reported according to the following scale: 1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native.

Karen Rosneck**Memorial Library**

Time Devoted to CREECA: 50%
Tenure Status: Slavic Acquisitions Specialist (non-tenured)
Educational History: M.A. University of Wisconsin-Madison, 1988/1984
 B.A. Ohio State University, 1980
Academic Specializations: Russian silver-age authors
Languages: Russian (5), Polish (3), Serbo-Croatian (3), Spanish (4), German (4)

Kate Schachter**Peace Corps Recruitment Office**

Time Devoted to CREECA: 40%
Tenure Status: Campus Peace Corps Recruiter (non-tenured)
Field Experience: Ghana, Georgia
Academic Experience/Honors: Leadership team, RPCV of Wisconsin
 Board Member, National Peace Corps Association
 Co-founder/Group leader, RPCVs for Environmental Action

Donald Schramm**Engineering**

Time Devoted to CREECA: 25%
Tenure Status: Faculty Associate Emeritus
Educational History: M.S. University of Wisconsin-Madison
 B.Arch. University of Illinois, Urbana-Champaign
Academic Specializations: Disaster/refugee emergency management, International engineering
Academic Experience/Honors: Co-founder, University of Wisconsin-Disaster Management Center
 Recipient, Ragnar E. Onstad Service to Society Award
 Recipient, Robert Heidemann Award for Excellence in Public Service

Nadav Shelef**Political Science**

Time Devoted to CREECA: 25%
Tenure Status: Associate Professor (tenured)
Educational History: Ph.D. University of California, Berkeley, 2005
 M.A. University of California, Berkeley, 1998
 B.A. University of Pennsylvania, 1996
Academic Specializations: Armed conflict, Israel, Middle East, Nationalism, Sovereignty movements
Area Studies Courses: PS 988: International Relations Workshop
 PS 665: Israeli Politics and Society
 PS 120/106: Politics Around the World
 PS 854: Nationalism and Ethnic Conflict
Academic Experience/Honors: Harvey M. Meyerhoff Professor of Israel Studies
 Recipient, Honored Instructor Award
 Grant recipient, UW-Madison Faculty Professional development grant
 Robert and Susan Trice Faculty fellow
 Lyons family faculty scholar

Selected Recent Publications:
 Forthcoming *Homelands, Partitions, and Conflict*
 2016 "Unequal Ground: Homelands and Conflict" *International Organization* 70(1):33-63.
 2015 "Recognition Matters! International Recognition and Attitudes Towards Territorial
 Compromise" *Journal of Conflict Resolution*, with Yael Zeira.

Language Proficiency levels are self-reported according to the following scale: 1 = basic; 2 = fair; 3 = intermediate;
 4 = advanced; 5 = fluent or native.

Andrew Spencer**General Library System**

Time Devoted to CREECA: 100%
Tenure Status: Senior Academic Librarian (non-tenured)
Educational History: M.L.S. Indiana University, 1999
M.A. University of Kansas, 1992
B.A. University of Arizona, 1990, 1985
Academic Specializations: Slavic, East European, Middle Eastern, Central Asian Studies
Languages: Russian (4), Kazakh (4)
Field Experience: Russia, Kazakhstan
Academic Experience/Honors: Member, CREECA Administrative Council

Kate Vieira**English**

Additional Affiliations: Second Language Acquisition, Curriculum & Instruction
Time Devoted to CREECA: 30%
Tenure Status: Associate Professor (tenured)
Educational History: Ph.D. UW-Madison, 2010
M.A. UW-Madison, 2004
B.A. University of Texas-Austin, 1999
Academic Specializations: Writing, Transnational migration, Social history of literacy
Languages: Russian (4), Portuguese (4), Spanish (4), Latvian (3), French (3)
Field Experience: Latvia
Area Studies Courses: ENG 702: Perspectives on Literacy
ENG 304: Composition within and beyond the University
ENG 706: Writing and the Global Movement of People
Graduate students supervised: 7
Academic Experience/Honors: Susan J. Cellmer Distinguished Professor of Literacy
Grant recipient, National Council of Teachers of English/College Composition and Communication
Grant recipient, National Academy of Education
Editorial Board Member, *College Composition and Communication*
Chair, English Department Committee on Underrepresented Students
Honored Instructor Award

Selected Recent Publications:

Forthcoming "Shifting Global Literacy Networks: How Emigration Promotes Literacy Learning in Latvia"
Anthropology and Education Quarterly 49.2.

2016 "Doing Transnational Literacy: The Case for the Literacy History Interview" *Composition Studies* 44(1).

2016 '*American by Paper*': *How Documents Matter in Immigrant Literacies* University of Minnesota Press

Language Proficiency levels are self-reported according to the following scale: 1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native.

Erik O. Wright**Sociology**

Time Devoted to CREECA: 15%

Tenure Status: Professor (tenured)

Educational History: Ph.D. University of California, Berkeley, 1976
B.A. Oxford University, 1970
B.A. Harvard University, 1968

Academic Specializations: Class analysis and social change, Economic sociology, Political sociology

Field Experience: France, Australia, Spain, Hong Kong, Argentina

Area Studies Courses: CES 929: Class Analysis and Historical Change
SOC 994: Colloquium in Critical Sociology

Graduate students supervised: 20

Academic Experience/Honors: Director, A. E. Havens Center for Social Justice
Former president, American Sociological Association
Grant recipient, National Science Foundation
Grant recipient, MacArthur Foundation
Editorial board member, *Politics and Society*

Selected Recent Publications:

2016 "Is the Precariat a Class?" *Global Labor Journal* 7(2): 123-135.

2016 *Alternatives to Capitalism* London and New York: Verso, with Robin Hahnel.

2015 *Understanding Class* London and New York: Verso.

Language Proficiency levels are self-reported according to the following scale: 1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native.

External Affiliates

Yuri Amirkhanian

Medical College of Wisconsin

Department Home: Center for AIDS Intervention Research
Tenure Status: Professor (tenured)
Educational History: Ph.D. Saint Petersburg State University (Russia)
 M.A. Saint Petersburg State University (Russia)
Academic Specializations: HIV prevention interventions in social structures of high-risk communities
Languages: Russian
Field Experience: Russia
Academic Experience/Honors: Director, International Research Core
Selected Recent Publications:
 2018 “Predictors of HIV Care Engagement, Antiretroviral Medication Adherence, and Viral Suppression Among People Living with HIV Infection in St. Petersburg, Russia” *AIDS and Behavior* 22(3):791-799, with J.A. Kelly, et.al.
 2017 “Emerging Opportunities and Challenges for HIV Prevention, Treatment and Care for MSM in the Former Soviet Union and other Post-communist States in Eastern Europe” *Sexually Transmitted Infections* 93(5): 305-306.
 2016 “Barriers and Facilitators of HIV Care Engagement: Results of a Qualitative Study in St. Petersburg, Russia” *AIDS and Behavior* 20(10): 2433-2443, with A.V. Kuznetsova, et.al.

Alan Ball

Marquette University

Department Home: History
Tenure Status: Professor (tenured)
Educational History: Ph.D. University of North Carolina at Chapel Hill, 1982
 M.A. University of North Carolina at Chapel Hill, 1976
 B.A. Oberlin College, 1974
Academic Specializations: Russian/Soviet history, 20th C. Europe, The Cold War
Academic Experience/Honors: Member, American Association for the Advancement of Slavic Studies
 Member, Southern Slavic Studies Society
Selected Recent Publications:
 2015 *Liberty's Tears: Soviet Portraits of the "American Way of Life" During the Cold War*, editor and translator. Oxford: Oxford University Press.

Lowell Barrington

Marquette University

Department Home: Political Science
Tenure Status: Associate Professor (tenured)
Educational History: Ph.D. University of Michigan, 1995
 M.A. University of Michigan, 1993
 B.A. University of Wisconsin-Madison, 1990
Academic Specializations: Nationalism/ethnic conflict, Citizenship policy, Russian politics/foreign policy
Languages: Russian (3), Ukrainian (1), French (1)
Academic Experience/Honors: Chair/Director of Graduate Studies, Department of Political Science
 Member, American Political Science Association
Selected Recent Publications:
 Forthcoming “Nations and States in Eurasia: Lessons from Twenty-Five Years of Post-Soviet Politics” *Nations and States in the Post-Soviet Space*, eds. P. Rutland and R. Taras. Oxford University Press.
 Forthcoming *The Complementary and Contradictory Nature of State-Building and Nation-Building*

Language Proficiency levels are self-reported according to the following scale: 1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native.

Mikhail Blinnikov**St. Cloud State University**

Department Home: Geography
Tenure Status: Professor (tenured)
Educational History: Ph.D. University of Oregon, 1999
M.A. University of Oregon, 1995
B.A. Moscow State University (Russia), 1992
Academic Specializations: Silica phytolith analysis, Biogeography of grasslands
Languages: Russian
Field Experience: Russia
Academic Experience/Honors: Coordinator, Geography graduate program
Director, Global Studies program
Selected Recent Publications:
2010 *A Geography of Russia and Its Neighbors*, Guilford Press.

Peter Blitstein**Lawrence University**

Department Home: History
Tenure Status: Associate Professor (tenured)
Educational History: Ph.D. University of California, Berkeley, 1999
M.A. University of California, Berkeley, 1991
B.A. Johns Hopkins University, 1990
Academic Specializations: History of the Russian Empire and the Soviet Union, Nationalism and Ethnicity
Languages: Russian (4), German (2), French (2), Serbian/Croatian (2)
Academic Experience/Honors: Manuscript Reviewer, *Slavic Review*
Manuscript Reviewer, *Central Asian Survey*
Member, Association for Slavic, Eurasian, and East-European Studies
Selected Recent Publications:
2015 *Stalin Digital Archive*, ed. Yale University Press.

Andreas Boros-Kazai**Beloit College**

Department Home: Political Science
Tenure Status: Adjunct Associate Professor (non-tenured)
Educational History: Ph.D. Indiana University
M.A. Indiana University
B.A. University of Pittsburgh
Academic Specializations: Empire and ethnicity/nationalism, Balkan history
Languages: Hungarian (5)
Field Experience: Hungary

Language Proficiency levels are self-reported according to the following scale: 1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native.

Andy Bruno**Northern Illinois University**

Department Home: History
Tenure Status: Associate Professor (tenured)
Educational History: Ph.D. University of Illinois, 2011
M.A. European University at Saint Petersburg (Russia), 2004
B.A. Reed College, 2003
Academic Specializations: Environmental and Russian history
Languages: Russian (5)
Field Experience: Russia
Academic Experience/Honors: Recipient, Fellowship in Aerospace History, NASA
Research and Artistry Facilitation Grant, Northern Illinois University
Member, Association for Slavic, East European, and Eurasian Studies
Faculty Associate, Environmental Studies
Acting Director, Undergraduate Studies, History Department

Selected Recent Publications:

- 2018 "What Does it Mean to Liberate a Land? Toward an Environmental History of the Russian Revolution," *Russia's Home Front in War and Revolution, 1914-22, Book 3: National Disintegration*, eds. C. Read, P. Waldron, and A. Lindenmyer. Bloomington: Slavica Publishers: 157-177.
- 2017 "A Tale of Two Reindeer: Pastoralism and Preservation in the Soviet Arctic" *REGION: Regional Studies of Russia, Eastern Europe, and Central Asia* 6(2): 251-271.
- 2016 *The Nature of Soviet Power: An Arctic Environmental History* Cambridge University Press.

Winson Chu**University of Wisconsin-Milwaukee**

Department Home: History
Tenure Status: Associate Professor (tenured)
Educational History: Ph.D. University of California, Berkeley, 2006
M.A. University of California, Berkeley, 1999
B.A. University of California, San Diego, 1994
Academic Specializations: Modern Central Europe, German-Polish borderlands,
Languages: German (5), Polish (4), Yiddish (3), Russian (3), French (3), Cantonese (2)
Field Experience: Israel, Poland
Academic Experience/Honors: International Institute for Holocaust Research, Fellow
German Historical Institute in Warsaw, Visiting Fellow
Member, Central European History Society, Polish Studies Association

Selected Recent Publications:

- Forthcoming "The Pleasures of Standing in Line? 'Kolejka' and Historical Politics in Post-Communist Poland"
- Forthcoming "'A Little Murderous Party': Poland and the Culture of Defeat in the Works of Joseph Roth" *Beyond Defeat and Victory. Physical Violence in East-Central Europe, 1917-1923*, eds. Rudolf Kučera and Václav Šmidrkal.
- 2017 "From Łódź to Litzmannstadt: German Pasts and Holocaust Sites in Post-Communist Poland" *Holocaust and Genocide Studies* 31(2): 240-267.

Language Proficiency levels are self-reported according to the following scale: 1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native.

Dennis Cooper**University of Wisconsin-River Falls**

Department Home: Animal & Food Science
Tenure Status: Professor (tenured)
Educational History: Ph.D. University of Minnesota, 1981
M.S. University of Minnesota, 1976
B.S. University of Minnesota, 1968
Academic Specializations: Animal science, Ruminant nutrition, Physiology, Agricultural economics
Academic Experience/Honors: Member, American Dairy Science Association

Christine Evans**University of Wisconsin-Milwaukee**

Department Home: History
Tenure Status: Assistant Professor (tenure-track)
Educational History: Ph.D. University of California, Berkeley, 2010
M.A. University of California, Berkeley, 2004
B.A. Yale University, 2000
Academic Specializations: Modern Russia and Eurasia, History/theory of mass communication
Languages: Russian (5), French (5), German (2), Uzbek (1)
Academic Experience/Honors: Coordinator, Russian and Eastern European Studies Certificate
Recipient, Baltic Sea Foundation Grant
Member, Association for Slavic, Eastern European, and Eurasian Studies
Member, Association for Slavic Cinema and Media Studies

Selected Recent Publications:

- 2017 "Producing Global Media Memories: Media Events and the Power Dynamics of Transnational Television History" *European Journal of Cultural Studies* 20(3): 252-270, with Lars Lundgren.
2016 *Between Truth and Time: A History of Soviet Central Television* Yale University Press.
2015 "The 'Soviet Way of Life' as a Way of Feeling: Emotion and Influence on Soviet Central Television in the 1970s" *Cahiers du Monde Russe*

Nina Familiant**University of Wisconsin-Milwaukee**

Department Home: Foreign Languages & Literature
Tenure Status: Lecturer (non-tenured)
Educational History: Ph.D. University of Wisconsin-Madison
M.A. University of Wisconsin-Milwaukee
B.A. Novosibirsk Pedagogical University (Russia)
Academic Specializations: 19th century Russian literature, Siberia in Russian culture
Languages: Russian (5)
Field Experience: Russia

Language Proficiency levels are self-reported according to the following scale: 1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native.

H. Richard Friman**Marquette University**

Department Home: Political Science
Tenure Status: Professor (tenured)
Educational History: Ph.D. Cornell University, 1987
M.A. Cornell University, 1981
B.A. Indiana University, 1979
Academic Specializations: Politics of immigration and crime, Licit/Illicit global economies
Languages: Japanese (3), German (3)
Field Experience: Japan, Germany
Academic Experience/Honors: Eliot Fitch Chair for International Studies
Director, Marquette University Center for Transnational Justice
Faculty of the Year, Political Science Department Graduate Students
Member, International Studies Association
Member, American Political Science Association
Reviewer, *American Political Science Review*, *Comparative Political Studies*

Selected Recent Publications:
2015 *The Politics of Leverage in International Relations: Name, Shame, and Sanction*, editor.
Palgrave Macmillan.

Jordan Gans-Morse**Northwestern University**

Department Home: Political Science
Tenure Status: Assistant Professor (tenure-track)
Educational History: Ph.D. University of California, Berkeley, 2011
M.A. University of California, Berkeley, 2008/2004
B.A. Vassar College, 1999
Academic Specializations: Property Rights, Rule of law, Authoritarian institutions
Languages: Russian (5), Polish (1), Spanish (1)
Field Experience: Ukraine
Academic Experience/Honors: Faculty Fellow, Buffett Institute for Global Studies
Faculty Associate, Institute for Policy Research
Visiting Fulbright Scholar, National University of Kyiv-Mohyla Academy

Selected Recent Publications:
2017 "Demand for Law and the Security of Property Rights: The Case of Post-Soviet Russia"
American Political Science Review 111(2): 338-359.
2017 *Property Rights in Post-Soviet Russia: Violence, Corruption, and the Demand for Law*
Cambridge University Press
2016 "Putin's Crackdown on Mortality: Rethinking Legal Nihilism and State Capacity in Light of
Russia's Surprising Public Health Campaigns" *Problems of Post-Communism* 63(1), with
Henry Brooke.

Language Proficiency levels are self-reported according to the following scale: 1 = basic; 2 = fair; 3 = intermediate;
4 = advanced; 5 = fluent or native.

Jane Gottlick**University of Wisconsin-Whitewater**

Department Home: Political Science
Tenure Status: Lecturer (non-tenured)
Educational History: Ph.D. University of South Carolina, 1996
M.A. University of Illinois-Chicago, 1991
B.A. Hillsdale College, 1989
Academic Specializations: Comparative politics, Soviet and Russian politics
Languages: Russian
Field Experience: Russia

Shale Horowitz**University of Wisconsin-Milwaukee**

Department Home: Political Science
Tenure Status: Professor (tenured)
Educational History: Ph.D. University of California, Los Angeles, 1996
M.A. University of California, Los Angeles, 1991
B.A. University of California, Berkeley, 1986
Academic Specializations: International/ethnic conflict, Politics of international trade/politics
Field Experience: Hungary
Academic Experience/Honors:
Selected Recent Publications:
2017 "Hawk-Talk in Island Disputes: A Theoretical Analysis with an Application to Japan and South Korea" *Chinese Journal of International Politics* 10(4): 403-28, with S. Kim.
2017 "Leadership Preferences in Ethno-Territorial Disputes: An Experimental Approach" *Foreign Policy Analysis* 13(4): 950-967, with S. Redd.
2013 "Nationalist and Power-Seeking Leadership Preferences in Ethno-Territorial Conflicts: Theory, a Measurement Framework, and Applications to the Break-Up of Yugoslavia" *Civil Wars* 15(4): 508-530, with M. Ye.

Tomasz Inglot**Minnesota State University-Mankato**

Department Home: Political Science
Tenure Status: Professor (tenured)
Educational History: Ph.D. University of Wisconsin-Madison, 1994
M.A. University of Wisconsin-Madison, 1990
M.A. Loyola University, 1989
B.S. State University of New York, Stonybrook, 1985
Academic Specializations: Comparative social policy/welfare states, Comparative democratization
Languages: Polish (5), Russian (3), German (3), Czech (3), Slovak (3)
Academic Experience/Honors: Distinguished Faculty Scholar
Dr. Duane Orr Teacher of the Year Award
Selected Recent Publications:
2016 "Convergent, Divergent, and Reversible Societal Trends in Europe: A Post-Cold War Historical Approach" *Quaderni Storici* 1.
2016 "Path-dependency versus Reform in Pensions and Family Policy Re-examined: Dual Trajectories of the Polish Welfare State since the 1990s" *Social Policy & Administration* 50(2): 241-261.

Language Proficiency levels are self-reported according to the following scale: 1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native.

Andrey Ivanov**University of Wisconsin-Platteville**

Department Home: History
Tenure Status: Assistant Professor
Educational History: Ph.D. Yale University, 2012
Academic Specializations: Russia/Soviet Union, World History, Eastern Europe, Central/Inner Asia
Languages: Russian (5)
Academic Experience/Honors: Fellow, Institute for Research in the Humanities, UW-Madison
Selected Recent Publications:
 Forthcoming *A Spiritual Revolution: The Reformation and Enlightenment in Orthodox Russia 1700-1825*
 Forthcoming "Did Russia Have a Reformation? Towards A New Frontier in European Religious History"
 2017 "The Impact of Pietist and Anglican Spirituality in Catherinian Russia: The Works of St. Tikhon of Zadonsk" *Vivliofika: Journal for Eighteenth Century Russian Studies* 5: 40-72.

Seung Ho Joo**University of Minnesota-Morris**

Department Home: Political Science
Tenure Status: Professor (tenured)
Educational History: Ph.D. The Pennsylvania State University, 1993
 B.A. Yonsei University (Korea), 1982
Academic Specializations: Northeast Asian Security, Russian Foreign Policy
Languages: Korean (5), Russian (2), Chinese (2), French (2), German (1)
Field Experience: Russia, Korea, Germany, Belgium, Japan, Great Britain, Canada
Academic Experience/Honors: Member, The Association of Korean Political Studies
 Member, American Political Science Association
 Morris Faculty Distinguished Research Award
Selected Recent Publications:
 2016 "Russia and Unified Korea: A Korean Perspective" *One Korea: Visions of Korean Unification*, ed. with T. Kwak. Aldershot, UK: Ashgate.
 2014 "Russia's Policy on Nuclear Proliferation and National Unification on the Korean Peninsula" *Pacific Focus* 29(1): 167-187.

Kevin Kain**University of Wisconsin-Green Bay**

Department Home: Global Studies
Tenure Status: Senior lecturer (non-tenured)
Educational History: Ph.D. Western Michigan University, 2004
 M.A. Appalachian State University, 1995
 B.A. The University of North Carolina, Wilmington, 1990
Academic Specializations: Russian history
Field Experience: Russia
Academic Experience/Honors: Grant recipient, UW-GB
 Participant, National Endowment for the Humanities Summer Institute
Selected Recent Publications:
 2017 *The Moscow Patriarchate: Power, Belief, Image and Legitimacy* Wiesbaden: Harrassowitz, ed. with Wolfram von Sheliha.
 2017 "The Life of the Parsuna Patriarch Nikon with Clergy in Nineteenth Century Russian Culture" *The Moscow Patriarchate: Power, Belief, Image and Legitimacy*, eds. Kevin Kain and Wolfram von Sheliha. Wiesbaden: Harrassowitz.
 2016 "Russian New Jerusalem: Prototypes and Images" *Caheirs du Monde Russee* 56

Language Proficiency levels are self-reported according to the following scale: 1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native.

Gary Kirking**UW Extension, Juneau County**

Department Home: Community Resource Development
Tenure Status: Educator/Associate Professor
Educational History: M.S. University of Wisconsin-River Falls
 B.S. University of Wisconsin-River Falls
Academic Specializations: Agricultural education, Animal science
Academic Experience/Honors: NxLevel Certified Instructor, UW-La Crosse
 Citizen Diplomat of the Year
 Outstanding Teacher Award Nomination
 Outstanding International Work Nomination

Jeffrey Leigh**University of Wisconsin-Marathon County**

Department Home: History
Tenure Status: Associate Professor
Educational History: Ph.D. Indiana University, 1998
 M.A. Indiana University, 1991
 B.F.A. University of Missouri-Columbia, 1990
Academic Specializations: Russian history
Languages: German, Czech, Russian
Field Experience: Former Soviet Union, Lebanon
Academic Experience/Honors: Department Chair, History
 Recipient, Wisconsin Humanities Council Grant
 Recipient, Fulbright Scholar
 Member, Distinguished Faculty Society

Selected Recent Publications:

2017 *Austrian Imperial Censorship and the Bohemian Periodical Press from the Revolutions of 1848 to the Tábor, 1867-71: The Baneful Work of the Opposition Press is Fearsome* London: Palgrave-McMillan.

Katia Levintova**University of Wisconsin-Green Bay**

Department Home: Public & Environmental Affairs
Tenure Status: Associate Professor
Educational History: Ph.D. Western Michigan University, 2004
 M.A. Appalachian State University, 1995
 B.A. Moscow State University, 1992
Academic Specializations: Russian, Central Asian and East European politics
Languages: Russian (5)
Field Experience: Russia
Academic Experience/Honors: Department Chair, Political Science and Global Studies
 Recipient, American Councils for International Education Regional Scholar Exchange Program Grant

Selected Recent Publications:

Forthcoming "Glamorous Politics or Political Glamour?: Content Analysis of Political Coverage in Russian Glossy Magazines" *Journal of Communist and Post-Communist Studies*.
 2012 "Being the Opposition in Contemporary Russia: Communist Party of the Russian Federation (KPRF) Between Social-Democratic, Marxist-Leninist, and Nationalist-Socialist Discourses" *Party Politics* 18:5: 727-747.

Language Proficiency levels are self-reported according to the following scale: 1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native.

Karl Loewenstein**University of Wisconsin-Oshkosh**

Department Home: History
Tenure Status: Associate Professor
Educational History: Ph.D. Duke University, 1999
Academic Specializations: Modern Russian cultural history
Languages: Russian
Field Experience: Russia, Estonia
Academic Experience/Honors: Former president, Faculty Senate, UW-Oshkosh
 Faculty Affiliate, Study Abroad Poland/Lithuania/Russia/Estonia

Yuri Maltsev**Carthage College**

Department Home: Economics
Tenure Status: Professor (tenured)
Educational History: Ph.D. Institute for Labor Research (Russia)
 M.A. Moscow State University (Russia)
 B.A. Moscow State University (Russia)
Academic Specializations: Russian politics, Microeconomics
Languages: Russian (5)
Field Experience: Russia
Academic Experience/Honors: Former Senior Fellow at the United States Institute of Peace

Michael Mikoś**University of Wisconsin-Milwaukee**

Department Home: Foreign Languages & Literature
Tenure Status: Professor (tenured)
Educational History: Ph.D. Brown University, 1977
 M.A. Katolicki Uniwersytet Lubelski (Poland), 1963
 B.A. University of Edinburgh (Scotland), 1966
Academic Specializations: Polish language, literature, and culture
Languages: Polish (5)
Field Experience: Poland, Russia
Academic Experience/Honors: Order of Merit from the John Paul II Catholic University of Lublin (Poland)
 Member, American Association of Teachers of Slavic and East European Languages
 Member, American Association for the Advancement of Slavic Studies

Selected Recent Publications:

- Forthcoming *Jan Kochanowski. Trifles, Songs, and St. John's Eve Song* John Paul II Catholic University of Lublin Press
- 2016 "Polish Language and Literature at Columbia University in New York: Early History (1915-1948) *Polish Review* 61(3): 99-107.
- 2015 *City of Memory. A Bilingual Anthology of Contemporary Polish Poetry* Bloomington: Slavica Publishers.

Language Proficiency levels are self-reported according to the following scale: 1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native.

Carol Miller**University of Wisconsin-La Crosse**

Department Home: Sociology & Archeology
Tenure Status: Professor (tenured)
Educational History: Ph.D. University of Arizona, 1996
M.A. University of Arizona, 1991
B.S. University of Wisconsin-River Falls, 1988
Academic Specializations: Global issues, Gender, Policy, Family, Rural/urban communities
Selected Recent Publications:
2016 "Economic Conditions and European Concerns about Food Production Sufficiency" *Journal of International Social Issues* 4(1): 24-39.
2014 "Global Citizenship: Concern or Nihilism?" *The Global Studies Journal* 6(2): 67-76

Meghan Murphy-Lee**University of Wisconsin-Milwaukee**

Department Home: Foreign Languages & Literature
Tenure Status: Senior Lecturer
Educational History: Ph.D. University of Kansas, 2003
M.A. University of Arizona, 1995
B.A. Illinois Wesleyan University, 1993
Academic Specializations: Russian language, Slavic folklore, Linguistics, Russian culture
Languages: Russian (4), Polish (3), Croatian-Serbian (2), Czech (2), German (1)
Field Experience: Russia
Academic Experience/Honors: Recipient, Fulbright-Hayes Fellowship
Member, American Association of Teachers of Slavic and East European Languages
Member, American Council on the Teaching of Foreign Languages
Member, Association for Slavic, East European, and Eurasian Studies

Olga Ogurtsova**Beloit College**

Department Home: Modern Languages & Literatures
Tenure Status: Adjunct Associate Professor (non-tenured)
Educational History: M.A. Kaliningrad State University (Russia)
B.A. Kuban State University (Russia)
Academic Specializations: Russian composition and conversation, Russian civilization
Languages: Russian (5)
Field Experience: Russia
Academic Experience/Honors: Coordinator, Russian Program, Center for Language Studies

Donna Oliver**Beloit College**

Department Home: Modern Languages & Literatures
Tenure Status: Professor (tenured)
Educational History: Ph.D. Northwestern University
M.A. Northwestern University
B.A. Indiana University of Pennsylvania
Academic Specializations: Russian language, literature, and culture
Languages: Russian
Academic Experience/Honors: Martha Peterson Chair for Distinguished Faculty Service

Language Proficiency levels are self-reported according to the following scale: 1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native.

Elizabeth Peacock**University of Wisconsin - La Crosse**

Department Home: Archaeology & Anthropology
Tenure Status: Assistant Professor (tenure-track)
Educational History: Ph.D. University of California, San Diego, 2011
 M.A. University of California, San Diego 2003
 B.A. University of Kansas, 2000

Academic Specializations: Sociolinguistics, Ukraine, Transitional societies, Global communication

Selected Recent Publications:

2016 "The Spatiotemporal Ambivalences of Youth Identities: Striving to be Authentic, yet Worldly" *Identities and Subjectivities*, vol. 4, eds. Nancy Worth, Claire Dwyer, and Tracey Skelton. 493-510.

2015 "National Identity and Language: Class Differences among Youth in Western Ukraine" *Global Studies of Childhood* 5(1): 59-73.

Neal Pease**University of Wisconsin-Milwaukee**

Department Home: History
Tenure Status: Professor (tenured)
Educational History: Ph.D. Yale University, 1982
 M.A. Yale University, 1976
 M.A. University of Kansas, 1975
 B.A. University of Kansas, 1973

Academic Specializations: Modern history of Poland/Central Europe, History of Christianity/Catholicism

Languages: Polish (5), French, German, Italian, Latin

Field Experience: Poland

Academic Experience/Honors: Mieczyslaus Haiman Medal, Polish American Historical Association
 Officer's Cross, Order of Merit, Republic of Poland
 Editor in Chief, *The Polish Review*

Selected Recent Publications:

2017 "Mighty Son of Poland: Stanislaus Zbyszko, Polish Americans, and Sport in the Twentieth Century" *Polish American Studies* 74: 7-26.

2014 "Stanley Ketchel, The 'Michigan Assassin': The First Polish American Sports Champion" *Studia Migracyjne-Przegląd Polonijny* 40: 119-130.

Joseph Peschio**University of Wisconsin-Milwaukee**

Department Home: Foreign Languages & Literatures
Tenure Status: Associate Professor (tenured)
Educational History: Ph.D. University of Michigan, 2004
 M.A. University of Michigan, 1999
 B.A. University of Wyoming, 1996

Academic Specializations: Literary/cultural history of the Russian Golden Age
Languages: Russian, Ukrainian, Bosnian/Croatian/Serbian, Belarusian
Academic Experience/Honors: Coordinator, Slavic Languages Program
 Associate Director for Languages, Center for International Education
 Recipient, National Endowment for the Humanities Summer Stipend
 Grant recipient, Robert A. Jones Award for Research in the Humanities

Selected Recent Publications:

- Forthcoming *A/Z: Essays in Honor of Alexander Zholkovsky*, ed. with D. Ioffe, et.al. Boston: Academic Studies Press.
- Forthcoming “Дружба и любовь у Аркадия Родзянки: Новые тексты из архива А.С. Норова” *Vremennik Pushkinskoi komissii* 33.
- 2018 “Жалоба Валериана Олина: Материалы из архива Санкт-Петербургского Цензурного Комитета с комментариями” [“Valerian Olin’s Complaint: Materials from the Archive of the St. Petersburg Censorship Committee, with Commentary”] *Zbornik Matice Srpske za Slavistiku*, eds. Mikhail Trunin and Nikolai Poseliagin. 92: 349-67.

Randall Poole**The College of St. Scholastica**

Department Home: History & Politics
Tenure Status: Professor (tenured)
Educational History: Ph.D. University of Notre Dame, 1996
 M.A. University of Notre Dame, 1990
 B.A. Cornell University, 1987

Academic Specializations: Russian/European intellectual history, History of philosophical/religious thought
Languages: Russian
Field Experience: Russia
Academic Experience/Honors: Former Fulbright Scholar
 Fellow, Center for the Study of Law and Religion, Emory University
 Fellow, International Center for the Study of Russian Philosophy (Russia)
 Recipient, Benedictine Professorship Award for Teaching Excellence
 Director, Health Humanities Program

Selected Recent Publications:

- Forthcoming *Religious Freedom in Modern Russia* ed. with Paul W. Werth.
- Forthcoming *Oxford Handbook of Russian Religious Thought*, ed. with George Pattison and Caryl Emerson.
- 2017 “The Defense of Human Dignity in Nineteenth-Century Russian Thought” *Iosif Volotskii and Eastern Christianity: Essays across Seventeen Centuries*, eds. David Goldfrank, Valeria Nollan, and Jennifer Spock. New Academia Publishing: 271-305.

Language Proficiency levels are self-reported according to the following scale: 1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native.

Ora John Reuter**University of Wisconsin-Milwaukee**

Department Home: Political Science
Tenure Status: Assistant Professor (tenure-track)
Educational History: Ph.D. Emory University, 2010
M.A. Emory University, 2009
B.A. The University of the South – Sewanee, 2004

Academic Specializations: Comparative politics, Russia and the former Soviet Union
Languages: Russian (5), Ukrainian (1)
Field Experience: Russia, Ukraine
Academic Experience/Honors: Grant recipient, National Science Foundation
Recipient, Research Growth Initiative Award, UW-Milwaukee
Co-Editor-in-Chief, Higher School of Economics Political Science Working Papers

Selected Recent Publications:
2017 *The Origins of Dominant Parties: Building Authoritarian Institutions in Post-Soviet Russia*
New York: Cambridge University Press.
2015 “Legislatures, Cooptation, and Social Protest in Contemporary Authoritarian Regimes” *Journal of Politics* 77(1), with Graeme Robertson.
2015 “Online Social Media and Political Awareness in Authoritarian Regimes” *British Journal of Political Science* 45(1), with David Szakonyi.

Natalia Roberts**University of Wisconsin-La Crosse**

Department Home: Global Cultures & Languages
Tenure Status: Senior Instructor, Russian (non-tenured)
Educational History: M.E.-P.D. University of Wisconsin-La Crosse, 2014
B.S. University of Wisconsin-La Crosse, 2000

Academic Specializations: Russian languages and literature
Languages: Russian
Field Experience: Russia
Areas Studies Courses: RUS 351: Russian Identity through Film
RUS 320: The Russian Mindset: Cultural Perspectives

Academic Experience/Honors: Member, Wisconsin Association of Foreign Language Teachers
Recipient, Academic Staff Recognition of Excellence Award in Teaching
Participant/Organizer, Festival of Languages
Faculty Advisor, Certificate in Russian Studies Program
Faculty Advisor, Modern Languages Advising Fair

Theofanis Stavrou**University of Minnesota**

Department Home: History, Classical and Near Eastern Studies
Tenure Status: Professor (tenured)
Educational History: Ph.D. Indiana University, 1961
M.A. Indiana University, 1957

Academic Specializations: Russian/Ottoman empires, Religious history in modern Russia
Languages: Russian
Field Experience: Russia, Greece, Poland
Academic Experience/Honors: Founder/Editor, *Modern Greek Studies*
Recipient, Morse Amoco/Alumni Teaching Award
Recipient, Hellenic Society of Translators of Literature Award
Ford Foundation Foreign Area Fellowship

Language Proficiency levels are self-reported according to the following scale: 1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native.

Andris Straumanis**University of Wisconsin-River Falls**

Department Home: Communication & Media Studies
Tenure Status: Associate Professor (tenured)
Educational History: Ph.D. Candidate, University of Minnesota
Academic Specializations: Journalism and reporting, Latvia
Academic Experience/Honors: Advisor, *Student Voice*
 Editor, *Latvians Online*

Russell Zanca**Northeastern Illinois University**

Department Home: Anthropology
Tenure Status: Professor (tenured)
Educational History: Ph.D. University of Illinois at Urbana-Champaign, 1999
Academic Specializations: Cultural Anthropology, Central Asia, Post-Soviet economies, Globalization
Field Experience: Uzbekistan

Selected Recent Publications:

- 2008 “Fearing Islam in Uzbekistan: Islamic Tendencies, Extremist Violence, and Authoritarian Secularism”
Reclaiming the Sacred: Morality, Community and Religion after Communism eds. Mark D. Steinberg and
 Catherine Wanner. Indiana University Press.
- 2007 *Everyday Life in Central Asia* co-ed. with Jeff Sahadeo. Indiana University Press.

Center for Russia, East Europe, and Central Asia (CREECA)

University of Wisconsin-Madison

Position Description for Teaching Assistant

- 1) Russia: An Interdisciplinary Survey—Slavic/Geography/History/Poli Sci 253, taught in odd-numbered years: 2019, 2021
- 2) East Europe: An Interdisciplinary Survey--Slavic/Geography/History/Poli Sci 254, taught in even-numbered years: 2020, 2022

Spring Semester, 50% time (20 hours per week)

Responsibilities of the successful candidate: Under the direction of Professor Manon van de Water, lead instructor for this course, you will lead 4 weekly discussion sections of “Russia: An Interdisciplinary Survey,” assist the instructor with grading tests and papers, and hold office hours with students. The appointment level will be at .5 FTE, or 20 hours per week. If you have not served as a Teaching Assistant before at UW-Madison, you will be expected to attend TA training sessions.

Required qualifications: Must be enrolled in good standing in a UW-Madison graduate degree program with a strong interest in Russian area studies; highly organized with excellent communication skills (written and oral); understanding of Russian history and politics; broad exposure to social sciences.

Potential applicants must be available Tuesdays/Thursdays 2:30-3:45 to attend lectures and on Wednesdays to lead discussion sections. Wednesday discussion sections will meet as follows: 11:00-11:50, 12:05-12:55, 2:25-3:15, 3:30-4:20

To apply: Please send a cover letter indicating your interest in the position. Please include a description of your previous teaching experience and previous graduate-level coursework in Russian area studies. If you have previous teaching experience as a TA, include the name and contact information of the faculty member for that course.

Deadline to apply: Tuesday, December 9 at 4:00 pm.

Send application to:
Jennifer Tishler, Associate Director
CREECA
210 Ingraham Hall, 1155 Observatory Drive
Madison, WI 53706

Questions about the position should be addressed to Jennifer Tishler (jtishler@creeca.wisc.edu) or 262-3379.

University of Wisconsin-Madison

TEACHING ASSISTANT ANNOUNCEMENT

The Department of Curriculum and Instruction in the School of Education has an opening for a teaching assistant for fall semester of the 2018-2019 academic year in the following course:

C&I 375: Globalization, World Regions, and Globalizing Education

Course description: This is a First-Year Interest Group (FIG) about globalization, world regions, and education. Students will examine globalization from educational, international studies, and anthropological perspectives and will consider the impact of globalization on schooling; the relationship of schooling to increasingly global societies; and how policy, curriculum, and instruction can be responsive to globalization. The primary goal is to connect area and international studies (with a focus on global economic, political, cultural, and social patterns); anthropological understandings of mobility, cultures, and communities; and an understanding of the role of education in society.

(40% appointment, 1 section)

The teaching assistant's primary responsibilities will include leading one face-to-face discussion section, holding one-on-one consultations with students, and grading papers and presentations, under the direction of Professor Margaret Hawkins.

Required qualifications:

Expertise in and commitment to education through research or previous coursework. Knowledge of the subject should overlap with the specific emphasis and content areas of the course. Previous teaching experience in a K-12 classroom is highly desired.

Expertise in and commitment to international and area studies and previous coursework in one or more of the following areas: Russian, East European, and Central Asian Studies (REECAS), Middle East Studies, South Asian Studies, Southeast Asian Studies.

Evidence of strength in teaching either from prior teaching experience or from qualities that demonstrate the ability to communicate material clearly, facilitate discussion, and stimulate student interest.

Current enrollment in or acceptance to a UW-Madison graduate program. Currently enrolled students must be in good standing.

Center for Russia, East Europe, and Central Asia (CREECA), University of Wisconsin-Madison
Appendix 2: Course List

This table includes courses with 25% or greater area content offered in the 2016-2017 and 2017-2018 academic years, or scheduled to be offered in 2018-2019. Contact hours and credits are the same unless otherwise indicated. Information on instructors may be found in Appendix 1: Curriculum Vitae and Position Descriptions. Courses numbered 100-299 are for undergraduate credit only; courses numbered 300-699 are for both undergraduate and graduate students; courses numbered 700-999 are for graduate and professional school students, although advanced undergraduates may enroll with the permission of the instructor. Courses marked with an asterisk (*) have been supported by Title VI.

Courses are divided into three categories:

Group A. Russian, East European, and Central Asian Language Courses

Group B. Interdisciplinary Courses in Russian, East European, and Central Asian Studies

Group C. Discipline-Specific Non-language Courses in Russian, East European, and Central Asian Studies.

Courses that are cross-listed across multiple subject listings are marked as such. These courses are only counted once in the course list, with the exception of those literature courses for which students may read texts and hold additional discussions in the target language (Slavic 449, 454, 470, 472). Such courses are marked as “meets with” and appear twice, once under Group A and once under Group C, as “Literature in Translation” courses. Group A enrollments show those students who read texts in the original language and attend additional discussion sections in the target language. Group C enrollments show numbers of students reading English translations of texts.

Table Key:

FA = Fall semester
SP = Spring semester
SU = Summer session
Ct. Hrs. = Contact hours
% = Percentage Eurasian content for area studies courses
UG = Undergraduate
G = Graduate
FIG = First Year Interest Group course

Center for Russia, East Europe, and Central Asia (CREECA), University of Wisconsin-Madison
Appendix 2: Course List

Group A. Russian, East European, and Central Asian Language Courses

Department, Course Number, Description	Instructor	Term	Ct. Hrs.	2016-2017 Enroll.		2017-2018 Enroll.		Offered 2018-2019
				UG	G	UG	G	
Languages and Cultures of Asia								
301: First Semester Uyghur*	Multiple Instructors	SU	4				4	Y
302: Second Semester Uyghur*	Multiple Instructors	SU	4				1	Y
328: Elem Summer Immersion Persian	Farsiu	SU	8		2			Y
329: Elem Summer Immersion Turkish	Erbil Erkan	SU	8		3			Y
331: First Semester Kazakh*	Glowacki	SU	4		4		2	Y
331: First Semester Kazakh*	Glowacki	FA	4			1	1	Y
332: Second Semester Kazakh*	Glowacki	SU	4		2		2	Y
332: Second Semester Kazakh*	Glowacki	FA	4			1	1	Y
339: First Semester Turkish	Erbil Erkan	FA	4	14	2	4	4	Y
340: Second Semester Turkish	Erbil Erkan	SP	4	4	1	1	2	Y
343: First Semester Uzbek*	Multiple Instructors	SU	4		4		3	Y
344: Second Semester Uzbek*	Multiple Instructors	SU	4		4		3	Y
363: First Semester Persian	Farsiu	FA	4	4	6	6	2	Y
364: Second Semester Persian	Farsiu	SP	4	4	4	4	2	Y
401: Third Semester Tajik	Multiple Instructors	SU	4	1				Y
401: Third Semester Uyghur	Multiple Instructors	SU	4		1			Y
401: Third Semester Uzbek	Multiple Instructors	SU	4			1	3	Y

**Center for Russia, East Europe, and Central Asia (CREECA), University of Wisconsin-Madison
Appendix 2: Course List**

Department, Course Number, Description	Instructor	Term	Ct. Hrs.	2016-2017 Enroll.		2017-2018 Enroll.		Offered 2018-2019
				UG	G	UG	G	
402: Fourth Semester Tajik	Multiple Instructors	SU	4	1				Y
402: Fourth Semester Uyghur	Multiple Instructors	SU	4		1			Y
402: Fourth Semester Uzbek	Multiple Instructors	SU	4			1	3	Y
428: Intrmed Sumr Immersion Persian	Farsiu	SU	8		5			Y
429: Intrmed Sumr Immersion Turkish	Multiple Instructors	SU	8					Y
431: Third Semester Kazakh*	Multiple Instructors	SU	4		3		3	Y
431: Third Semester Kazakh*	Glowacki	SP	4					Y
432: Fourth Semester Kazakh*	Multiple Instructors	SU	4		3		3	Y
432: Fourth Semester Kazakh*	Glowacki	SP	4					Y
439: Third Semester Turkish	Erbil Erkan	FA	4	3		2	1	Y
440: Fourth Semester Turkish	Erbil Erkan	SP	4	2		2		
463: Third Semester Persian	Farsiu	FA	4	7		2	2	Y
464: Fourth Semester Persian	Farsiu	SP	4	5		2	1	
528: Adv Summer Immersion Persian	Multiple Instructors	SU	8		4			Y
529: Adv Summer Immersion Persian	Multiple Instructors	SU	8		4			Y
531: Fifth Semester Kazakh*	Glowacki	FA	3					Y
532: Sixth Semester Kazakh*	Glowacki	SP	3					Y
539: Fifth Semester Turkish-Azeri*	Erbil Erkan	FA	3	4				Y
540: Sixth Semester Turkish-Azeri*	Erbil Erkan	SP	3	1				Y

Center for Russia, East Europe, and Central Asia (CREECA), University of Wisconsin-Madison
Appendix 2: Course List

Department, Course Number, Description	Instructor	Term	Ct. Hrs.	2016-2017 Enroll.		2017-2018 Enroll.		Offered 2018-2019
				UG	G	UG	G	
563: Fifth Semester Persian	Qasemi	FA	3	2		1	1	
564: Sixth Semester Persian	Qasemi	SP	3	2			1	
601: Seventh Semester Persian	Qasemi	FA	3	3				
601: Seventh Semester Turkish-Azeri*	Erbil Erkan	FA	3		1	1		Y
602: Eighth Semester Persian	Qasemi	SP	3	2				
602: Eighth Semester Turkish-Azeri*	Erbil Erkan	SP	3		1			Y
Slavic Languages and Literature								
101: First Semester Russian	Graduate Assistants	FA	4	57	4	66	4	Y
101: First Semester Russian	Graduate Assistants	SU	4	2	5	2	4	Y
102: Second Semester Russian	Graduate Assistants	SP	4	34	1	41	3	Y
102: Second Semester Russian	Graduate Assistants	SU	4	2	5	2	3	Y
111: First Semester Polish	Miernowska	FA	4	8	2			Y
112: Second Semester Polish	Miernowska	SP	4	5	1			Y
115: First Semester Czech	Danaher	FA	4			8	1	
116: Second Semester Czech	Danaher	SP	4			8		
117: Intensive 2nd Yr Russian	Graduate Assistants	SU	4	11	3	13	3	Y
118: Intensive 2nd Yr Russian	Graduate Assistants	SU	4	11	3	12	3	Y
141: First Semester Serbo-Croatian	Mitrovic	FA	3	10				Y
142: Second Semester Serbo-Croatian	Simic	SP	3	6				Y
181: Russ Honor Tutorial - Slav 101	Evans-Romaine	FA	1			6		Y
182: Russ Honor Tutorial - Slav 102	Karpukhin	SP	1			8		Y

**Center for Russia, East Europe, and Central Asia (CREECA), University of Wisconsin-Madison
Appendix 2: Course List**

Department, Course Number, Description	Instructor	Term	Ct. Hrs.	2016-2017 Enroll.		2017-2018 Enroll.		Offered 2018-2019
				UG	G	UG	G	
203: Third Semester Russian	Graduate Assistants	FA	4	22	1	20	1	Y
204: Fourth Semester Russian	Graduate Assistants	SP	4	13	1	15	1	Y
207: Third Semester Polish	Miernowska	FA	4			9		
208: Fourth Semester Polish	Miernowska	SP	4			7		
217: Third Semester Czech	Danaher	FA	4					Y
251: Third Semester Serbo-Croatian	Mitrovic	FA	3			1		
252: Fourth Semester Serbo-Croatian	Mitrovic	SP	3			1		
275: Third Year Russian I	Karpukhin/Walter	FA	4	18	2	20	3	Y
276: Third Year Russian II	Walter	SP	4	16	2	16	1	Y
277: Third Year Polish I*	Miernowska	FA	3			2		Y
277: Third Year Polish I*	Miernowska	SP	3	2		1		Y
278: Third Year Polish II*	Miernowska	FA	3	1		2	1	Y
278: Third Year Polish II*	Miernowska	SP	3	2	4			
301: Intro to Intensive Polish	Miernowska	FA	3			2	4	
305: Fifth Semester Intensive Polish*	Miernowska	SP	3				3	
306: Sixth Semester Intensive Polish*	Miernowska	FA	3					Y
315: Russian Lang & Culture I	Tumarkin	FA	2	17	1	21		Y
316: Russian Lang & Culture II	Tumarkin	SP	2	14	1	20		Y
321: Fourth Year Russian I	Shevelenko	FA	4	13		8	1	Y
322: Fourth Year Russian II	Shevelenko	SP	4	14	1	9	1	Y
331: Fourth Year Polish I*	Miernowska	FA	3	2		1		
331: Fourth Year Polish I*	Miernowska	SP	3	1		2	1	Y
332: Fourth Year Polish II*	Miernowska	SP	3	2				Y
341: First Semester Intensive Serbo-Croatian	Mitrovic	FA	3		1			Y

Center for Russia, East Europe, and Central Asia (CREECA), University of Wisconsin-Madison
Appendix 2: Course List

Department, Course Number, Description	Instructor	Term	Ct. Hrs.	2016-2017 Enroll.		2017-2018 Enroll.		Offered 2018-2019
				UG	G	UG	G	
342: Uvod u srpsku i hrvtsku lit	Simic	SP	3		2			
351: First Semester Intensive Czech	Danaher	FA	3				2	
352: Second Semester Intensive Czech	Danaher	SP	3				1	
433: History of Russian Culture	Karpukhin	FA	3	15	3	13	1	Y
434: Contemporary Russian Culture	Karpukhin	SP	3	13	1	12	1	Y
441: Third Semester Intensive Serbo-Croatian	Mitrovic	FA	3				2	
442: Fourth Semester Intensive Serbo-Croatian	Mitrovic	SP	3				2	
449: Istorija srpske/hrvatske lit (cross listed with Lit Trans 454: History of Serbian and Croatian Literature)	Longinovic	FA	3					Y
454: Moderna srpska/hrvatska lit (cross-listed with Lit Trans 455: Modern Serbian & Croatian Literature in Translation)	Longinovic	FA	3	2	2			
454: Moderna srpska/hrvatska lit (cross-listed with Lit Trans 455: Modern Serbian & Croatian Literature in Translation)	Mitrovic	SP	3			1	2	
470: Historia literatury polskiej do roku 1863 (cross-listed with Slavic 471: Polish Literature in Translation, Middle Ages to 1863)	Filipowicz	FA	3					Y
472: Historia literatury polskiej po roku 1863 (cross-listed with Lit Trans 218: Polish Literature in Translation: Late 19th and 20th C.)	Filipowicz	SP	3					Y
560: Capstone Seminar: Russian Lit and Culture	Evans-Romaine/Shevelenko	FA	3	10	1	7	1	Y
705: Special Topics - Adv Russian Listening and Conversation	Evans-Romaine	SP	3	5		6	1	Y

Center for Russia, East Europe, and Central Asia (CREECA), University of Wisconsin-Madison
Appendix 2: Course List

Group B. Interdisciplinary Courses in Russian, East European, and Central Asian Studies

Department, Course Number, Description	Instructor	Term	Ct. Hrs.	%	2016-2017 Enroll.		2017-2018 Enroll.		Offered 2018-2019
					UG	G	UG	G	
Interdisciplinary									
Geography/History/Political Science/Slavic 253: Russia: An Interdisciplinary Survey*	van de Water	SP	4	100	40	6			Y
Geography/History/Political Science/Slavic 254: Eastern Europe: An Interdisciplinary Survey*	Danaher	SP	4	100			65	4	

Group C. Discipline-Specific Non-language Courses in Russian, East European, and Central Asian Studies

Department, Course Number, Description	Instructor	Term	Ct. Hrs.	%	2016-2017 Enroll.		2017-2018 Enroll.		Offered 2018-2019
					UG	G	UG	G	
Agricultural & Applied Economics									
244: Environment and the Global Economy (cross-listed with Environmental Studies 244)	Barham	SP	3	25	98	2	87	6	Y
474: Economic Problems of Developing Areas (cross-listed with Econ 474)	Dower	SP	3	25			52	2	Y
Anthropology									
606: Ethnicity, Nations & Nationalism	Camal	SP	4	25	10	12			
Art History									
310: Early Christian & Byzantine Art	Dale	FA	3	50	5	17			

Center for Russia, East Europe, and Central Asia (CREECA), University of Wisconsin-Madison
Appendix 2: Course List

Department, Course Number, Description	Instructor	Term	Ct. Hrs.	%	2016-2017 Enroll.		2017-2018 Enroll.		Offered 2018-2019
					UG	G	UG	G	
Communication Arts									
350: Introduction to Film	Belodubrovskaya	FA	3	25	156	5	165	3	Y
350: Introduction to Film	Belodubrovskaya	SP	3	25	137	3	150	18	Y
358: History of Documentary Film	Kepley	FA	3	25	17	4			
358: History of Documentary Film	Kepley	SP	3	25	20				
456: Russian & Soviet Film	Belodubrovskaya/ Kepley	SP	3	100	14	2	12	4	Y
Community & Environmental Sociology									
929: Class Analysis and History of Change: Reading Marx (cross-listed with Sociology 929)	Emirbayer	FA	3	25	17				
Curriculum & Instruction									
366/727: Internationalizing Educational Knowledge	Popkewitz	SP	3	25			3	9	Y
375: Globalizing Education (FIG)*	Hawkins	FA	3	25					Y
Economics									
467: International Industrial Organizations	Muniagurria	FA	3	25	61	7	40	0	Y
467: International Industrial Organizations	Muniagurria	SU	3	25	21	2			
Educational Policy Studies									
675: Introduction to Comparative & International Education	Popkewitz	SP	3	25	6	15			
English									
223: V Nabokov: Russian & American Writing (cross-listed with Literature in Translation 223)	Dolinin/Karpukhin	FA	3	50	45	1	46	1	Y
Environmental Studies - Gaylord Nelson Institute									
866: Global Environmental Governance (cross-listed with Public Affairs 866 and Political Science 866)	Nemet	SP	3	25		56			

Center for Russia, East Europe, and Central Asia (CREECA), University of Wisconsin-Madison
Appendix 2: Course List

Department, Course Number, Description	Instructor	Term	Ct. Hrs.	%	2016-2017 Enroll.		2017-2018 Enroll.		Offered 2018-2019
					UG	G	UG	G	
Folklore Studies									
352: Shamanism (cross-listed with Religious Studies 352)	DuBois	SP	3	25			132	14	
443: Sami Culture, Yesterday and Today (cross-listed with Scandinavian 443)	DuBois	SP	4	25	44	2			
444: Slavic and East European Folklore (cross-listed with Slavic 444)	Longinovic	FA	3	100	42	6			
Gender & Women's Studies									
205: Women in Russian Literature in Translation (cross-listed with Literature in Translation 205 and Slavic 405)	Tishler	SP	3	100	15				Y
Geography									
318: Introduction to Geopolitics	Kaiser	SP	3	25	46	3			Y
340: World Regions in Global Context	Olds	FA	3	25	165	2	137	3	Y
340: World Regions in Global Context	Olds	SP	3	25	124		164	4	
340: World Regions in Global Context	Olds	SU	3	25	28	3	19	1	
518: Power, Place, Identity	Kaiser	FA	3	25			7	6	
518: Power, Place, Identity	Kaiser	SP	3	25	12	5			
918: Seminar in Political Geography	Kaiser	FA	3	25		11			
History									
120: Europe and the Modern World 1815 to present	Roberts	FA	4	50	85	5	136	4	Y
120: Europe and the Modern World 1815 to present	Roberts	SP	4	50			74	5	
139: Middle East: 20th Century	Nikpour	FA	3	25	43	5			Y
200: Russia & America in the 19th and 20th centuries (FIG)	Hirsch	FA	3	100	17				
200: Russia & the World (FIG)*	Hirsch	FA	3	100			17		Y

Center for Russia, East Europe, and Central Asia (CREECA), University of Wisconsin-Madison
Appendix 2: Course List

Department, Course Number, Description	Instructor	Term	Ct. Hrs.	%	2016-2017 Enroll.		2017-2018 Enroll.		Offered 2018-2019
					UG	G	UG	G	
201: The Historian's Craft: Civilians and War on WWII's Eastern Front	Ciancia	SP	3	100	42				
205: The Making of the Islamic World: The Middle East, 500-1500 (cross-listed with LCA, Religious Studies)	Chamberlain	FA	3	25	111	18	123	33	
224: History of the Holocaust	Bitzan	SP	3	50			50	7	Y
225: The First Islamic Empire	Chamberlain	FA	3	25	13	3	40	3	
270: Eastern Europe Since 1900	Ciancia	FA		100					
309: Crusades: Christianity & Islam (cross-listed with Medieval Studies)	Lapina	FA	4	25	46	9			
350: The First World War and the Shaping of 20th C. Europe	Ussishkin	FA	4	50			67	16	
350: The First World War and the Shaping of 20th C. Europe	Ussishkin	SP	4	50	67	17			
357: The Second World War	Roberts	FA	4	50	70	3	69	6	Y
359: History of Europe Since 1945	Boswell	FA	3	50	35	9			
417: History of Russia (9th Century - 1800)	McDonald	SP	3	100	31	13			Y
418: History of Russia (1800 - 1917)	McDonald	FA	3	100	31	14			
418: History of Russia (1800 - 1917)	McDonald	SP	3	100			32	9	
419: History of Soviet Russia	Hirsch	SP	4	100	26	12			
424: The Soviet Union & The World, 1917-1991	Hirsch	FA	4	100					Y
424: The Soviet Union & The World, 1917-1991	Hirsch	SP	4	100			55	22	
425: History of Poland & the Baltic Area	Ciancia	SP	3	100			19	24	
434: American Foreign Relations from 1901 On	Iber	FA	3	50			22	5	Y
439: Islamic History from the Origin of Islam to the Ottoman Empire (cross-listed with Religious Studies)	Chamberlain	SP	3	25	60	10			

Center for Russia, East Europe, and Central Asia (CREECA), University of Wisconsin-Madison
Appendix 2: Course List

Department, Course Number, Description	Instructor	Term	Ct. Hrs.	%	2016-2017 Enroll.		2017-2018 Enroll.		Offered 2018-2019
					UG	G	UG	G	
463: Empires of the East: Eurasia, Indian Ocean	Wink	FA	3	25	8				Y
463: Empires of the East: Eurasia, Indian Ocean	Wink	SP	3	25	11		9	2	
475: European Social History, 1914-Present	Koshar	SP	3	50		4	1	3	Y
518: Anti-Semitism & European Culture (cross-listed with Jewish Studies)	Bitzan	FA	3	25	13	1	10	1	
845: Central European History	Koshar	SP	3	50		4	1	3	
849: History of Imperial Russia, 1649-1917	McDonald	SP	3	100				6	
850: History of the Soviet Union and Modern History of East Central Europe	Hirsch	SP	3	100			1	4	
857: History of South Asia	Wink	FA	3	25		1			Y
857: History of South Asia	Wink	SP	3	25		1		1	
891: Proseminar in Modern European History	Boswell/Hirsch	SP	3	25		9			Y
891: People, Ideas, and Institutions on the Move: Transnational Histories of Modern Europe	Ciancia	FA	3	50			1	7	
International Studies									
439: Comparative Study of Genocide (cross-listed with PS 439)	Straus	FA	4	25			98	3	
Jewish Studies									
230: Russia and the Jews: Literature, Culture, Religion (cross-listed with Lit Trans 247, Slavic 245)	Zilbergerts	FA	3	100			26		Y
230: Russia and the Jews: Literature, Culture, Religion (cross-listed with Lit Trans 247, Slavic 245)	Zilbergerts	SP	3	100	16				Y
230: Representing the Holocaust in Poland (cross-listed with Lit Trans 247)	Filipowicz	FA	3	100			24		Y

Center for Russia, East Europe, and Central Asia (CREECA), University of Wisconsin-Madison
Appendix 2: Course List

Department, Course Number, Description	Instructor	Term	Ct. Hrs.	%	2016-2017 Enroll.		2017-2018 Enroll.		Offered 2018-2019
					UG	G	UG	G	
230: Representing the Holocaust in Poland (cross-listed with Lit Trans 247)	Filipowicz	SP	3	100			11		Y
230: Dead Yiddish Poets Society	Zilbergerts	FA	3	50			11		
230: Migration in Film & Literature	Yudkoff	FA	3	25	18	1			
230: Writing the Jewish Body	Yudkoff	SP	3	25	22				
269: Yiddish Literature of Eastern Europe in Translation	Hollander	FA	3	100	40		32		Y
318: Modern Jewish Literature	Hollander	SP	3	25			42	1	Y
430: Testimonies and Cultural Expression of the Holocaust	Brenner	FA	3	25	18		18		Y
Journalism & Mass Communication									
620: International Communication	Palmer	FA	4	25	27	1			
620: International Communication	Palmer	SP	4	25	18	1	22		Y
La Follette School of Public Affairs									
850: International Governance	Copelovitch	FA	3	25		14	2	18	Y
974: Contemporary Issues in International Policy	Johnson	SP	3	25			1	5	
Languages & Cultures of Asia									
314: Literatures of Central Asia	Sonntag	FA	3	100	15		16		
370: Islam: Religion and Culture (cross-listed with Religious Studies 370)	Gade	FA	3	25			64	14	
444: Intro to Sufism (Islamic Mysticism)	Gade	FA	3	25	6	8			
Law									
818: Comparative Law	Hendley	SP	3	25			4	32	Y
827: International Law	Huneus	SP	3	25		29		20	
828: International Transactions	Multiple	SP	3	25		24		17	Y
872: Legal Issues: North America & East Asia	Smithka	SP	2	50				15	
942: European Union Law	Klug	FA	3	50		16		8	Y

Center for Russia, East Europe, and Central Asia (CREECA), University of Wisconsin-Madison
Appendix 2: Course List

Department, Course Number, Description	Instructor	Term	Ct. Hrs.	%	2016-2017 Enroll.		2017-2018 Enroll.		Offered 2018-2019
					UG	G	UG	G	
Literature in Translation									
201: Survey of 19th and 20th C. Russian Lit in Translation I	Multiple	FA	3	100	71		81	2	Y
203: Survey of 19th and 20th C. Russian Lit in Translation II	Multiple	SP	3	100	36		43	2	Y
207: Slavic Science Fiction	Danaher	SP	3	100	42	1			Y
218: Polish Literature in Translation: Late 19th and 20th C. (cross-listed with Slavic 472 Historia literatury polskiej po roku 1863)	Filipowicz	SP	3	100			14		Y
229: Representation of the Jew in Eastern European Cultures	Yudkoff	SP	3	100	13				Y
233: Russian Life & Culture through Literature & Art to 1917	Tishler	FA	4	100	20		18	1	Y
234: Russian Life & Culture through Literature & Art from 1917	Tishler	SP	4	100	28		28		Y
241: Literature and Culture of Eastern Europe - Cultures of Dissent in East Central Europe: Censorship and the Politics of Resistance (cross-listed with Slavic 242)	Mitrovic	SP	3	100	20				
329: The Vampire in Literature and Film	Longinovic	FA	3	100	586	2			Y
454: History of Serbian and Croatian Literature	Longinovic	FA	3	100					Y
455: Modern Serbian & Croatian Literature in Translation (cross-listed with Slavic 454: Moderna srpska/hrvatska lit)	Longinovic	FA	3	100	2				
455: Modern Serbian & Croatian Literature in Translation (cross-listed with Slavic 454: Moderna srpska/hrvatska lit)	Mitrovic	SP	3	100			7		Y
471: Polish Literature in Translation, Middle Ages to 1863 (cross-listed with Slavic 470 Historia literatury polskiej do roku 1863)	Filipowicz	FA	3	100			5		Y

Center for Russia, East Europe, and Central Asia (CREECA), University of Wisconsin-Madison
Appendix 2: Course List

Department, Course Number, Description	Instructor	Term	Ct. Hrs.	%	2016-2017 Enroll.		2017-2018 Enroll.		Offered 2018-2019
					UG	G	UG	G	
Political Science									
106: Politics Around the World	Shelef	FA	4	25	292	10	294	6	Y
106: Politics Around the World	Shelef	SP	4	25	248	12	260	6	
106: Politics Around the World	Multiple Instructors	SU	4	25	38		20	2	Y
334: Russian Politics	Hendley	FA	3	100	58	2			Y
334: Russian Politics	Hendley	SP	3	100			94	6	
338: The European Union: Politics & Political Economy	Ringe	FA	4	50	47	3			Y
347: Terrorism	Kydd	FA	3	25	49	3	98	7	Y
359: American Foreign Policy	Multiple Instructors	SU	3	25	32	1	35	3	
377: Nuclear Weapons and World Politics	Multiple Instructors	SP	4	50	89	3	92	6	Y
438: Comparative Political Culture	Schatzberg	SP	3	25			15	2	
534: Socialism & Transitions to the Market	Gehlbach	SP	3	50	18	8			
633: Russian Politics	Hendley	FA	3	100	27	5			Y
659: Politics & Society: Contemporary Eastern Europe	Nikolova	FA	3	100			27		Y
659: Politics & Society: Contemporary Eastern Europe	Nikolova	SP	3	100	14	2			
814: Social Identities: Definition and Measurement	Herrera	SP	3	25				9	
854: Nationalism & Ethnic Conflict	Shelef	FA	3	50			2	28	Y
856: Field Seminar in Comparative Politics	Herrera	FA	3	25		9		4	Y
857: International Relations Theories	Multiple Instructors	FA	3	25		12		8	Y

Center for Russia, East Europe, and Central Asia (CREECA), University of Wisconsin-Madison
Appendix 2: Course List

Department, Course Number, Description	Instructor	Term	Ct. Hrs.	%	2016-2017 Enroll.		2017-2018 Enroll.		Offered 2018-2019
					UG	G	UG	G	
948: Topics in Contemporary Politics: Political Violence	Straus	SP		25					
960: International Relations: Psychology and World Politics	Renshon	SP	3	25		9			
Religious Studies									
400: Struggling with God in Literature	Zilbergerts	SP	3	25			7		
Slavic Literature									
245: The Evil Empire? Reading Putin's Russia	Osvopat	FA	3	100					Y
285: Slavic Culture in Context: Language and World View: Language, Culture, Mind	Danaher	SP	3	100			9		
420: Chekhov (cross-listed with Lit Trans 220)	Hanukai	SP	3	100			13	1	
421: Gogol (cross-listed with Lit Trans 221)	Osvopat	FA	3	100					Y
422: Dostoevsky (cross-listed with Lit Trans 222)	Hanukai	FA	3	100			33	1	Y
422: Dostoevsky (cross-listed with Lit Trans 222)	Dolinin	SP	3	100	30	1			
424: Tolstoy (cross-listed with Lit Trans 224)	Danaher	FA	3	100	31				Y
440: Soviet Literature (cross-listed with Lit Trans 240)	Shevelenko	FA	3	100	10				Y
701: Survey of Old Russian Literature	Shevelenko	SP	2	100		9			
703: Foundations in Russian Romanticism	Hanukai	FA	3	100				8	
707: Foundations in Russian Realism	Shevelenko	FA	3	100		8			
708: Foundations in Russian Modernism 1890's to 1930's	Shevelenko	SP	3	100				8	Y
709: Foundations in Soviet, Émigré, and Post-Soviet Literature, 1930-present	Shevelenko	FA	3	100					Y
755: Introduction to REECAS	Tishler	FA	1	100		2		3	Y
800: Proseminar in Slavic Literature and Culture	Shevelenko	FA	1	100					Y
801: Slavic Critical Theory and Practice	Hanukai	SP	3	100				10	Y
802: The Structure of Russian	Danaher	FA	2	100				12	

**Center for Russia, East Europe, and Central Asia (CREECA), University of Wisconsin-Madison
Appendix 2: Course List**

Department, Course Number, Description	Instructor	Term	Ct. Hrs.	%	2016-2017 Enroll.		2017-2018 Enroll.		Offered 2018-2019
					UG	G	UG	G	
803: Introduction to Old Church Slavonic and the History of Russian Literary Language	Shevelenko	SP	2	100		16			
900: Nationalism & Aesthetic Experiment	Shevelenko	FA	3	100		4			
900: Realism	Dolinin	FA	1	100				7	
900: Seminar: Soviet, Émigré, and Post-Soviet Literature	Shevelenko	FA	1	100					Y
900: Seminar: Joseph Brodsky	Reynolds	FA	3	100					Y
900: Seminar: Slavic Myth and Fantastic Literature	Longinovic	FA	3	100				9	
900: Seminar: Russian Modernism	Shevelenko	SP	1	100				8	Y
900: Seminar: Russian Romanticism	Hanukai	FA	1	100				8	
Sociology									
496: The Soviet Jewish Experience	Paretskaya	FA	3	100			5		
971: Migration and Migrants	Gerber	SP	3	25					Y
Theater									
423: Slavic Drama in Context: Evgenii Shvarts "The Dragon"	van de Water	FA	3	100	4	8			

Appendix 3: Performance Measure Form (PMF)

1. Project Goal Statement #1: Add to undergraduate and graduate-level curricular offerings on Russia, East Europe, and/or Central Asia at UW-Madison.									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
1A: At least four new courses or new REECA content in an existing course added to the curriculum by the end of the grant period.	1A1: Course development grants to faculty to incentivize new REECA-related courses and/or introduction of at least 25% REECA content into existing courses.	Number of new courses with at least 25% REECA content (including completely new courses and existing courses that have added REECA content) that are offered and enroll at least 8 students, the standard UW minimum enrollment for courses to be held.	Annually	Data will come from UW course guide/timetable and reports from faculty on extent of REECA content added to previously existing courses.	0	1	2	3	4
1B: At least one REECA-related FIG offered each year of the grant period, resulting in the creation of 4 new FIGS (cumulative).	1B1: Communication between CREECA administrative staff and REECA faculty to encourage them to develop FIGs, with particular emphasis on FIGs based in the School of Education.	Number of REECA-related FIGs offered.	Annually, each fall	Data will come from UW course guide/timetable and reports from faculty on extent of REECA content added to previously existing courses.	0	1	2	3	4

Appendix 3: Performance Measure Form (PMF)

1. Project Goal Statement #2: Increase access to UW Eurasian studies and language courses for new populations of non-traditional students from community colleges and MSIs.									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
2A: Increase target cumulative number of students from Madison College taking UW-Madison REECA studies courses from 8 in 2014-2018 to 12 in 2018-2022.	2A1: Disseminate information about new access to UW-Madison's REECA courses and the Global Studies Passport Program to Madison College students at Resource Fairs.	Number of Madison College students enrolled in CREECA courses.	Each semester	Obtained from administrative records.	2	3	3	3	3
2B: Sustain two Russian language courses at third-year level offered annually at UW-La Crosse and provide them to two other UW System campuses via the UW System Collaborative Language Program (CLP).	2B1: Support for third-year Russian language instruction at UW-La Crosse in the form of a .34 FTE teaching position for a senior lecturer at UW-La Crosse and assistance in setting up participation via CLP for students at two other UW System campuses (e.g. UW-Stevens Point and UW-Oshkosh).	Number of third-year Russian language courses offered at UW-La Crosse and delivered to other UW System campuses via CLP, obtained from administrative records.	Each semester	Obtained from administrative records.	0	2	2	2	2

Appendix 3: Performance Measure Form (PMF)

1. Project Goal Statement #3: Increase the REECA language proficiency of students graduating from UW									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
3A: Increase the number of students who graduate from UW annually having attained advanced (or higher) proficiency in a REECA language from 8 to 10 by the end of the grant period	3A1: Work with Russian Language Flagship program to develop strategies for recruiting new cohorts of students (e.g. via REECA FIGs, Pushkin scholars, and active recruitment in first-year Russian language courses) and ensuring that they complete all the necessary steps to attain advanced proficiency by the time of graduation.	Number of students who attain advanced (or higher) proficiency in Russian or another REECA language	Annually, at graduation	Administrative records, based on reporting to CREECA administrative staff from the Department of German, Nordic, and Slavic.	8	8	9	9	10
3B: Increase number of UW faculty and staff certified as ACTFL OPI testers in Eurasian languages by 4 (cumulative).	3B1: Provide funding to instructors of Eurasian languages to attend an ACTFL OPI workshop for their language.	Number of instructors who receive training in OPI certification in a REECA language annually	Annually	Administrative records, based on reporting to CREECA from the Language Institute.	0	1	2	3	4

Appendix 3: Performance Measure Form (PMF)

1. Project Goal Statement #4: Implement wide-ranging, innovative, and effective outreach programs that cultivate knowledge about and interest in the region for K-12 teachers and students, partnering with MSIs.									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
4A: Four new annual Teacher Training Workshops for K-12 teachers at UW designed to provide REECA-related materials for incorporation into K-12 curricula, with a minimum of 40 participants (cumulative).	4A1: Design, implement, and finance the workshops, in collaboration with UW School of Education and other teacher training programs.	Cumulative number of workshops offered during the grant period (fall 2018-summer 2022) and number of participants.	Annually	Registration records.	0/0	1/10	2/20	3/30	4/40
4B: Four new workshops at MSIs designed to provide CREECA-related and other area-studies related content for incorporation into K-16 curricula, with a minimum of 40 participants (cumulative).	4B1: Contribute to collective efforts of UW NRCs to design, implement, and finance the workshops.	Cumulative number of workshops offered during the grant period (fall 2018-summer 2022) and number of participants.		Registration records.	0/0	1/10	2/20	3/30	4/40



The University of Wisconsin System

Collaborative Language Program

618 Van Hise Hall
1220 Linden Drive
Madison, WI 53706-1557
608-262-4066

June 13, 2018

To Whom It May Concern:

The UW System Collaborative Language Program (CLP) fully endorses the proposal by the Center for Russia, East Europe, and Central Asia (CREECA) at the University of Wisconsin-Madison to provide funding for fifth- and sixth-semester Russian instruction at UW System campuses in 2018-2022. In 2017-2018, with support from CREECA and the NRC program, Natalia Roberts, a senior lecturer at UW-La Crosse, developed two new Russian courses at the third-year level: "Russian Identity Through Film" and "The Russian Mindset: Cultural Perspectives" and piloted them for students at UW-La Crosse. (UW-La Crosse is considered a "Minority-Serving Institution," according to the US Department of Education.) Starting in Fall 2018 this instruction will be made available through distance learning technology to other campuses in the University of Wisconsin System. The technology is already in place and the CLP has a proven 20-year record of offering critical language courses through a variety of successful blended and online learning models.

The CLP will provide the pedagogical training and resources for instruction via distance learning. UW-La Crosse, UW-Stevens Point, and UW-Oshkosh will provide the facility and classroom technology support for these courses. Associate Dean Marie Moeller of the College of Liberal Studies UW-La Crosse, Associate Dean Pete Brown of the College of Letters and Science at UW-Oshkosh, and Associate Dean Todd Good of the College of Letters and Science at UW-Stevens Point have offered their support for this plan. I urge the members of the review committee to fund this proposal, as it will increase student access to intermediate and advanced levels of Russian, a critical world language.

Sincerely,

Lauren Rosen
Director, UW System Collaborative Language Program
rosen@uwosh.edu

Executive Board

Dean Marie Moeller UW-La Crosse Co-Chair	Dean Todd Good UW-Stevens Point Co-Chair	Dean Pete Brown UW Oshkosh	Dean Maria Alm UW-Stout	Dean Liz Hachten UW-Whiteater	Sal Carranza UW System Administration	Lauren Rosen CLP Director
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PR/Award # P015A180159

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Jack E. Daniels, III, Ph.D., President

June 8, 2018

Dear Vice Provost Podestá:

Madison College is extremely pleased to support the University of Wisconsin-Madison (UW-Madison) proposals for U.S. Department of Education Title VI National Resource Center (NRC) and Foreign Language and Area Studies (FLAS) grants. Madison College, a Title VI UISFL institution, is proud to partner with UW-Madison's International Division and the Institute for Regional and International Studies (IRIS) and its several area studies centers in a number of mutually beneficial efforts that extend across a spectrum of curriculum programming, events, and developmental opportunities that model the spirit and purpose of Title VI. I want to highlight just a few of these as irreplaceable contributions to Wisconsin's international learning community:

- A cornerstone of our partnership is the *Global Studies Passport* program – a collaborative agreement that increases international studies and language-learning opportunities for Madison College students who enroll in the Interdisciplinary Global Studies Certificate curriculum. The initiative, started in January of 2016, offers a pathway to expand student learning in the international fields of study and cultivate interest in the future completion of area studies and foreign language degrees. *Passport* provides incentives for Madison College students to enroll in globally oriented courses by providing dual credit at both institutions. Recently, we have worked together to streamline enrollment actions and work directly with classroom instructors to ensure available seats for Madison College students in UW-Madison courses. This renewed vigor should increase the number of participants as a pathway to heightened success.
- Madison College remains an enthusiastic stakeholder in the Wisconsin Language Roadmap Initiative, an effort headed by the UW-Madison Language Institute, the Department of Public Instruction, and the Wisconsin Economic Development Corporation. The Language Roadmap strengthens and expands language education in Wisconsin in a strategic framework that provides a coherent plan to match resources to opportunities and needs. An emerging pillar of this initiative is a partnership that allows Madison College students to participate in the Wisconsin Intensive Summer Language Institute (WISLI). This collaboration, once mature, will render many benefits to both institutions -- offering stipends and scholarships to support participating Madison College students while streamlining the program requirements to meet local community college students' unique living and learning circumstances.
- We also are very gratified to continue working with UW-Madison as co-sponsors for the annual International Institute for faculty members of the Wisconsin Technical College System. The International Institute is a forum in which Madison College hosts workshops to strengthen opportunities to integrate international perspectives and comparative global cultures into two-year college classrooms. This program brings together nearly 100 Madison College and other WI Technical College System faculty from around the state for a valuable day of shared learning that places international awareness at the forefront of our teaching repertoire.

- Beginning in 2019, IRIS and other area studies centers are dedicating competitive mini-grants to Madison College and other Wisconsin Technical College System faculty to support efforts to internationalize curricula. These grants, competitively awarded via a jointly administered proposal process, will offer a much-needed means of promoting academic interest in international studies and foreign language education among community college students while invigorating faculty's intellectual pursuits and growth in the global arena.
- In addition to the highlighted programs above, Madison College and UW-Madison have been engaged in rich and substantive collaboration on numerous other initiatives for more than a decade including joint conferences and workshops, shared study abroad opportunities, development of shared Chinese and Arabic language curriculum, International Education Week activities, guest speakers, and faculty professional development.

Madison College welcomes the opportunity to collaborate with UW-Madison on these and other projects and specifically commits to support these initiatives including the following actions and activities:

- Grow enrollment in the *Passport* program through recruitment, promotion and collaboration with IRIS units;
- Recruit, promote, and foster language study dual enrollment and transfer, with particular focus on less commonly taught languages and the Wisconsin Intensive Summer Language Institute (WISLI);
- Collaborate with UW-Madison centers in hosting the annual Madison College International Education Institute;
- Collaborate on a joint proposal and review process to administer faculty mini-grants for international education initiatives;
- Provide documentation of all activities and use of funds in compliance with federal regulations and guidelines.

In summary, Madison College is pleased to support a highly robust and valuable relationship with UW-Madison's International Division and are committed to the initiatives above. This relationship will continue to pay dividends as we work in partnership to broaden students' intellectual horizons and encourage them to consider pursuing degree programs in international studies and foreign languages. The Title VI National Resource Center grants in the International and Area Studies and Foreign Language fields are invaluable to these efforts. On behalf of the Madison College community and the entire State of Wisconsin's Technical College System, I offer my wholehearted support to UW-Madison's several proposals for National Resource Center grants to enable and sustain these irreplaceable initiatives.

Sincerely,



Jack E. Daniels, III, Ph.D.
President

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

To add more Budget Narrative attachments, please use the attachment buttons below.

U.S. Department of Education, National Resource Center program
CFDA 84.015A
National Resource Center for Russia, East Europe, and Central Asia
 Submitted by: Univ. of Wisconsin-Madison Center for Russia, East Europe and Central Asia
 P.I.: Theodore P. Gerber, Director, CREECA
Proposed Budget Four-Year Overview

Page # in Narrative	Priorities Addressed	salary base rates	Year 1	Year 2	Year 3	
			8/15/2018 - 8/14/2019	8/15/2019 - 8/14/2020	8/15/2020 - 8/14/2021	8/15/2021 - 8/14/2022
1. Personnel						
1.1 Language Instruction						
2, 11-12		1.1.a) Central Asian Languages: Kazakh. Sr. Lecturer (100% time, 9 mo appt)	\$46,364	\$46,828	\$47,296	\$
2		1.1.b) Central Asian Languages: Adv. Turkish/Azeri. Lecturer (34% time, 9 mo appt, additional 66% provided by UW.)	\$36,766	\$12,500	\$12,752	\$
2		1.1.c) West Slavic Languages: Adv. Polish. Sr. Lecturer (34% time, 9 mo appt, additional 66% provided by UW.)	\$58,756	\$19,977	\$20,177	\$
6, 9, 10	CPP1	1.1.d) East Slavic Languages: Adv. Russian. Sr. Lecturer, UW-L (34% time, 9 mo appt, additional 66% provided by UW-L.)	\$46,237	\$15,721	\$15,878	\$
1.2 Area and Other Instruction						
5, 32-33		1.2.a) Introductory Interdisciplinary Course: Teaching Assistant (25% time; additional 25% provided by UW. One-semester course)	\$36,700	\$4,588	\$4,633	\$
1-2, 5	CPP2	1.2.b) International First-Year Interest Group (FIG) in UW School of Ed (SoE): TA (10%; additional 30% provided by UW and other NRCs. One-semester course)	\$36,700	\$1,835	\$1,853	\$
1.3 Outreach Personnel						
5		1.3.a) Outreach Coordinator, Iacobazzi (50% time, 12 mo appt)	\$48,000	\$24,960	\$25,210	\$
2. Fringe						
		Academic Staff (36.20%)	\$43,267	\$43,700	\$44,137	\$
		Teaching Assistants (23.8%)	\$1,529	\$1,544	\$1,559	\$
3. Travel, Domestic and International						
3.1 Domestic Travel						
13		3.1.a) Administrative travel to US/ED and other professional meetings (each trip @ \$400 airfare and \$105 per diem for 3 days;	\$715	\$715	\$715	\$
10		3.1.b) Outreach Travel for Outreach Coordinator to meet with state teachers, partner MSIs and CCs, attend state and regional conferences (1 trip per year @ \$300 car or airfare, \$60 per diem, and \$115 hotel for 2 days)	\$650	\$650	\$650	\$
2	AP2	3.1.c) Travel for LCTL faculty to attend ACTFL Oral Proficiency Interview (OPI) training workshop One faculty member per year each trip @ \$450 and \$105 per diem for 5 days	\$975	\$975	\$975	\$
4. Equipment						
			\$0	\$0	\$0	\$
5. Supplies						
4, 5		5.1 Library Acquisitions	\$13,000	\$10,000	\$10,000	\$
		5.2 Office supplies, copying and communication				
10	CPP2	5.2.a) For Teacher Training Workshop	\$400	\$400	\$210	\$
10	CPP1,2	5.2.b) For K-16, MSI, Community College outreach programs	\$750	\$750	\$300	\$
5		5.2.c) For MA degree program	\$552	\$203	\$110	\$
6. Contractual						
			\$0	\$0	\$0	\$
7. Construction						
			\$0	\$0	\$0	\$
8. Other						
8.1 Teacher Training						
7-8, 10	AP2, CPP1,2	8.1.a) K-12 and/or Community College Teacher Training Institutes, in partnership with IRIS and Madison College, UW-L, Alverno College, Carthage College, Concordia University (other MSIs) Participant travel, 2 @ \$200 (calculated as mileage w/in Wisconsin) Participant lodging, 2 @ \$115 for 5 days Professional services, 1 guest speaker @ \$400 Travel, 1 guest speaker @ \$450 (calculated as domestic flights, economy) Per diem, 1 guest speaker @ \$60 x 3 days (Wisconsin state rate)	\$400	\$400	\$400	\$
			\$1,150	\$1,150	\$1,150	\$
			\$400	\$400	\$400	\$
			\$450	\$450	\$450	\$
			\$180	\$180	\$180	\$

7-8, 10	AP2, CPP2	Lodging, 1 guest speaker, 2 @ \$115 x 3 days	\$345	\$345	\$345	
		8.1.b) CREECA K-12 Teacher Institutes, in partnership with UW SoE				
		Participant lodging, 5 @ \$115 for 5 days	\$2,875	\$2,875	\$2,875	
		Professional services, guest speakers 2 @ \$400	\$800	\$800	\$800	
		Travel, guest speakers 2 @ \$450 (calculated as domestic flights, economy)	\$900	\$900	\$900	
		Per diem, guest speakers 2 @ \$60 x 3 days (Wisconsin state rate)	\$360	\$360	\$360	
		Lodging, guest speakers, 2 @ \$115 x 3 days	\$690	\$690	\$690	
12	AP1, CPP2	8.1.c) "Engaging Eurasia" Fellowship, jointly with NRCs at Harvard, Pittsburgh, OSU, Washington		\$2,637	\$2,637	
		8.2 Outreach				
9, 10	AP1	8.2.a) Visiting lecturers for Center				
		Professional Services for 10 @ \$400	\$4,000	\$4,000	\$4,000	
		Travel for 10 @ 450	\$4,500	\$4,500	\$4,500	
		Two days' lodging and meals per diem for 10 @ \$115	\$2,300	\$2,300	\$2,300	
7, 9, 10	CPP1	8.2.b) Partnership with Madison College				
		Support for resource fairs for Madison College Global Passport Program	\$500	\$500	\$500	
9, 10	AP1	8.3.c) Annual CREECA Research Symposium, in partnership with				
		in partnership with School of Law, GNS, History, Language Institute				
		Professional services, guest speakers, 4 @ \$400	\$1,600	\$1,600	\$1,600	
		Travel, guest speakers 4 @ \$450 (calculated as domestic flights, economy)	\$1,800	\$1,800	\$1,800	
		Per diem, guest speakers 4 @ \$60 x 3 days (Wisconsin state rate)	\$720	\$720	\$720	
		Lodging, guest speakers, 4 @ \$115 x 3 days	\$1,380	\$1,380	\$1,380	
		8.3 Course and Faculty Development				
2	AP2	8.3.a) Registration fee for LCTL faculty to attend ACTFL	\$900	\$900	\$900	
		Oral Proficiency Interview workshop (1 per year)				
1,5	AP1	8.3.b) Interdisciplinary/FIG Courses: Visiting Lecturers				
		Professional Services for 2 @ \$400	\$800	\$800	\$800	
		Travel for 2 @ 450	\$900	\$900	\$900	
		Two days' lodging and meals per diem for 2 @ \$115	\$460	\$460	\$460	
7, 10	CPP1	8.3.c) Professional development grants for LCTL instructors at Wisconsin CCs and MSIs	\$1,000	\$1,000	\$1,000	
		to attend professional conferences or OPI training				
		8.3.d) Technology fee at Learning Support Services for recording Kazakh interviews for textbooks	\$2,000	\$1,000	\$500	
1		8.3.e) Course development grants for UW faculty	\$1,000	\$1,000	\$500	
		8.4. Consortia and Institutional Cooperation				
9, 10		8.4.a) Support for World Languages Day (Years 1 and 3)	\$800		\$800	
9, 10		8.4.b) Support for Global Youth Summit (Year 2)		\$800		
11, 13		8.4.c) Administrative support, Baltic Studies Summer Institute (BALSSI)	\$1,500	\$1,500	\$1,500	
11, 13		8.4.d) Administrative support, Balkan and Black Sea (BBS) Language Consortium	\$1,500	\$1,500	\$1,500	
11, 13		8.4.e) Administrative support, Central Eurasian Studies Summer Institute (CESSI)	\$3,000	\$3,000	\$3,000	
4	AP1	8.4.f) Support for WISLI Career Fair	\$500	\$500	\$500	
13-14, 21-25		8.5. Impact and Evaluation				
		8.5.a) Center evaluation (outreach surveys, focus groups, faculty surveys, external site visit)	\$2,000	\$2,000	\$2,000	
		8.5.b) ASAS/GLOWS survey	\$3,000	\$3,000	\$3,000	
		additional \$32,000 annually provided by UW				
		8.6. General Office Support				
4, 5		8.6.a) Student hourly to maintain CREECA website and social media accounts	\$4,400	\$4,400	\$4,400	
		40 weeks @ \$11/hour @ 10 hours per week				
		8.6.b) Fringe benefits on student hourly employee: 3.3%	\$145	\$150	\$158	
9. Total Direct Costs			\$237,037	\$237,037	\$237,037	\$
10. Indirect Costs			\$18,963	\$18,963	\$18,963	\$
		Indirect Costs, 8% of Federal MTDC				
11. Training Stipends (see FLAS Budget)						
12. TOTAL NRC			\$256,000	\$256,000	\$256,000	\$

University of Wisconsin - Madison
National Resource Center for Russian, East European and Central Asian Languages and Area Studies
Title VI FLAS Fellowship Budget
2018-22

The Center for Russia, East Europe and Central Asia requests:
7 FLAS Fellowships for **graduate students** each academic year,
2 FLAS Fellowships for **undergraduate students** each academic year,

5 FLAS Fellowships for **students** each **summer**

Fellowships will be offered for study of:

Academic Year: **Czech, Kazakh, Persian, Polish, Russian, Serbo-Croatian, Turkish (Azeri)**

<u>Academic Year</u>		<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>	<u>2021-2022</u>
Graduate student awards					
Institutional Payment	7 @ \$18,000	\$126,000	\$126,000	\$126,000	\$126,000
Subsistence Allowance	7 @ \$15,000	\$105,000	\$105,000	\$105,000	\$105,000
Undergraduate student awards					
Institutional Payment	2 @ \$10,000	\$20,000	\$20,000	\$20,000	\$20,000
Subsistence Allowance	2 @ \$5,000	\$10,000	\$10,000	\$10,000	\$10,000
Total: Academic Year		\$261,000	\$261,000	\$261,000	\$261,000
<u>Summer</u>		<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
Summer awards					
Institutional Payment	5 @ \$5,000	\$25,000	\$25,000	\$25,000	\$25,000
Subsistence Allowance	5 @ \$2,500	\$12,500	\$12,500	\$12,500	\$12,500
Total: Summer		\$37,500	\$37,500	\$37,500	\$37,500
FLAS GRAND TOTAL		\$298,500	\$298,500	\$298,500	\$298,500