

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 # P015A180096

Grants.gov Tracking#: GRANT12659665

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180096

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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"/>
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* 3. Date Received: <input type="text" value="06/23/2018"/>	4. Applicant Identifier: <input type="text"/>
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5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
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State Use Only:

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

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="48-0680117"/>	* c. Organizational DUNS: <input type="text" value="0762486160000"/>
--	---

d. Address:

* Street1:	<input type="text" value="2385 Irving Hill Road"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Lawrence"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="KS: Kansas"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="66045-7568"/>

e. Organizational Unit:

Department Name: <input type="text" value="Ctr for Rus, E Eur & Euras Std"/>	Division Name: <input type="text" value="College of Liberal Arts & Sci"/>
---	--

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

Prefix: <input type="text" value="Ms."/>	* First Name: <input type="text" value="Alicia"/>
Middle Name: <input type="text" value="M."/>	
* Last Name: <input type="text" value="Reed"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="785-864-3441"/>	Fax Number: <input type="text" value="785-864-5025"/>
---	---

* Email:

Application for Federal Assistance SF-424

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

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

Univ.-affil. non-profit corp.

*** 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:**

Fostering Global Competency and Engagement in the Heartland: The University of Kansas Center for Russian, East European and Eurasian Studies

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="525,034.00"/>
* 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="525,034.00"/>

*** 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

University of Kansas Center for Research, Inc.

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	78,918.00	104,289.00	105,176.00	96,932.00		385,315.00
2. Fringe Benefits	24,950.00	34,442.00	34,773.00	31,319.00		125,484.00
3. Travel	34,803.00	16,003.00	16,003.00	30,873.00		97,682.00
4. Equipment						
5. Supplies	15,050.00	11,050.00	11,050.00	11,050.00		48,200.00
6. Contractual						
7. Construction						
8. Other	42,144.00	34,644.00	34,644.00	30,219.00		141,651.00
9. Total Direct Costs (lines 1-8)	195,865.00	200,428.00	201,646.00	200,393.00		798,332.00
10. Indirect Costs*	15,669.00	16,034.00	16,132.00	16,031.00		63,866.00
11. Training Stipends	313,500.00	313,500.00	313,500.00	313,500.00		1,254,000.00
12. Total Costs (lines 9-11)	525,034.00	529,962.00	531,278.00	529,924.00		2,116,198.00

***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: 07/01/2016 To: 06/30/2019 (mm/dd/yyyy)

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

The Indirect Cost Rate is 50.00%.

(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 # P015A180096

Name of Institution/Organization University of Kansas Center for Research, Inc.	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>Alicia M Reed</p>	<p>TITLE</p> <p>Director, Research Administration</p>
<p>APPLICANT ORGANIZATION</p> <p>University of Kansas Center for Research, Inc.</p>	<p>DATE SUBMITTED</p> <p>06/23/2018</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB

4040-0013

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

Prime SubAwardee

* Name

* Street 1 Street 2

* City State Zip

Congressional District, if known:

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

6. * Federal Department/Agency: <input type="text" value="N/A"/>	7. * Federal Program Name/Description: <input type="text" value="National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr"/> CFDA Number, if applicable: <input type="text" value="84.015"/>
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8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

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

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

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

* Signature:

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

Title: Telephone No.: Date:

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

NOTICE TO ALL APPLICANTS

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

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1235-CREES_GEPA_Form.pdf

Add Attachment

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View Attachment

GEPA Section 427 STATEMENT
University of Kansas Center for Russian, East European & Eurasian Studies

CREES fully complies with the provisions, policies, and procedures that are in place at the University of Kansas to ensure compliance with the Department of Education's General Education Provision Act (Section 427 of GEPA), which recognizes six types of barriers that can impede equitable access or participation in a program: gender, race, national origin, color, disability, and age. The University of Kansas follows federal guidelines for affirmative action and all federal rules and regulations concerning equal access and treatment for all students, faculty, and staff. These policies also govern all units within KU, including the Center for Russian, East European & Eurasian Studies (CREES). KU has detailed guidelines for ensuring nondiscrimination, equal opportunity, and affirmative action to all University of Kansas employees, students, volunteers, and affiliates and in its hiring practices. The University's Non Discrimination, Equal Opportunity, and Affirmative Action policy, <http://policy.ku.edu/IOA/nondiscrimination>, helps to ensure Section 427 of GEPA is met. The policy states: "the University of Kansas prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, status as a veteran, sexual orientation, marital status, parental status, gender identity, gender expression and genetic information in the University's programs and activities." The NRC/FLAS activities proposed in this application are all governed by KU's policy on making its facilities and programs accessible to all and overcoming barriers for students with special needs.

KU administration's commitment to diversity is illustrated by the creation of a Vice Provost for Diversity and Equity, who reports directly to KU's Provost, and an Office of Multicultural Affairs, which consolidates previously disparate programs aimed at specific diverse populations and includes the Office of Diversity and Equity. In addition, the KU Human Resources Department includes an Office of Institutional Opportunity and Access (IOA), which serves as a resource both for hiring managers and job applicants, as well as for current KU employees to ensure equal access and non-discrimination in the hiring and performance review process.

In 2016-2017 KU undertook a system-wide climate survey, followed by assembling diversity advisory groups. The strategic plan *Forward Together: A 4-Year Equity and Inclusion Implementation Plan*, was produced to guide KU's efforts. This plan accounts for intersecting social characteristics such as race, ethnicity, socioeconomic status (SES), disabilities, gender, gender expression, and sexuality that define students' overall feelings of inclusiveness on campus. An effective approach to equity requires holistically addressing student retention and graduation outcomes.

KU has made concerted efforts to enhance equity and accessibility for individuals with disabilities on campus, including creation of a Faculty Staff Council for Disability Inclusion, and, in partnership with stakeholders, a new policy to ensure the accessibility of events <http://policy.ku.edu/ADA/event-accessibility-and-accommodation>. In 2018 our campus accessible route, the Hawk Route, was equipped with new wayfare signage, a new student-designed logo conveying accessibility and inclusion, and newly designed and updated maps of the Hawk Route and Accessibility Map of Campus. KU also updated Accessible KU, its umbrella website for accessibility resources: <https://accessibility.ku.edu/>.

The buildings in which CREES and the other NRC centers are housed are all accessible, including disability parking adjacent to the buildings and elevator access. Likewise, all classrooms and meeting rooms in which CREES and the other NRC Centers hold meetings, events, or classes are accessible to students in wheelchairs. All interior signage in all campus buildings in which the events, meetings, and classes associated with CREES and the other NRC centers are held are posted in Braille.

Students with learning disabilities, or who are hearing or visually impaired, have access to the University's Student Access Services (SAS), which has its mission "...to facilitate appropriate resources, services and auxiliary aids to allow each qualified student with a disability to equitably access educational, social, and career opportunities at the University of Kansas." Components of SAS include staff members with expertise in the areas of Learning Disabilities/Attention Deficit Hyperactivity Disorders, Physical Disabilities,

Psychological, Deafness & Hard of Hearing and Blindness & Visual Impairment. SAS is just one of the many resources available to students at KU. Qualified students are encouraged to utilize services available throughout the campus (e.g., Academic Achievement and Access Center, <http://achievement.drupal.ku.edu>, Writing Center, <http://writing.ku.edu>, Math Help Rooms, <http://www.math.ku.edu/academics/kap/help-room/tutoring.html>, as well as services through SAS. For details, please see <https://achievement.drupal.ku.edu> and <http://disability.ku.edu>.) The University's policy regarding compliance with The Americans with Disabilities Act can be found at <http://disability.ku.edu/ada>.

The University of Kansas and CREES also have a strong commitment to serving traditionally underserved minority populations and strive to increase the ethnic and cultural diversity of student population; 23.6% of the incoming Freshman class are minorities. In the past year alone, KU has addressed challenges that have persistently impacted our recruitment and retention of underrepresented students, including financial instability, poor first-year academic performance, and inadequate support. KU lowered the out-of-state tuition rates and increased need-based assistance and is in the process of modifying and strengthening core curricular gateway course options (such as math and languages) to facilitate early success. The university has allocated funds to establish a permanent on-campus food pantry to combat food insecurity; allocated more funds for emergency resources; developed Jayhawk S.O.S, a one-stop case management office to assist students with bureaucratic, academic, financial, and personal issues that often inhibit the completion of underrepresented minorities; and established the Academic Coordinate Faculty Fellow Office to manage classroom incidents and disruptions that may be due to a lack of racial/ethnic cultural competency, a persistent challenge on any predominantly white campus.

In terms of faculty/staff composition and retention, KU's "Hiring for Excellence" protocol, instituted in 2011, has resulted in increased diversity in hiring: tenured/tenure track minority faculty have risen to 22.4% in Fall 2017 from 14.6% in Fall 2008. The Vice Provost Office of Diversity and Equity is now expanding on these results by developing hiring guidelines that prioritize the importance of diversity in hiring, *Excellence in Diversity Handbook*. A support pathway for the success of minority faculty and staff was also established, and diversity and equity committees were created in faculty and staff governing bodies to work collaboratively with the KU Office of Diversity and Equity to foster and link unit and employee goals to the success of our most vulnerable students.

KU encourages non-traditional students through on-campus daycare, late-afternoon and evening courses, online courses through KU Continuing Education, and articulation agreements with community colleges. Additionally, Kansas residents who are 60 years of age or older (senior citizens) may request a waiver of tuition and Lawrence/Medical Center required campus fees. From 2008 to 2013, KU was selected by the Army for the US Army Wounded Warrior Education Initiative. After the Army program ended in 2013, KU established the KU Wounded Warrior Scholarship in order to continue funding higher education for veterans.

For details regarding how the Center for Russian, East European & Eurasian Studies (CREES), specifically, plans to address Section 427 of GEPA for purposes of the activities described in this grant application, please see Section B.3 of the narrative. CREES strives for a balance in hiring that favors historically under-represented groups, women, and members of diasporic communities. Of the 58 CREES teaching faculty, 21 are female (36%), and 7 are under-represented minorities (12%). Six of 7 CREES staff and three of 7 Executive Committee members are women. Our outreach and programming efforts specifically identify needs of minority, low-income, and international students through professional development workshops for students for whom English is a second language, scholarships and funding (including FLAS) that strongly consider financial need, efforts to make study abroad more affordable, and direct outreach and partnerships with MSIs.

Signature of Authorized Representative: _____



Typed name of Authorized Representative: Alicia M. Reed, Director, Research Administration

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	
University of Kansas Center for Research, Inc.	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Ms.	* First Name: Alicia Middle Name: M.
* Last Name: Reed	Suffix:
* Title: Director, Research Administration	
* SIGNATURE: Alicia M Reed	* DATE: 06/23/2018

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:
Dr.	Vitaly	A.	Chernetsky	

Address:

Street1:	Center for Russian, East European and Eurasian Studies
Street2:	1440 Jayhawk Blvd., 320 Bailey Hall
City:	Lawrence
County:	Douglas
State:	KS: Kansas
Zip Code:	66045-7574
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
785-864-4236	

Email Address:
crees@ku.edu

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

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

No Provide Assurance #, if available:

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

	Add Attachment	Delete Attachment	View Attachment
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Abstract

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

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

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

You may now Close the Form

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

* Attachment:

**The University of Kansas, Center for Russian, East European & Eurasian Studies,
NRC/FLAS**

ABSTRACT

The Center for Russian, East European, and Eurasian Studies (CREES) at the University of Kansas (KU) meets the national need for Russian, East European and Eurasian (REES) specialists in academic, government, business, and non-profit sectors by producing students with advanced language and area studies training. It offers a Master of Arts (MA) degree (since 1968), the only joint REES MA/JD program in the Great Plains and Mountain regions, a 12 to 18-month accelerated MA for Foreign Area Officers (FAOs), a graduate certificate, and a Bachelor of Arts (BA) major and minor. CREES offers ten REES-related languages, all classified as less commonly taught languages (LCTLs): Russian (offered since 1943), Bosnian/Croatian/Serbian, Czech, Polish, Slovene, Tajik, Turkish, Ukrainian, Uyghur, and Yiddish. For its support to faculty and students in their research, teaching, and intellectual enhancement, and for serving as a local, regional, and national resource for K-14, post-secondary, business, media, government, military, and community constituencies, CREES was designated as a Title VI Comprehensive National Resource Center (NRC) by the U.S. Department of Education (1965-2014).

CREES has 62 core faculty who teach 83 REES content courses and 45 language courses yearly in 17 departments and programs in the College of Liberal Arts and Sciences (CLAS) and 7 professional schools (Architecture, Business, Education, Engineering, Journalism and Mass Communications, Law, and Music). In 2014-18, ca. 12,500 students enrolled in REES courses, and 819 students took REES foreign languages. CREES's well-integrated curriculum offers breadth of disciplinary and geographical coverage and notable depth in numerous areas, including regional politics and security, borders and geopolitics in Eurasia, history, literary and cultural studies, as well as film, media and visual studies, and linguistic anthropology. Many REES faculty are national and international leaders in their fields. The Slavic and Eurasian collection (nearly 500,000 volumes) makes up ca. 11% of KU Libraries print holdings. It also includes 25 specialized REES bibliographic and full-text databases, more than 8,000 print, electronic, and microform periodical titles, maps, images, videos, and documents. CREES is home to *The Russian Review*, a leading English-language publication devoted to Russian studies. Its fellows program supports faculty at institutions across the Midwest, as well as independent scholars.

The activities we propose take advantage of existing CREES strengths to develop new programs that respond to critical national needs and IFLE priorities, with cost-effective, targeted support by NRC funds. We seek funding for three main areas of growth.

1. Promoting Russian, East European, and Eurasian languages and studies to K-16 students in KS and the broader Heartland region (Absolute Priority [AP] 1, AP 2, Competitive Preference Priority [CP] 2, FLAS CP1, & FLAS CP2). Projects include: 1) Establishment of a new REES certificate for undergraduates in the College of Liberal Arts & Sciences to attract new students and lead to an increase in the numbers of REES majors and minors; 2) Seed hire of a faculty member pursuing interdisciplinary approaches to cybersecurity with a focus on the REES region to produce policy-focused research and train specialists in a crucial area of national need; 3) Additional support for Turkish, Tajik/Persian, and Russian for

**The University of Kansas, Center for Russian, East European & Eurasian Studies,
NRC/FLAS**

the Professions language instruction; 4) Development of a new intensive professionalization workshop for students to learn about career paths in REES foreign languages and area studies; 5) Promotion of a new online gateway REES course to freshmen to increase undergraduate enrollment; 6) New course development grants, including Language Across Curriculum modules targeting a wide variety of disciplines; 7) Professional development for foreign language instructors with focus on assessment training and development of new instructional materials; 8) Awarding FLAS fellowships for critical LCTLs to students demonstrating financial need; 9) K-12 teacher workshops in Lawrence, Topeka, and Kansas City metropolitan area school districts; and 10) A World Languages Fair developed in partnership with other KU Area Studies centers and the School of Education, targeting middle and high school students in Kansas and the surrounding region.

B. Collaborating with minority serving institutions and community colleges to broaden global competency (AP1, AP2, CP1, & CP2). Projects include: 1) Workshops for faculty from minority serving institutions and community colleges to help internationalize their curriculum; 2) Scholar Access Grants for faculty at minority serving institutions and community colleges to utilize KU resources for their teaching and research; 3) A version of the World Languages Fair to be taken annually on the road to teacher training and community colleges across Kansas; 4) Education Training Initiatives hosted on partner campuses; 5) An annual Global Studies Symposium in partnership with area minority serving institutions and community colleges; and 6) Support of the professional development of faculty at minority serving institutions and community colleges through their participation in REES conferences and KU study abroad programs.

C. Extending awareness of Russian, East European, and Eurasian studies and languages in the Heartland (AP1, AP2, CP1, & CP2). Projects include: 1) Global Learning Collaboratives with community health partners/workers across Kansas to incorporate awareness of the REES region in their professional development; 2) Expansion of the volunteer language program to teach REES-area LCTLs to disadvantaged youth, including at juvenile detention centers; 3) Travel to elementary, middle, and high schools, teacher conferences, and annual K-12/K-16 workshops, developed in partnership with the School of Education and the School of Languages, Literatures, and Cultures; 4) Hiring an outreach graduate assistant to expand outreach efforts and add online teacher resources to CREES website; 5) Expansion of the annual CREES Spring Festival to enhance community outreach; 6) Support of *The Russian Review* in its mission of encouraging exchange of diverse viewpoints on the history, politics, culture, and society of Russia and other countries in the region; 7) A series of thematic interdisciplinary conferences; and 8) "Postcards from Abroad" mini-podcast project.

The KU CREES program of events for the 4-year award cycle will be organized along three thematic foci: 1) in the first year, our thematic focus is on lessons from REES cultures for understanding social conditions and current events worldwide; 2) in the second year, we will explore interdisciplinary approaches to cybersecurity with particular attention to the REES region, partnering with the School of Engineering and the Humanities and Social Science departments in the College of Liberal Arts and Sciences; 3) in the third and fourth year, in partnership with other KU Area Studies centers, we will focus on reassessing the legacies of the long 1960s (1956-1973) and the ways in which that period informs contemporary global politics.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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KU

CENTER FOR RUSSIAN, EAST EUROPEAN & EURASIAN STUDIES

The University of Kansas

*Fostering Global Competency and
Engagement in the Heartland*

**COMPREHENSIVE NRC & FLAS
APPLICATION 2018**

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: \$211,534 Year 2: \$216,462 Year 3: \$217,778 Year 4: \$216,424

FLAS Request

Year 1: \$313,500 Year 2: \$313,500 Year 3: \$313,500 Year 4: \$313,500

Type of Applicant

- Single institution The University of Kansas Center for Russian, East European and Eurasian Studies
- Consortium of institutions
 - Lead _____
 - Partner 1 _____
 - Partner 2 _____
 - Partner 3 _____

NRC (Center, Institute, Program) Focus

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

- | | |
|--|---|
| <input type="checkbox"/> AFRICA | <input type="checkbox"/> MIDDLE EAST |
| <input type="checkbox"/> CANADA | <input type="checkbox"/> PACIFIC ISLANDS |
| <input type="checkbox"/> EAST ASIA/PAN ASIA | <input checked="" type="checkbox"/> RUSSIA, EASTERN EUROPE, EURASIA |
| <input type="checkbox"/> EUROPE | <input type="checkbox"/> SOUTH ASIA |
| <input type="checkbox"/> INTERNATIONAL | <input type="checkbox"/> SOUTHEAST ASIA |
| <input type="checkbox"/> LATIN AMERICA and the CARIBBEAN | <input type="checkbox"/> WESTERN EUROPE |

FLAS-eligible Languages: These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

Bosnian/Croatian/Serbian, Czech, Polish, Russian, Slovene, Tajik, Turkish, Ukrainian, Uyghur, Yiddish

ACRONYM GUIDE

AAU	Association of American Universities	IDRH	Institute for Digital Research in the Humanities
ACTFL	American Council on The Teaching of Foreign Languages	IIE	Institute of International Education
ADA	Americans with Disabilities Act	ILR	Interagency Language Roundtable
AP	Absolute Priority	IREX	International Research & Exchanges Board
AS	Area Studies	JCCC	Johnson County Community College
ASEEES	Association for Slavic, East European & Eurasian Studies	KU	University of Kansas
BCS	Bosnian/Croatian/Serbian	KUL	KU Libraries System
CC	Community College	KUSW	KU ScholarWorks
CEAS	Center for East Asian Studies	LAC	Language Across Curriculum
CESSI	Central Eurasian Studies Summer Institute	LCTL	Least Commonly Taught Languages
CGIS	Center for Global & International Studies	LTC	Language Training Center
CGSC	Command and General Staff College	MSI	Minority Serving Institution
CH	Credit Hours	NEA	National Education Association
CLAS	College of Liberal Arts and Sciences	NEH	National Endowment for the Humanities
CP	Competitive Preference Priority	NGO	Non-Governmental Organization
CPPR	Center for Public Partnership and Research	NPR	National Public Radio
CRDF	Civilian Research & Development Foundation	NRC	National Resource Center
CTE	Center for Teaching Excellence	NSEP	National Security Education Program
DLNSEO	Defense Language & National Security Education Office	NSF	National Science Foundation
DLPT	Defense Language Proficiency Test	OER	Open Educational Resources
DoD	U.S. Department of Defense	OIP	Office of International Programs
DoE	U.S. Department of Energy	OPI	Oral Proficiency Review
DoEd	U.S. Department of Education	OSA	Office of Study Abroad
DoJ	U.S. Department of Justice	REES	Russian, East European & Eurasian Studies
DoS	U.S. Department of State	<i>RR</i>	<i>Russian Review</i> , Academic Journal
EFC	Expected Family Contribution	Russ.	Russian
EGARC	Ermal Garinger Academic Resource Center	SA	Study Abroad
FAFSA	Free Application for Federal Student Aid	SAR	Student Aid Report
FAO	Foreign Area Officer	SE	Slavic and Eurasian, library collections
FCP	FLAS Competitive Preference Priority	SLA	Second Language Acquisition
FL	Foreign Language	SLL	Slavic Languages & Literature
FLAS	Foreign Language Area Studies fellowship	SoA	School of Architecture
FMSO	Foreign Military Studies Office, FtL	SoB	School of Business
G	Graduate	SoEd	School of Education
GAP	Global Awareness Program	SoEn	School of Engineering
GEA	Graduate Editorial Assistant	SoJ	School of Journalism and Mass Communications
HCH	Hall Center for the Humanities	SoLLC	School of Languages, Literatures & Cultures
HS	High School	SoL	School of Law
IAS	International area studies	SoM	School of Music
ICCAE	Intelligence Community Center for Academic Excellence	SSRC	Social Science Research Council
		TORFL	Test of Russian as a Foreign Language
		UCC	University Career Center
		UG	Undergraduate
		Ukr.	Ukrainian
		USAID	U.S. Agency for International Development

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- D. Letters of Support**

**PROJECT NARRATIVE: Fostering Global Competency and Engagement
in the Heartland**

A.1. Activities Meet NRC Goals. The mission of the Center for Russ., East European, and Eurasian Studies (CREES) at the University of Kansas (KU) is to offer an interdisciplinary educational environment in which faculty, students, and the public acquire knowledge through coursework, research, programming, and outreach. The Center connects academic communities in the U.S., Russia, Eastern Europe, and Eurasia, and thereby fosters enduring knowledge and sustainable peace. Our proposal responds to critical national needs and IFLE priorities by meeting 3 educational/outreach goals.

Goal 1. To promote Russ., East European, and Eurasian languages and studies to K-16 students in KS and the broader Heartland region to cultivate competent global citizens, we will pursue a comprehensive set of initiatives to: a) establish a new REES certificate for UGs in CLAS, attracting new student populations and serving as a pipeline into the REES minor and major; b) further expand interdisciplinary courses and programs, we request seed funds for a faculty member pursuing interdisciplinary approaches to cybersecurity with focus on the region by Fall 2019; c) develop, in partnership with KU UCC, a new intensive professionalization workshop for REES-related students to learn about career paths in REES FL and AS, based on the highly successful Careers in Foreign Service forum jointly run by KU IAS centers; and d) support a new online gateway REES course to be promoted to KU freshmen to increase UG enrollment (*AP I&2*).

Building on the existing REES curriculum, we will increase the number of REES courses by 5%/yr in 2018-21. To this end, we request support for 12 course development grants: 4 to recruit faculty unaffiliated with CREES to integrate REES area content into their subjects, 4 for developing online REES-related courses, and 4 for interdisciplinary seminars team-taught by faculty in CLAS and the prof. schools (*CP 2*). We will deepen the content of our core non-language courses. Strong SE library collections are central to high quality teaching and research.

We seek support for growing our SE collections (\$8000/YR1; \$4000/YR2-4). To increase the number of students who take priority REES LCTLs (BCS, Polish, Russ., Tajik, Turkish, Ukr.), especially at the adv. level, we request funds to support LCTL coordination at the SoLLC (*AP I&2*). We ask for partial support to enhance the content of *Russ. for the Professions*, Turkish, and Tajik. We will continue supporting CESSI, for which we ask \$1000/yr for membership.

To improve our assessment of LCTLs outcomes, we request funds for OPI and other prof. training for FL instructors, including an ACTFL workshop (with other KU NRCs), and for OPI testing of REES majors, minors, and G students. We seek support for the SoLLC's collecting and managing FLAS and NRC FL evaluation data (with other KU NRCs). We will create 4 LAC online modules for courses outside of SLL (G.2.b, p. 28). We request support for developing adv. online instructional materials for LCTLs, 4 language curriculum grants, and 4 LAC modules (\$2500/yr each). We wish to offer FLAS AY recipients directed study to supplement their classroom instruction and help them advance 1 full ILR level per AY (\$3000/yr).

Consolidating initiatives of REES language instructors, we will establish a unified Language Festival to maximize efficiency of awareness building and student recruitment to take REES LCTLs. We will expand LCTL training for UG advisors to improve recruitment for LCTLs among marginalized students (B.3, p. 10). An annual *World Languages Fair* is a KU NRC joint project for which we request support. Designed for middle/HS participants from KS and MO, the Fair fosters interest in FLs and cultures through immersive cultural activities developed jointly with the SoEd, creating a pipeline of students interested in AS college study (*AP I&2, CP2*).

Goal 2. To collaborate with MSIs and CCs to broaden global competency, CREES requests funds for teacher training workshops and symposia (*AP I&2*), including the Global Studies Symposium in partnership with Donnelly C. (MSI) and other area MSIs and CCs, and Education

Training Initiatives on partner campuses. We will work with JCCC to internationalize their career/tech and STEM curriculum through a workshop series (jointly with other KU NRCs).

We request support for regional MSI/CC faculty prof. development, including funds for travel to conferences (Central Slavic, Midwest Slavic, ASEEES), and for providing MSI and CC faculty international experience through participation in KU SA programs. We request outreach and travel funds for KU staff to strengthen relationships with CCs and MSIs, develop new partnerships, and enhance instructional materials and their distribution.

Goal 3. To extend awareness of Russ., East European & Eurasian studies and languages in Heartland educational spaces, a version of KU's *World Languages Fair* will be taken annually on the road to CCs across KS. We will expand our successful REES language/culture outreach events at schools, public libraries, etc., to other educational institutions in KS. Building on our successful partnership with Jewish Family Services in Overland Park, CREES will work with community health partners/workers across KS to incorporate awareness of the REES region in their professional development by facilitating Global Learning Collaboratives.

To support the 3 goals outlined above, we seek 33% of an Outreach Coordinator's salary and support for a G outreach assistant, student hourly, and an assistant for librarians' outreach to make CREES resources available to broader audiences (*AP 1&2, CPI*). To expand the community of REES scholars at KU, across the region, and the country; facilitate scholarly debate and sharing of diverse perspectives; and make their expertise accessible to government, business, media, and the non-profit sector, we request funds for faculty research and conference trips, prominent speakers' travel to CREES events, support for *RR*, and Scholar Access Awards for faculty at MSIs and CCs to use KU resources during summers in 2018-21 (*CPI*).

We seek funds to support the ASEEES annual conference (\$1,000/YR1) and 3 collaborative

conferences: (1) \$5,425/YR1 for an international interdisciplinary conference exploring the ways in which Russ. culture has shown awareness of the challenges women face in society, how they reflect issues of consent and female agency, and how these questions might be reconceptualized in the aftermath of the #metoo movement; (2) \$5,425/YR2 for a conference on interdisciplinary approaches to cybersecurity with particular focus on the REES region. Cybersecurity poses one of the greatest challenges in today's world. A significant number of cyberattacks on U.S. infrastructure originate from Russia and Eastern Europe, thus it is vital to understand the mindset and technical capabilities of attackers in the region and the role of state and non-state actors in this problem; (3) \$5,425/YR3 for a conference on the long 1960s (1956-73), addressing the legacies of the Soviet Thaw, Prague Spring, Cold War, Space Race, decolonization and the rise of the Non-Aligned Movement, and the ways these historical events inform contemporary global politics (jointly with other KU NRCs). These conferences will be followed by teacher workshops and will encourage students to pursue careers in areas of national need (*AP I&2, CP 2*).

We request funds for a 4YR joint KU NRC project, "Postcards from Abroad" that will inform KS citizens about topic-specific AS. It will be played on KS Public Radio (KPR), an affiliate of NPR, which has a potential and immediate reach of a 75,000+ listening audience, further expanded by an online archive of recordings.

A.2.a. Timeline. The creation of a new REES gateway course in YR1, AS certificate in YR2, and effective outreach programs during the entire grant cycle will increase the number of students, including in prof. schools, engaging with REES. A strengthened REES curriculum, which will have added no less than 12 AS courses, 4 adv. FL courses, 4 LAC modules, and adv. FL materials, will contribute to this goal. Hiring a specialist on cybersecurity will strengthen interdisciplinary offerings. Our sustainably growing partnerships with CCs and MSIs will result

in training activities focused on teachers' needs. The CC/MSI focused symposia and workshops will continue after the end of the grant cycle, with regular review of goals and strategies for IAS education in KS. CREES K-12 activities will enhance the pipeline of students interested in IAS and FLs; its support for faculty collaborations and research will significantly expand knowledge about the region and provide development opportunities to colleagues at partner MSIs and CCs.

A.2.b. Activities Effectiveness and Efficiency. CREES benefits from a strong existing foundation of support; Title VI funding makes up less than 5% of the total cost of planned programs. CREES strives for economy of scale: it collaborates with KU IAS centers and other KU units on outreach activities, supports the CESSI consortium summer instruction with strength in CA languages, and invests in sustainable projects. CREES and its core departments will continue seeking additional support from external funding to amplify the use of Title VI and institutional resources. CREES will benefit from data collection and program evaluation centralized in the CPPR (C.4, p. 13) and SoLLC with other KU NRCs.

A.3. Costs Support Program Objectives. The proposed budget is cost-effective and realistic. Planned activities are consistent with the CREES mission and reflect the Title VI APs and CPs for NRCs and FLAS (J.1.e, J.1.f, K.1, pp. 50-51). During 2018-21, programming and activities will be organized along 3 broad themes. In YR1, our thematic focus is on lessons from REES cultures for understanding social conditions and current events worldwide, encouraging vigorous debate, and providing teacher training opportunities based on the outcomes of the conference and other programming (*AP 1&2, CP 2*). In YR2, we will focus on interdisciplinary approaches to cybersecurity with particular attention to the REES region. This project addresses a vital area of national need and will help train skilled specialists for government service (*AP 1*). In YR3 and YR4, with other KU IAS centers, we will focus on the global legacies of the long 1960s. We will

organize a film series, a lecture series, and, in partnership with KU SoEd, a workshop focused on training and teaching materials development for K-12, CC, and MSI instructors, based on the outcomes of the conference (*AP2, CP*).

A.4. Long-Term Impact. The accomplishment of Goal 1 will result in deeper AS curriculum at KU through a permanent increase in AS and FL courses, sustainable adv. level materials in FLs, and uniform and reliable assessment of FL skills. It will enhance the competitiveness of UG/G graduates and increase the supply of REES teachers and specialists with prof. degrees. More FL instructors will be trained in current pedagogy and assessment. Outreach to K-12, CCs, and MSIs (Goal 2) will lead to a greater exposure for students to international cultures, IAS, and FLs, including through easily accessible REES-rel. materials. More K-16 teachers will incorporate REES knowledge permanently in their lesson plans. Collaborative projects (Goal 3) will strengthen the network of REES partners and advance knowledge of critical languages and cultures, which will extend to the general public, business, and government.

B. Quality of Staff Resources. CREES team is strong, effective, and dedicated to the program.

Vitaly Chernetsky, the **CREES director** and assoc. professor of SLL, brings a wealth of research, service, and management experience. Prior to his hiring by KU in 2013, he headed Miami U's interdisciplinary Film Studies program and served as a faculty member in Russ. His service includes 3 terms as president of the American Assoc. for Ukr. Studies, and work on committees, prize juries, and evaluation panels for the NEA, IREX, MLA, AATSEEL, European Research Council, and the Humanities & Social Sciences Federation of Canada. He serves on the editorial boards of 7 scholarly journals. His efforts to address our nation's needs include lectures for active-duty military at Ft. Leavenworth, Ft. Riley, and MCB Quantico. One of the leading experts on contemporary Ukraine, Russia, and the broader region, his commentary on the recent

Ukraine-Russia conflict has been sought by a wide spectrum of media, from NPR and *The Washington Post* to *USA Today* and *The Blaze*. His record includes a Peer-to-Peer Grant from the DoS (Co-PI with Lisa McLendon, KU SoJ, I.1.b, p. 44), as well as grants from NEH, PEN America, CEC ArtsLink, and IREX.

Assistant Director Justyna Beinek is a Harvard PhD in SLL whose experience includes a postdoc at the U. of Toronto, teaching at Indiana U., and a 4-year term as Director of the Mellon Globalization Forum at Sewanee. She has organized multiple conferences, served on boards of journals and book series, published an edited volume and 8 articles, has a monograph under contract, and is a recipient of a Fulbright and grants from NEH, ACLS, IREX, SSRC, and private foundations. She joined KU CREES in Summer 2017. Her duties include advising REES UG students, programming and logistics for REES lecture and film series, grant writing and reporting, as well as serving as the center's FLAS Coordinator. She went through extensive training to design the online version of our core course *Understanding Russia and Eastern Europe*, offered for the first time in Summer 2018.

Outreach Coordinator (OC) Lisa Giullian is a licensed social worker with a MSW from KU, who undergoes regular training to keep her license current. Proficient in Russ., she has extensive past volunteer and teaching experience in Russia and Eastern Europe. In addition to preparing the semiannual *CREES Newsletter* and promotional materials, she organizes all K-14 outreach activities, presents at schools, and builds networks with local community organizations. Since her appointment at CREES in 2016, she reenergized our center's K-12 activities, helped establish a Slavic Club at an area HS, and is coordinating a FL teaching program at the Douglas County Juvenile Detention Center, where she teaches Russ.

Office Manager (OM) Darra Stuart supports operations for CREES (50%) and the Center for

Latin American & Caribbean Studies, organizing administrative activities to realize the centers' missions. With a BA in Environmental Studies from KU and extensive international experience, her past work for the GAP at the KU OIP prepared her well for current duties.

College Office of Graduate Affairs Academic Advisor Clare Thoman administers incoming G applications, outreach to prospective G applicants, and monitors progress to degree for G students at REES and other IAS programs. She has an MA from KU in Counseling Psychology, received extensive training in career counseling, assessment interpretation, and higher education programming, and actively pursues further prof. development on G recruitment, university policy, data tracking, veterans advising, financial aid, and other related areas.

Accounting Specialist Debra Baker is our primary contact at the College Shared Service Center and handles financial matters for CREES, including state funds and endowment accounts.

Research/Grant Coordinator Cathy Swenson-Tucker monitors expenses paid from grants, reviews expense allow-ability, and enters financial and budget information into the IRIS system.

B.1.a. Faculty & Staff Development Activities. Prof. development opportunities for CREES faculty include 7th-year sabbaticals; teaching awards; and summer, AY, and start-up grants. KU rewards excellent teaching with over 20 annual awards. The CTE offers training through regular programs, personal consultations, and an annual teaching summit. The IDRH provides extensive resources and training and facilitates interdisciplinary collaborations. The Center for Online & Distance Learning helps faculty develop hybrid, online, and distance learning courses. The HCH sponsors faculty seminars, colloquia, workshops, and residencies; offers research funding; and provides grant development support, as does the Institute for Policy & Social Research. KU assists new faculty through mentorship programs and new faculty grants. Keeler Intra-University Professorships promote interdisciplinary collaboration, and the Big 12 Fellows Program supports

inter-university collaboration. KU staff take courses *gratis* to enhance career development. The KU Unclassified Senate supports staff conference travel and other prof. development.

B.1.b. Teaching Faculty & Staff. (F.3, p.24 & G.3.2, p. 28). 40 tenured and tenure-track faculty, 4 teaching librarians, and 8 lecturers teach REES and REES-related FLs at KU. CREES bylaws define core faculty as meeting 2 of 3 qualifications: 1) area FL knowledge, 2) REES-related teaching, or 3) research in the region. Core faculty include active emeriti. Visiting faculty and fellows contribute to CREES programs. Of the 62 REES teaching faculty and staff, 89% have a PhD or equivalent; the rest have a MA (Appx. A & Table B.1). The excellence of REES faculty has been recognized in national, university-wide, and CLAS awards. Many REES faculty are national and international leaders in their fields. Their cumulative records include 29 new REES-related books, over 450 articles, and more than \$20,000,000 in grants since 2014.

Table B.1 REES Faculty Selected Distinctions, 2014-18	
Teaching Awards	
Byron Alexander Graduate Mentor Award (Carlson); Katich Award for Creativity in Teaching (Bobkowski); Del Shankel Excellence in Teaching Award (Besson); Henry A. Bubb Teaching Award (Karney); Chancellor John Fraser Teaching Award (Najafizadeh); Tim Bengtson Faculty Mentor Award (McLendon); Best Contribution to Language Pedagogy Award, AATSEEL (Perkins)	
Scholarly Achievements	
Guggenheim Fellowship (Dwyer); Charles R. Darwin Research Achievement Award, American Assoc. of Physical Anthropologists (Crawford); Honorary Corresponding Member, Slovenian Academy of Sciences and Arts (Greenberg); Fulbright (Rohrschneider); Franklin Research Grant, American Philosophical Society (Scott); Senior Fellowship, Davis Center, Harvard (Diener); Choice Magazine Outstanding Academic Title (Vassileva-Karagyozyova)	
Governorship in National and International Associations	
President, American Assoc. for Ukr. Studies (Chernetsky); Vice President/Learned Secretary, Shevchenko Scientific Society in the U.S. (Chernetsky); Board of Directors, NAFA: Assoc. of International Educators (Bankart); Board of Directors, ASEEES (Giullian); President, Early Slavic Studies Association (Levin); Board member, Polish Studies Assoc. (Wood); Executive Board, Slavic Linguistics Society (Greenberg)	
Service to Governments and International Organizations	
Expert Council, Ukr. Cultural Fund (Chernetsky); International Advisory Council of the Ministry of Internal Affairs Archive of Georgia (Scott); Advisory Council of Cracow City Historical Museum (Wood); U.S. Embassy Policy Specialist in Azerbaijan (Najafizadeh); National Fulbright Selection Committee (Dickey, L'Heureux)	

B.2. Staffing & Oversight; Engagement. All CREES staff members have relevant graduate degrees and adv. knowledge of 1 or more REES-related FLs. Chernetsky and Beinek are experienced interdisciplinary teachers/researchers. The Director sets the agenda for CREES and

oversees the quality of all activities and programs. Required oversight includes annual reviews of CREES staff by their immediate supervisors (CLAS Dean for the Director) and internal/external reviews of CREES. The Center staff reports to the full REES Committee of Faculty & G Students that meets each semester and votes on important policy decisions. The REES Executive Committee represents the general faculty and G students and is authorized to make policy decisions between meetings of the full REES community. REES *ad hoc* committees (FLAS, MA admissions, and others) work with the Director and Assistant Director to select fellowship awardees and make admissions decisions. All committees are interdisciplinary and ensure faculty rotation. Faculty and G students engage with collaborators in the community, regularly guest lecture in REES courses, participate in K-12 teacher workshops, take part in weekly brown bags, and support CREES domestic and international visitors (e.g., Fulbright scholars).

B.3. Non-discriminatory practices. KU is committed to employing qualified people from underrepresented groups and has a proactive Provost-Level Office of Diversity & Equity. Its campuses are accessible to people with disabilities. The Langston Hughes Professorship brings prominent minority scholars to KU. The monthly *Diversity Outlook* newsletter highlights individuals, programs, and initiatives that are making a difference. CREES complies fully with KU's policy that commits to an open, diverse, and inclusive learning and working environment. It advertises broadly for staff openings; HR assists with strategies to promote diversity and retention. The KU and CREES faculty are not yet fully gender-balanced (32.4% and 36% are women, respectively). 13.5% of KU faculty are minorities and 11% are persons with disabilities. CREES is committed to increasing the presence of women and other underrepresented groups.

CREES has been a leader in nondiscrimination and diversity initiatives on campus. Prof. Renee Perelmutter collaborated with the Center for Sexuality & Gender Diversity on gender

diversity training for language instructors to facilitate a gender-inclusive classroom atmosphere for FLs with gender-encoding grammars like Russ. A related initiative focuses on improving advising and recruitment for LCTLs among marginalized students who are often advised to enroll in a commonly taught language by default or opt out of language instruction altogether. Perelmutter collaborated with the VP for Diversity & Inclusion and FL instructors on a LCTL workshop for UG advisors, including a mini language lesson (Russ. in the 1st session; Turkish in the 2nd), with overwhelmingly positive feedback and plans to repeat the training next AY.

B.4. Summary. CREES requests 2018-21 funds for faculty development through support for research trips and participation in prof. conferences. To expand the pool of CREES fellows and availability of our resources, we seek funding for Scholar Access Grants for MSI/CC faculty in the Midwest. Awardees will be funded to come to KU during the summer to consult with IAS specialists and to use KUL collections to further their research and courses in REES. Together with other IAS centers at KU, CREES requests funds to support collaborative workshops and symposia with MSI/CC faculty in KS and the Midwest to help internationalize their curricula.

C.1. Impact. The Center's curriculum and programs are a vital engine of KU's UG and G education. 2014-16 saw over 12,500 students enroll in REES-related courses, and 819 students took REES FLs. Outreach programs have had over 10,000 participants since 2014 (I, p. 41). The CREES website heightens its national impact with videos, workshop materials, professionalization resources, and lesson plans. We maintain the KS WWI Commemoration website (91,825 visitors since Sept. 2015). *RR*, available in over 8000 libraries worldwide, is an important asset enhancing CREES impact. Since 2014, *RR* has published 726 articles, has had over 800,000 downloads, and currently has 4,169 subscribers. The CREES YouTube channel has had 25,710 views since joining in Dec. 2011. CREES has 1262 Twitter and 1304 Facebook followers.

C.2. National Needs & Dissemination to Public. CREES efforts at addressing national needs are reflected in the programming focus and information dissemination. In 2014-18, faculty, students, and military personnel attended our 5 annual security conferences: “Turkey in Global Affairs” (2014); “Crises in Ukraine & the Middle East” (2015); “Russia Along NATO’s Borders” (2016); “Migration, Security, & Securitization of Immigration” (2017); and “Crime-Terror Intersection & Intelligence-Led Responses” (2018). The live streaming and archiving of the presentations on YouTube made them available to a worldwide audience. CREES quickly responds to developments in the region with well-attended roundtables, panels, and forums involving KU faculty and guest speakers, generates and disseminates reliable, evidence-based, cutting edge research and curriculum to students, business, government, media, and the public.

C.3. Equal Access. The Provost-Level Office of Institutional Opportunity & Access and Office of Diversity & Equity ensure that KU meets Section 427 of GEPA. KU’s recruitment and retention infrastructure includes the UG-run Multicultural Scholars Program, Multicultural Recruitment Team, Office of Multicultural Affairs in the Office of Admissions, Hawk Talk, Sabatini Multicultural Resource Center, and the Multicultural Road Show. CREES actively seeks to attract diverse staff, faculty, and students. In the last 4-year cycle, women and other traditionally underrepresented groups have comprised approximately half of CREES students. The Office of Graduate Military Programs helps military students earn adv. degrees. REES has a FAST-track MA specially designed for FAOs. In 2014-18, 2 FAOs and 1 other military student graduated with CREES degrees (152 FAOs have graduated since the 1970s). All of KU is ADA accessible and CREES makes special arrangements for students with learning and physical disabilities, coordinating accommodations with the Academic Achievement & Access Center. KU offers tuition-free classes for students over 65 and extensive non-traditional student support

systems, as well as evening and weekend courses for working students.

C.4. Evaluation Plan. A comprehensive assessment framework developed and implemented by CREES prioritizes systematic and verifiable documentation of the Center’s performance and encourages activities that fulfill the desired goals, meet the demands of stakeholders, and maximize positive outcomes. CREES has modified traditional methods and added new tools for measuring academic and outreach outcomes, balancing qualitative and quantitative assessment, and shifting emphasis from measures of event satisfaction toward measures of their impact on participants and their content acquisition. Table C.1 shows how various assessment tools employ objective output and measurable outcomes to determine CREES impact in different areas. At the G level, MA Portfolios evaluated by a committee applying assessment rubrics provide a reliable instrument for assessing students’ integrative learning and cultural competency. At the UG level, the Capstone Paper rubric assesses student knowledge of diverse disciplinary perspectives, their cultural awareness, analytical skills, and use of target FL. Exit questionnaires tap into self-assessment of skills and abilities acquired in the program. FL proficiency evaluation is also our top priority (G.4.c, p. 33).

To implement a thorough and objective evaluation of outreach activities, CREES has partnered with KU’s CPPR. CPPR’s evaluation employs 2 components: process evaluation assessing the completion of proposed activities and progress towards meeting CREES goals, and impact evaluation focusing on the impact of our activities on outcomes associated with knowledge gain and capacity enhancements. For activities that involve direct student or prof. instruction/training, participants will be given a pre-assessment of knowledge/skills in the targeted domain and a post-assessment of knowledge gain after instruction has occurred. To evaluate the long-term impact of NRC activities, CPPR will collect and analyze historical data

Table C.1 Excerpt from KU CREES Comprehensive Evaluation Plan				
Area	Outputs	Outcomes	Methods	Timeline
Graduate program	# of G students enrolled # of REES MAs awarded # of G students with REES-related concentration, dept./prof. schools	Broad knowledge of REE region Language proficiency at the level of prof. competence Analytical skills appropriate for an area expert Job Placement Use of AS knowledge/FLs after graduation	REES MA Portfolio Exit survey Alumni survey	4 th sem. for 2-year program; 2 nd sem. for 12-month program Biennially
Undergrad program	# of REES majors # of REES-related concentration # UG enrolled in REES FLs	Increased knowledge of the region Enhanced cultural competency Enhanced language proficiency Job Placement Use of AS/FL skills at work	Capstone Paper Rubric <i>AAC&U</i> Value Rubrics Exit Survey Alumni survey	Final semester of BA Finals week of the final sem. Biennially
FLAS awards/ FL proficiency	# of awardees by dept., prof. schools, need-based % of critical language/LCTLs	Enhanced language training (1+ level on ILR scale) Language use in workplace Employment placement	Pre/post OPI testing Review FL courses on use of communicative-based approaches Evaluation of course assignments Alumni survey	Pre/post FLAS award Biennially Yearly Biennially
AS and FL curriculum/ course development grants	# of new/revised courses enrollments by dept., prof. schools # online courses and FL materials	Increased student interest and knowledge of the region Enrichment of student and faculty work Integration of FL instruction into content courses	Course evaluations Re-certification of AS courses for KU Core Review of syllabi	Each semester Biennially Yearly
Prof. development	# of conferences # of research trips # of publications # research grants	Increased capacity of faculty to teach and carry out research	Faculty survey IRIS reports	Annually IFLE reports' schedule
K-16 and post-secondary outreach	# of people trained # of students taught # faculty, prof. schools involved, types of schools	Increased teachers/instructors interest and knowledge gained of REE region Changes to classroom curriculum and practices Increased student knowledge of REE region	Pre/post/post-post surveys Historical research design using data from official records, reports, archives	For each event and 1yr after Yearly
Business, media, and general public	# and type of attendees # of inquiries # faculty, prof. schools involved	Increase business interest in REE region opportunities Increase in prof. school courses with REES content Increase public interest in CREES events	Post consultation surveys Business and media inquiry tracking Prof. school course records Attendance at events	Yearly reporting and ongoing data collection
Soc. Media	# of website views # of FB friends # of Twitter followers # of videos viewed	Increase web presence of CREES Increased awareness of CREES and REES	Web analytics Social media statistics	Yearly
Libraries	# courses and students consulted size of collections ILL/DD requests	Broader accessibility and use of KUL SE resources by wider audiences	Student surveys, graded assignments, self-reflective evals. KUL survey	Following each session Every 4 years

(official records, reports, archives) to show change in key variables over time. Departmental and university administrative data will be identified, collected, and mapped on to CREES timelines. Trend analyses will be conducted to yield a longitudinal picture of the increase of CREES capacity to improve research, outreach, instruction, and resources as a function of NRC support.

C.5 & C.6. Post-Graduate Employment Record & Improved Supply of Subject Area

Specialists. Our 2017 comprehensive survey of alumni over the last 50 years tells a story of consistently high-quality training for area specialists in successful careers, with 54% still using FL and AS skills (Table C.2). As indicated by job placement data (Table C.2), CREES graduates have gone on to become specialists and leaders in a wide range of fields, from government and higher education to NGOs and the private sector. Alumnus Howard Solomon (1987) currently serves as Deputy Chief of Mission at the U.S. Embassy in Lithuania. Examples of 2010-18 REES alumni who went on to secure prof. positions in the U.S. and overseas include: Joshua

DeMoss (REES MA/JD, 2017), Presidential Management Fellow; Alyssa Wood (REES MA, 2017), FAO at the Supreme Headquarters Allied Powers Eur-

Table C.2 CREES 50-Year BA/MA Alumni Survey, Spring 2017	
Information	Numbers or Percentage of Respondents
# Responses/# Surveyed	53/300; 18%
Languages learned	65% Russ; 12% Ukrainian; 7% Polish; 6% BCS; 3% Czch/Slov/Turk; 6% Other
Current employment	29% Govt; 25% Education; 15% Nonprofit; 10% Bus.; 2% Publishing; 17% Other
Government service in career	55% at some point in career
Language skills used in current work	54% (27% very often)
Current proficiency level	51% advanced or above; 33% intermediate
Usefulness of REES degree (FL/AS training)	67% agree or strongly agree; 22% neutral

ope, NATO; Paul Aldaya (REES MA, 2017), Chief of the Office of Military Cooperation at the U.S. Embassy in Uzbekistan; Alexis Baich (REES MA, 2017), World History teacher at Mesa HS (AZ); Alexander Kuhn (REES BA, 2015), Program Management Coordinator, Office of U.S. Foreign Disaster Assistance (USAID); and Bethany Owens (REES MA, 2011), a Presidential Management Fellow who then became a Foreign Affairs Officer at the DoS. Several alumni are

impactful in nonprofit and advocacy groups: Food & Water Watch (Boyce, 2011); CRDF Global (Maddox, 2012); and Mercy Corps (Funcheon, 2013), to name a few. CREES has been training FAOs for 40+ years; our alumni consistently rate its program as one of the most FAO friendly. To improve the training of future specialists, CREES partners with faculty to provide students with prof. experiences. Prof. Omelicheva won a DoD Minerva grant (\$953,000) to research organized crime, trafficking, and terrorism in Central Asia; for the project, she hired 6 REES-area G students to conduct research and data collection. Internships at FMSO (H.3.d, p. 38) give students the opportunity to apply their regional expertise and language skills in security-related analysis. GEAs (REES MA students or PhD students with REES specializations) gain research and work experience at the RR. Past GEAs have found employment in government, higher education, K-12 education, NGOs, and business. The new course on cultural and technical aspects of cybersecurity in Eastern Europe and Russia (F.2, p. 23) will enable REES students to pursue a prof. certificate in Cybersecurity, meeting the demand in this growing field. The REES/Law joint degree, created in 2012, opens prof. opportunities for graduates in international trade and finance, immigration law, human rights advocacy, and government. KU Law students with interest in REES can pursue coursework and internships through the International U. of Central Asia. CREES has well-established alumni networks, aided by a Facebook page, alumni Facebook group, and LinkedIn group (115 members).

C.7. FLAS Fellowships Address National Needs. Of the 10 FLs supported by CREES, 90% are listed as critical languages by NSEP; 70% fall within areas of national need as recommended by the U.S. Secretary of Education. All major federal agencies highlight Russ. in their top priorities. The DoD and DoS list Turkish in their top-ranking languages. The DoE and DoJ have recommended stronger focus on Polish and Ukr., respectively. All these languages are taught and

promoted at KU. Table C.3 presents job placement data from the survey of FLAS alumni from 1998-2014. To boost the number of students employed in areas of national need, FLAS selection committee will continue to target applications that list government service as a career priority and note students who express intent to go into the education sector.

Placement	%
Education: Higher Education	33%
Business	16%
Education: Administration/Leadership	13%
Government/Military	10%
Pursuing Further Education	8%
Education: K-12	7%
Journalism/Publishing	3%
Law	3%
Nonprofit/NGO	2%
Other	5%

D. Commitment to Subject Area. An external review team in Fall 2012 applauded KU’s accomplishments in IAS, ranking it among the top 20 institutions in the U.S. in IAS, in the same league with Michigan, Washington, and other universities with high-caliber REES programs. As a comprehensive Doctoral/Research University and a charter member of the prestigious AAU, KU has a long tradition of excellence in and commitment to IAS. It offers over 40 FLs, including 10 REES FLs, and SA programs in 70+ countries, including 15 countries of the region. It supports 5 IAS Centers—CREES, CEAS, the Center of Latin American & Caribbean Studies, the KS African Studies Center, and CGIS. The OIP spearheads the comprehensive internationalization of KU. The EGARC is a state-of-the-art media center supporting FLs and IAS (G.4.b, p. 32). The SoLLC, established 2014, has further elevated KU’s institutional strengths in LCTLs. KU has offered Russ. since 1943; the SLL Dept. and an interdisciplinary REES certificate program were established in 1959. The

Founded 1865, Doctoral/Research 1 (Carnegie)
Member of AAU (since 1909)
19,323 UG students, 8,302 G and prof. students in AY2017-18
Campuses and programs in Lawrence, Kansas City, Overland Park, Wichita, Salina, Topeka, Ft. Leavenworth, and in Western KS
2,810 faculty (21% serve the Humanities); 91% hold a PhD or equivalent in their fields
46 Nationally ranked graduate programs; 147 doctoral degrees in 91 different fields
240 international programs in 70+ countries; 28.5% UG study abroad
9 th among public universities for high quality, low cost study abroad programs (U.S. News & World Report)
2,100+ int’ students from 111 countries (AY2017-18); 60 from REE countries

first SLL BAs graduated in 1963, MAs in 1966, and PhDs in 1970. Established in 1965, CREES graduated its first MA in 1968.

D.1a. Institutional Support for CREES.

After the unsuccessful 2014 Title VI application, KU assumed coverage of all CREES administration and activities costs by funding its staff and student workers (Table D.2).

CREES has 11 offices (5 are shared), a shared library, reception, kitchen, and outreach and

Table D.2 Institutional Support to CREES	Calendar year 2017
CREES Admin Salaries & Fringe	103,804
REES-related Admin Salaries & Fringe	517,185
REES-related Faculty Salaries & Fringe	4,775,910
REES-related Libraries Salaries & Fringe	357,484
Outreach Salaries & Fringe	25,336
REES-related GTAs Salaries & Fringe	316,652
REES-related GEAs & Research Assistants Salaries & Fringe	33,294
Student Assistant Salaries & Fringe	12,510
Travel & GRF/NFGRF support for REES-related faculty	94,062
REES-related Foundation Professors investment	71,200
G Student Support/Travel	30,192
G Student Support/Scholarships, Awards	39,350
Supplies, Equipment, Overhead	15,137
CREES Staff Travel	7,000
Russian Review support & Overhead	29,608
TOTAL	6,428,724

seminar rooms. KU supplies computers and IT services and provides annual IT funds. KU pays administrative overhead for the *RR* and funds its GEAs. In 2014-18, KU made 5 REES faculty hires. KU promotes REES faculty development with a wide range of awards, fellowships, and teaching and scholarly resources, including in digital humanities and online/distance learning (B.1.a, p. 8). It is the nation’s first public university to adopt an open access policy through KUSW, which makes faculty publications available online for free. KU’s Digital Publishing Services assists KU community online publications. In 2015, the Assoc. of Research Libraries ranked KUL 33rd among all U.S. public university libraries by collection size with over 4.7 million print items and millions of electronic articles, images, multi-media, data resources, etc. (E.1.a, p. 20). KUL houses the richest SE collection in the Great Plains and Rocky Mountain regions and one of the strongest BCS collections in the country, and large and growing Russ. and Ukr. collections. The SE collection functions within KUL’s IAS Department with 3 full-time SE staff. KU is a core partner in the Mellon Foundation’s Open Library Environment initiative, now

containing a database of over 10,794 digitized articles. KU has 240+ international study, internship, and research programs in 70+ countries, with 8 in-house and 14 cooperative programs in the REES area (H.4.b, p. 39). 28.5% of UG students study abroad before graduating. In the OSA, 14 staff provide financial aid and pro-program coordination. REES has a dedicated OSA advisor. In 2015-16, approximately 75% of students received financial aid for SA. OIP has more than 100 agreements with partner universities worldwide, including 16 with universities in the REES region. Since 2014, 32 scholars from REES countries have been at KU through Fulbright (10) and other programs.

Table D.3. Highlights of Institutional Support to CREES
Full salary of Dir., Asst. Director; 0.5FTE Outreach Coordinator; Office Manager shared 50/50 with Center for Lat. Am. & Caribbean Studies
Staff of CLAS Shared Service Center handle HR, finances, and post-grant & award needs. A staff member at College Office of G Affairs focuses on IAS programs
2098sq. ft. of space, equipment, IT
5 REES hires in 2014-17: Computer Science, Economics, Musicology, SLL, Sociology

D.1.b. Commitment to Students. KU’s outstanding libraries, teaching museums, and information technology are essential for UG/G education and research. KU’s proximity to the Army’s CGSC at Ft. Leavenworth has yielded specialized, research-intensive degree programs for the military. KU’s Honors Program is nationally recognized and ranked 2nd for combined quality of its “honors benefits”: SA, housing, and priority registration. KU ranked 6th in the attainment of prestigious scholarships, such as the Rhodes, Truman, Udall, and Goldwater scholarships. These accomplishments are a result of strong academic programs and advising. In FY 2017, REES students were among the KU students receiving \$92,648,982 in grants and scholarships. CREES endowment funds are used to offer scholarships, including the new Clowes scholarship beginning in AY 2018-19; CREES also supports G students through the Bramlage & Willcoxon Family Foundation Scholarship. GTAships for all SLL and other REES G students are above FLAS level and include health insurance. KU offers 1st-year and dissertation scholarships. REES G students receive support as GEAs at RR. The opportunity for students to

engage with the journal is an excellent example of advancing AP 1: in its articles and book reviews, *RR* includes a wide range of viewpoints concerning diverse research areas. The geographical coverage is comprehensive. The GEAs stay abreast of current research, network with active scholars, and gain editing experience.

E.1.a. Strength of Library Holdings. KUL serves the U.S. heartland with the largest collection of REES materials in the region. The SE collection (499,814 volumes) makes up nearly 11% of KUL print holdings, including more than 8,000 print, electronic, and microform periodical titles, maps, images, videos, government documents, and databases exclusive to SE studies. KUL’s

Special Collections features unique/rare items from REES regions. Annually, the SE Collection adds ca. 5,000 items in all formats. KUL

Table E.1. Library Holdings for KU’s Slavic & Eurasian Collection			
Language(s)	Vols. 2013	Vols. 2017	Growth
Russ., Belarusian	174,006	179,780	5.4%
Polish, Czech, Slovak	79,072	82,699	4.7%
BCS and Balkan langs.	63,119	66,047	2.7%
Ukr.	21,198	22,332	4.5%
Other REES langs.	2,281	2,554	0.7%
Central Asian, Caucasus langs.	23,556	23,856	12.6%
non-REES langs. (Eng, Fr. etc.)	116,954	122,546	3.4%
REES Total	480,186	499,814	4.2%
KU total	4,569,167	4,723,866	3.4%
REES as % of KU total	11%	11%	n/a

provides access to 82% of all books and articles cited by KU REES faculty; with 21% of cited sources in FLs (KUL citation study, 2013). KUL provides access to 32 specialized REES bibliographic and full-text databases with hundreds of periodicals, documents, and ephemera in REES languages. In 2017, researchers at KU and from the Midwest conducted over 25,080 searches in these databases.

E.1.b Institutional Support. Annual expenditures for the SE unit equal \$864,100. Funds are distributed among collections (42%), processing, public services, and preservation (25%), SE personnel = 2 full-time faculty librarians (Giullian, Husic), 1 acquisitions specialist (Stamm), 2-4 student workers (32%), and travel, equipment, and supplies (1%). Institutional support for the SE unit is substantial for a public university in a state with a tax base of 2.9 million people; KUL

collections budget has been exempted from university-wide budget cuts.

E.2.a. Availability of Research Materials from

Table E.2. Institutional Funding for KUL’s Slavic & Eurasian Unit	2009	2013	2017
Collections (print, DVDs, maps, microforms, digital media, etc.)	\$160,388	\$188,854	\$193,013
Collections (electronic)	\$232,796	\$334,792	*\$166,440
Processing, preservation, public services	\$116,246	\$180,169	\$212,234
SE Personnel	\$216,911	\$267,779	\$278,563
Travel, equipment, supplies	\$10,250	\$11,500	\$10,850
Total	\$736,591	\$983,094	\$861,100
*Despite significant reductions in overall library databases, funding for SE databases remained steady at \$56,683.			

Other Institutions. KUL complements local assets through cooperative arrangements. The State Library of KS provides access to multi-disciplinary databases that include REES content. Co-operation between KU and U.S. Army CGSC at Ft. Leavenworth provides access to 45,000+ military and security items in REES. Regionally, KUL participates in the Greater Western Library Alliance (GWLA), a consortium of 33 research libraries cooperating through interlibrary loan (ILL) and document delivery (DD), shared electronic resource licenses, data curation, and prof. development.

Nationally, KUL belongs to the HathiTrust, which provides access to millions of items beyond KUL’s local collections. As a founding member of the Center for Research Libraries, KUL has access to its vast microfilm holdings of foreign newspapers and other materials. KU maintains an active international exchange program with libraries in the Czech Republic, Poland, Russia, and Ukraine. KUL’s domestic gift and duplicate exchange program with libraries nationwide and abroad adds and sends out approximately 600 REES items/yr. KUL provides outstanding ILL and DD services. In 2014-17, KUL filled 351 requests to borrow materials. KUL belongs to the Rapid System, the most efficient, cost-effective system for sharing articles via ILL/DD. KUL’s membership in the CRL provides long-term borrowing privileges.

E.2.b. Access to KUL Library Holdings by Non-KU Teachers, Students, and Faculty.

KUL’s collections are accessible outside of KU through agreements with other libraries and

ILL/DD. In 2014-17 KUL supplied 1,500 items to patrons in 49 U.S. states and 14 countries. 80% of requests are filled within 3 days. KUL ranks among the top lending libraries within GWLA, loaning out more than 4 times the number of books and journal articles (1,500 items) to non-KU patrons than were borrowed (351) by KU affiliates. SE librarians provide 21 online research guides (LibGuides) that bring together print and electronic resources about REES. Usage statistics show on average 6,394 views per annum. SE librarians teach library sessions for 12 REES-related courses and hold approximately 170 research consultations annually.

KUL has open stacks; anyone may use the KU collections *in situ*. KU faculty, students, CREES affiliates, KS residents, and visiting scholars have borrowing privileges. KU supports open access to publicly-funded research via the university’s institutional repository, KUSW. It is a searchable database of KU faculty and staff papers, datasets, images, and other electronic objects (22,255 items) freely available online. The REES community, with 597 items, ranks 12th in size among all KUSW communities.

E.3. Budget Summary for the Next Cycle (Table E.3): We request funds to support: 1) Library

Table E.3. Budget Summary for the Next Cycle	
1) Library acquisitions for SE collections (print and electronic) from under-represented regions (e.g. Ukraine, Caucasus, Central Asia, Balkan countries, and Baltic states) and other strategic areas; \$8,000 in year 1, \$4,000 each in years 2, 3, and 4, for a total of \$20,000	\$20,000
2) CREES Librarians' foreign acquisition trips and site visits to libraries in the REES region: trips to Russia, Belarus, Ukraine, Poland, Czech & Slovak Republics, and the Republic of Georgia	\$5,580
3) One student position to produce online video tutorials for SE databases: \$10.00/hr x 10 hrs/wk x 30 wks/yr x 2 years = \$6,000 (+ 7% fringe). See Appendix for position description	\$6,420
4) CREES Librarian’s travel support to attend prof. conferences on librarianship and REES studies to network with other Slavic librarians: \$1000 x 4 years = \$4,000	\$4,000
Total	\$36,000

acquisitions for SE collections (print and electronic) from under-represented regions (e.g. Ukraine, Caucasus, Central Asia); 2) foreign acquisition trips and exchanges with libraries in the region; 3) one student position to produce online video tutorials for SE databases to be used by KU and non-KU patrons, including KS K-12 teachers (*AP 1&2*); and 4) prof. conference travel.

F.1.a. Variety of Non-Language Courses Offered. CREES core faculty offer courses covering

a plethora of disciplines. In 2016-18, REES and SLL offered 53 non-language courses. 114 REES-related courses were offered by other departments; 18 of them had 100% REES-content (with 4 cross-listed courses), 14 had 50% REES-content (5 cross-listed courses), and 82 had at least 25% REES-content (30 cross-listed courses). The REES curriculum is comprehensive in its disciplinary and geographical coverage. The average student-to-faculty ratios for these classes were 7:1 for UG classes, 2:1 for G classes, and 9:1 for mixed classes. The total number of classes and low student-to-faculty ratios allow for individualized instruction.

F.1.b. Specialized Courses. We offer specialized instruction in several REES geographic areas, areas of study, as well as part of the prof. schools' curriculum. In-depth courses cover Russia and the former Soviet Union, Central Asia, East Central Europe, Southeastern Europe, and Ukraine. Among our programmatic strengths are: Russ. foreign policy, security issues, and human rights (Omelicheva); geography of Central Asia, geopolitics, borders, nationalism, migration, and diaspora studies (Diener, O'Lear); empires and the Caucasus (Scott); history of Russia and Eastern Europe (Levine, Scott, Wood); literature and linguistics (Chernetsky, Dickey, Greenberg, Kokobobo, Perelmutter, Vassileva-Karagyozova, Wallo); and cinema (Chernetsky, Dickey, Vassileva-Karagyozova). CREES has 7 core faculty in literature, culture, and linguistics; 4 in political science; 3 in history; and 3 in sociology. KU is a national leader in research and teaching of Slavic linguistics, with growing strength in SLA studies. We have 4 core faculty in linguistics and linguistic anthropology. CREES offers multiple directed reading courses dedicated to specialized topics (Appx B).

F.2. Interdisciplinary Course Offerings (Table F.1). The curriculum, content, and methodologies of many courses are interdisciplinary. Examples include "Understanding Russia & East Europe" and "Societies & Cultures of Eurasia" whose content covers geography, history, culture,

and politics. Many courses are cross-listed, among them “Post-Soviet Communication,” “Soviet & Post-Soviet Russ. Cinema,” “Jews & Slavs in Eastern Europe,” and “Understanding Central Asia.” Interdisciplinary courses in 2016-18 combine CLAS and prof. schools’ curricula or consider 2 cultures. These include “Russ. Business Culture” and “The Cultural Impact of Ottoman Empire on the South Slavs.” Faculty pursue innovative approaches to an interdisciplinary curriculum: for example, Prof. Ani Kokobobo (SLL) offers “The Russ. Novel and Digital Humanities: Mapping *War and Peace*,” in collaboration with the IDRH.

Table F.1. Selected New & Modified Interdisciplinary & Specialized Courses	Offered	Enrolled
Introduction to Slavic Folklore	Su16, F16, Su17, F17	90
Introduction to Russ. Culture	F16, Sp18	36
Understanding Russia & East Europe	F16, F17	33
Societies & Cultures of Eurasia	Sp17, Sp18	22
Sov. & Post-Sov. Russ. Cinema	Sp18	17
Peoples & Cultures of SE Europe Through Film	F17	11
Understanding Central Asia	Sp18	9

CREES is developing a trail-blazing course on the technical and cultural aspects of cybersecurity in Russia and Eastern Europe, to be team-taught by Prof. Alexandru Bardas (Electr. Engineering & Computer Science) and the proposed seeded hire, an interdisciplinary faculty member with joint appointment in CLAS and the SoEn. Prof. Bardas was a team member in an NSF-funded project on studying security operation centers using anthropological methods. The course will be an important offshoot of a \$15-million NSA grant on the cybersecurity of the Internet of Things recently won by KU’s 13-researcher team led by Prof. Perry Alexander. The project and course have clear national and global applications, as many cyber-attacks originate from the REES region. CREES will help produce new specialists in this area of national need.

F.3. Non-Language Faculty Numbers & Training. CREES has a total of 62 core faculty: 13 from REES/SLL and 49 from 20 other disciplines. We have 43 tenured or tenure-track professors, 3 distinguished professors, as well as visiting/adjunct professors, and lecturers. CREES-affiliated faculty regularly improve their teaching performance by participating in

pedagogy workshops offered by the CTE, such as the annual Teaching Summit, as well as through collaboration with innovation-focused units like the IDRH.

F.4.a. Disciplines with REES Offerings (Table F.2). Within REES/SLL, courses examine diverse disciplines in the humanities, social sciences, and STEM (Appx. B). Beyond REES/SLL’s strong interdisciplinary courses, CREES has core faculty in multiple disciplines and professional schools within KU. Among the departments and programs with the strongest REES offerings are History, Political Science, Anthropology, Jewish Studies, and Global & International Studies. In 2016-18, History offered 23 REES-related courses, with 10 of them focused entirely on a REES topic. Political Science offered 19 REES-related courses, Anthropology—15, Jewish Studies—13, and CGIS—14 courses. CREES

core faculty offer directed readings, study abroad, and research opportunities for students. For example, Prof. Martin Nedbal (SoM) offers a winter-break study abroad course with a transnational, comparative profile: “Masterworks of Mozart in Vienna and Prague.”

F.4.b: Courses in Professional Schools. KU prof. schools that regularly offer REES content include the SoA, SoB, SoEn, SoJ, SoL, and SoM. 17 REES courses were offered in prof. schools in 2016-18. SoL regularly offers courses in international trade and commerce and comparative international law that can be taken toward a joint REES MA/JD. SoB offers courses on international business and comparative cross-cultural management.

Table F.2. REES-Related Course Enrollments 2016-18			
	Discipline	UG	G
Humanities	English	11	0
	History	842	63
	History of Art	85	4
	Musicology	0	14
	Religious Studies	188	6
	Slavic Languages & Literature	289	143
	Theatre & Film	20	0
Social Sciences	Anthropology	416	87
	Comm. Studies	5	0
	Economics	295	29
	Geography	2088	51
	Linguistics	127	3
	Political Science	1406	147
Professional	Sociology	502	40
	Business	356	5
	Journalism	157	0
	Law	2	112
	Architecture	4	10
Interdisciplinary	Engineering	12	0
	African & AA Studies	13	0
	Environmental Studies	171	1
	European Studies	26	0
	Global & Interntl. Studies	78	163
	Jewish Studies	129	3
	REES	74	23

Prof. Marie-Alice L’Heureux (SoA) focuses on the region’s architecture. SoJ offers courses on international journalism and strategic communication. See H.4.a, p. 38 for REES study abroad options for prof. school students.

G.1. Quality of Language Curriculum. REES offers 10 languages (Table G.1), all of which are LCTLs, and all but Czech, Slovene, and Yiddish are on the U.S. DoEd priority languages list.

REES and CGIS offer Tajik/Persian. CREES participates in CESSI, a CA FL consortium of 15 NRCs, which hosts summer institutes at U. of Wisconsin and offers Kazakh, Uzbek, and Uyghur.

G.2.a. Levels of FL Training. KU offers Russ. at 5 levels: beg. (10CH), basic intermed. (10CH), adv. intermed. (6CH), and 2 adv. groups (each 6CH). All other REES FLs offer at least 3 levels of training. 3rd-year courses in Uyghur, Czech, Turkish, Slovene, Yiddish, and Tajik are

available on demand. All REES FL classes are supported with language tables and robust programming. Elem. and intermed. BCS are hybrid since 2015; Slovene is regularly taught via distance to other institutions. Elem.

Table G.1. Languages & Enrollments at KU							
Language	Levels	Faculty	CH	14-15	15-16	16-17	17-18
Russ.	5	4	3-6	139	122	158	147
BCS	4	2	3-6	31	34	24	15
Polish	3	2	3-5	4	14	6	12
Turkish	3	1	3-5	32	21	13	15
Ukr.	3	1	3-5	4	4	15	11
Uyghur*	2	1	3	0	1	6	8
Yiddish	1	1	1-3	1	0	0	0
Slovene	3	1	3-5	0	2	0	0
Czech**	2	1	3-5	0	0	0	0
Tajik***	2	2	3-5	23	33	18	13

*Offered through CEAS, which also offers Mongolian.
 **Czech is scheduled to resume in AY 2018-19 after a 4-year hiatus.
 *** Tajik is offered through CREES; Farsi & Dari, through CGIS. Tajik meets with Farsi and Dari under the umbrella name Persian.
 Note: Russ. has 5 and BCS has 2 1st YR sections.

Czech will be given online starting in Fall 2018. Since 2012, KU administers a Project Global Officer (Project GO) grant from the IIE’s Defense Language & National Security Education Office (DLNSEO). The grant’s \$299,000 annual budget supports summer intensive study and year-round tutoring in Russ., Arabic, Chinese, and Korean for ROTC students. The Project GO funds have been used to support intensive elem. Russ. in Summers 2014–2018 (enrollments:

2014—13; 2015—4; 2016—6). In 2013, KU opened a DLNSEO-sponsored Language Training Center (LTC) offering beg. and adv. Russ. to Ft. Leonard Wood and Ft. Leavenworth via distance and face-to-face instruction (the Ft. Leonard Wood program ended in 2015; the Ft. Leavenworth program continues), and intensive adv. Russ. in Summers 2016 and 2017 (enrollments 9 and 9 respectively). Since 2016, KU's LTC administers an intensive 14-week program in elem. and intermed. Russ. for Special Forces personnel in Ft. Carson, CO. Performance-based instruction is delivered on location by SLL lecturers Irina Lysenko and Katerina Lakhmitko, supervised by SLL faculty (Wallo). 42 SF officers have completed the program, with almost all meeting or exceeding the program's proficiency benchmarks as measured by the official OPI and DLPT tests. KU has in-house study abroad programs for 3 languages: Russ., Ukr., and BCS (H.4.b, p. 39). For Russ., KU cooperates with the Higher School of Economics (HSE) in Moscow. KU's Ukr. Summer Language Institute in L'viv, offered for nearly 25 years, is led on-site by KU faculty, as is our Croatian Summer Language Institute which runs in partnership with the U. of Zadar.

G.2.b. Courses in REES Languages in Other Disciplines. CREES offers a series of adv.-level Russ.-language courses in culture, history, and society (Appendix B). *Russ. for the Professions* was developed with funds from Title VI. Prof. Wallo teaches an adv. Ukr. cultural history course, *Biography of a City: Kyiv/ Kiev/Kijów*, in which students with sufficient language expertise complete readings in the original Russ., Ukr., Polish, and/or Yiddish. Prof. Dickey teaches an adv. Balkan cultural history course, *The Cultural Impact of the Ottoman Empire on the South Slavs*, with readings in BCS. History G students must write 2 original, article-length research papers as part of their coursework to advance to doctoral candidacy. Students are only admitted if they have demonstrated proficiency in a language of the region, and study additional

languages while at KU. In the last 4 years, History seminars have analyzed sources in Czech, Lithuanian, Old Church Slavonic, Polish, Russ., Slovak, Ukr., and Yiddish.

Language faculty have consistently affirmed at semi-annual meetings of REES-affiliated faculty and G students their commitment to anchoring upper-level language instruction in content areas. CREES will work with SLL to create additional LAC courses to meet students' needs. In 2016 SLL added a new minor track, Russ. Business and Prof. Culture, which includes a new online course, *Russ. Business Culture*; the minor requires a final research project in which the students use Russ. language sources. We request funds to support collaborations between non-SLL and SLL REES faculty to create new online target-language content modules that will add a language component to existing courses.

G.3.a. Language Faculty Available to Teach FLs. SLL has 7 tenured or tenure-track faculty and 3 lecturers covering FL instruction (Appx.2, 3). 6 SLL tenured or tenure-track faculty offer FL courses on a regular basis. 4 SLL faculty (Chernetsky, Dickey, Six, Wallo) and 8 GTAs cover the Russ. language curriculum (including heritage speakers and the Ft. Carson program). Old Church Slavonic and Old Russ. (Greenberg) fit into the adv. linguistics sequence. 2 faculty (Dickey and Pirnat-Greenberg) and 1 GTA teach BCS. Unique in the U.S., KU offers 3 years of Slovene (Pirnat-Greenberg). 1 faculty (Vassileva-Karagyozova) and 1 GTA teach Polish. One faculty (Sašková-Pierce) will start teaching Czech in Fall 2018. 1 faculty (Wallo) and 1 GTA/lecturer teach Ukr., and 1 faculty (Perelmutter) offers Yiddish. The Turkish lecturer (Predolac) is housed in SLL. The Tajik/Persian lecturer (Ahmad) is housed in CGIS; Uyghur is offered through the Center for East Asian Studies.

G.3.b. Pedagogical Training of FL Instructors. All FL faculty have native or near-native command of their respective languages, at least an MA, and experience teaching FLs in

university setting. Six (Russ.) and Pirnat-Greenberg (BCS, Slovene) have received OPI training. Six is a certified tester for TORFL. 3 OPI workshops at KU in 2016-18 provided training to 10 SLL instructors, including 7 GTAs who teach Russ.

All SLL language GTAs participate in annual orientation and are required to take *Methods of Teaching Slavic Languages*, which familiarizes them with current teaching standards and proficiency guidelines and provides rigorous training in performance-based instruction and assessment. Using pedagogical theory readings and analysis of existing teaching materials, students design and test performance-based lesson plans that emphasize backward design, acquisition of all 4 skills and intercultural competence, use of authentic texts, and task-/project-based learning. The GTAs' implementation of these principles is evaluated through observations by the course instructor, as well as the SLL Language Program Director. The latter closely supervises GTA teaching. In 2015, SoLLC has added a Certificate Program in Second Language Studies, which offers further pedagogical training. 2 current SLL GTAs are writing dissertations in second language studies and are active in fine-tuning the alignment of existing curricula with SLL's new performance-to-proficiency-based degree-level learning outcomes (G.4.1).

KU is the home of *Mezhdunami* (www.mezhdunami.org), an award-winning open-access introd. course in Russ., co-authored by KU faculty (Comer—former KU faculty—and Perkins) and maintained by KU EGARC. This instructional program was in use at 20 U.S. universities and 4 HSs in 2017-18; it has also been adopted by many summer programs. Because of their expertise with this curriculum, KU GTAs have been sought after as instructors for SWSEEL, the summer program at Indiana U. The pedagogical expertise of our FL faculty is also evidenced by their continuous development of new instructional materials, including 2 open-access textbook projects. *Dobra forma: Basic Ukr. Grammar through Communicative Activities* (Wallo) utilizes

the 1,000 common vocabulary items in Ukr. and is designed to enable students to internalize correct grammatical forms as they focus on the communication of meaning. The textbook is 40% complete and will be published by KU's EGARC. *Russ. Aspect in Conversation: A Textbook for Intermed. and Adv. Students* (Dickey and 2 G students) is in its initial stages.

Dwyer (with Engesæth and Yakup) published a beg. open-access Uyghur language textbook and grammar, *Greetings from the Teklimakan: A Handbook of Modern Uyghur*, in 2009. The text and audio have been downloaded over 16,000 times and viewed more than 500,000 times.

Dwyer has been directing *Uyghur Light Verbs Project* funded with an NSF grant. Pirnat-Greenberg published *Colloquial Slovene* (2012) and has developed hybrid BCS courses.

G.4.a. Quality of the Language Program as Measured by Performance-Based Instruction.

All REES language courses follow the principles of performance-based instruction, emphasizing tasks and projects that mirror real-life oral and written communication. At the beg. level, students learn to extract and interpret information from maps, fliers, menus, and shopping websites to navigate situations they are likely to encounter in the target culture. At the intermed. and adv. levels, students work extensively with unaltered news articles and TV broadcasts in the target languages. Adv.-level training includes development of students' interpretative skills and cultural literacy through in-depth work with films, fiction, academic, and business writing.

Assessment often takes the form of role-plays that ask students to perform in a variety of realistic level-appropriate communicative scenarios. At all levels, students develop their speaking skills through individual and group presentations. These range from simple PowerPoint presentations to visitors who do not speak English (elem. BCS) to a semester-long research project that counts for 40% of the final grade in the course (adv. Polish).

Instructors follow up on classroom tasks by providing learners with opportunities for real-life

skill applications. Students from elem. Ukr. often go on to our summer SA program; to better prepare them, the elem. curriculum in Ukr. is now entirely performance-based and centered on likely experiences. Russ., Ukr., Polish, and BCS courses incorporate conversations and interview projects with native speakers, and/or writing and translation projects to be published. During the campus-wide commemoration of the centennial of the beginning of WWI, students subtitled a Serbian documentary about Gavrilo Princip and joined the campus-wide WWI Twitter project (I.1.c, p. 45) by translating 2 reenactments into BCS. This year, within the CREES/SoJ grant project on fake news in Russia and the U.S. (I.1.b, p. 43) students in *Russ. for the Professions* participated in a fake news decoding exercise with Russ. journalists and faculty from Ekaterinburg. Students received training and assignments focused on analyzing online images and worked in groups to research images, determine whether they were real, present their findings in Russ. to the visiting Russ. journalists, and received feedback from them. All languages offer extra-curricular activities for students to practice their language skills outside the classroom (language tables, movie nights, and cultural festivals).

In 2016-17, SLL formulated new performance-to-proficiency-based degree-level learning outcomes for its UG language program. They include proficiency benchmarks in speaking, writing, reading, listening, and cultural understanding, with the first 4 aligned with the ACTFL proficiency guidelines and measured by an official OPI and a portfolio of a student's best work in language classes. Results from students who have completed this assessment, demonstrate that many SLL students exceed the Intermed. Mid benchmark for oral proficiency, reaching the Intermed. High and also the Adv. level by graduation, especially if they have studied abroad. Of 8 graduating seniors tested in 2017-18, 1 scored Intermed. Mid, 4 scored Intermed. High, 2 scored Adv. Low, and 1 scored Adv. High. The only OPI of an intermed. student thus far shows

that the SLL curriculum in Russ. permits motivated students to acquire Intermed. Mid speaking proficiency as early as the end of the 4th semester. SLL faculty are currently refining the alignment of the language curricula with the new learning outcomes, raising the degree-level benchmark for speaking proficiency to Intermed. High, and restructuring adv.-level courses via backward design to incorporate more appropriate-level performance tasks and assessments.

Additional evidence of the high quality of REES language instruction is the success of its intensive Russ. program at Ft. Carson (G.2.a, p. 26), utilizing the curriculum developed by SLL faculty (Wallo). As the OPI and DLPT scores show, the vast majority of learners reach intermed. low to intermed. high level of speaking and listening proficiency and novice high to intermed. low level of reading proficiency by the end of the program (Table G.2). (Note that the military prioritizes speaking/listening over reading, and acquiring reading proficiency requires more time,

Exam	OPI			DLPT			
Score	0+ (Novice High)	1 (Intermed. Low)	1+ (Intermed. Mid-High)	0 (Novice Low-Mid)	0+ (Novice High)	1 (Intermed. Low)	1+ (Intermed. Mid-High)
Number of Outcomes	2	20	20	2	16	16	5

which results in better OPI scores than DLPT scores.) Performance-based instruction that emphasizes authentic materials, such as news websites and blogs, and real-life oral communication with native speakers, is key to the program’s success.

G.4.b. Resources for FL Instruction. In addition to KU’s diverse teaching resources (B.1.a, p. 8), FL instructors receive support from EGARC, founded in 1965 as the KU Language Laboratories. It houses circa 13,000 audio/video items in over 60 FLs, 3 computer labs, a media-enhanced conference room, a recording studio, and a learning commons. The Center provides portable equipment for checkout and trains instructors in new technologies through workshops, lectures, and an online course in Computer Assisted Language Learning. A leader in the field of

Open Educational Resources (OER), EGARC collaborates with faculty on projects including the award-winning *Mezhdur nami* curriculum for Russ. It provides funding for language-related activities, including the CREES/EGARC Online Language Instruction for LCTLs grant competition, as well as logistical support and home for 2 DoD grants, Project GO, and the LTC. The unit's Director (Perkins), a KU SLL PhD, serves on the CREES Executive Committee.

The SoLLC, an umbrella unit and community-of-practice for ca. 40 languages taught at KU, supports FL instruction and curriculum design, pedagogical training and prof. development, fundraising for faculty and student support, and grant support for language instructors' curricular development and research, with particular focus on LCTLs. The School collaborates with SoB, SoEd, and businesses to develop a comprehensive program unlocking the potential of FL and culture education with the university at large and linking FL and international education to career opportunities. The SoLLC forges ties with K-12 and CC practitioners of SLA through the KS World Language Assoc. and leads the effort to design a Language Roadmap for the state of KS. The SoLLC has developed OERs for language instruction, including Slavic languages, Persian, and Turkish, building on KU's considerable experience and infrastructure for providing open-access materials. Not only are such materials innovative and effective pedagogically, but they also address the "second tuition" engendered by the rising cost of textbooks. These initiatives are aimed at attracting more students by demonstrating and promoting the utility of combining FL/culture education with other disciplines.

G.4.c. Language Proficiency Requirements. REES majors are required to take 5 semesters of a FL; the required outcome is the same as for SLL majors (Intermed. Mid). REES MA students are required to take 6 semesters of FL and, at minimum, reach the Intermed. Mid level of oral proficiency by the 6th semester. Following SLL, FL assessment of the oral proficiency of REES

UG and MA students is being changed to OPI testing. REES BAs and MAs are required to achieve Adv. Level proficiency in reading for research purposes. REES students demonstrate reading proficiency through a performance-based assessment: they are required to use FL materials for at least 25% of their sources in the BA or MA capstone research paper. The Reading Journal, adopted for REES MA students in 2013, documents development of their reading skills and prepares them for incorporating FL materials into their capstone project.

G.5. Summary of FL Plans for 2018-21. CREES requests funds to support language lecturer positions in Turkish and Tajik/Persian. We seek support for adv.-level Rus. business and prof. language curriculum, and membership in CESSI consortium. We request funds for OPI and other training, as well as for online adv.-level FL materials and developments of LAC modules.

CREES requests funds for OPI tests of REES majors and G students. SLL plans on expanding its OPI testing to all levels of its FL curriculum for Russ., BCS, and Polish. SLL also plans to focus on open-access FL materials, including the projects mentioned in G.3.2 (*Dobra forma: Basic Ukr. Grammar through Communicative Activities* and *Russ. Aspect in Conversation*), an adv. Croatian textbook, and phonetics/intonation materials for Russ., Polish, BCS, and Ukr.

H.1.a. CREES Curriculum in UG Instruction. CREES language and AS courses are available to all UGs in all schools and departments at KU and are accessible to UGs at Haskell Indian Nations U. (MSI) through the Haskell/KU Exchange Program. CREES offers a BA (with Honors option) and a minor. Non-majors can use certain CREES courses to fulfill Core Curriculum degree requirements. All REES courses/events fulfill requirements for the KU GAP certificate.

H.1.b. Requirements of UG Programs. KU UGs may receive a major or minor in either REES or SLL. The REES degrees are interdisciplinary; SLL degrees focus more on language and culture. For a REES BA, students complete 5 semesters of a REES language. The final adv.-level

language course counts toward the required 30 credit hours which include 1) 2 introductory, regionally-focused courses; 3) 18 hours in REES electives across a variety of disciplines and geographic areas (12+ hours at the 300+ level; 3 hours at the 500+ level and involving a REES language); and 4) 2-course methodology/capstone sequence. REES majors are encouraged to pursue double majors. For a REES minor, students must complete 1 introductory course and 15 hours of REES AS courses across a variety of disciplines (12+ hours at the 300+ level). For a SLL BA, students concentrate on 1 of 3 emphases: Polish, Russ., or South Slavic. Students complete 27-30 hours in language, literature, and AS courses related to their emphasis with language studied through the adv. level. There are 6 SLL minors: Russ., Polish, South Slavic, Slavic Cultures in Translation, Slavic Jewish Studies, and a new minor track: Russ. Business & Prof. Culture. Each requires 18-20 hours of language, culture, and history.

H.2.a. Academic Advising. The CREES Director advises REES MA and G certificate students; the Assistant Director advises UGs. REES majors have a dedicated advisor from the Office of College Advising & Student Services. Each semester, students meet with the College Academic Advisor and the CREES UG advisor. KU maintains a cross-college advising service for students who have not declared a major; CREES works with an advisor there. UGs have access to an online record of completed courses and options for fulfilling requirements. CREES distributes information on its programs to advising centers, and regularly tables at campus-wide events. G students benefit from low student-faculty ratios resulting in close relationships with faculty mentors. This effective model of advising has enabled all but 2 REES MAs in 2014-18 to graduate in 2 years or less. CREES faculty and staff at the HCH guide G students in writing grant applications. OIP offers support for international fellowship applicants.

H.2.b. Career Advising. REES-affiliated students benefit from career counseling and programs

offered by the U. Career Center (UCC). The UCC's resources include a webpage on careers in FL & IAS. KU has a Majors Marketplace, where students match degrees with careers and connect with employers worldwide. CREES provides career advising and information via announcements of jobs requiring IAS experience, and via workshops and presentations by employers and internship providers. Students participate in Open Forum events, such as "Careers in the Foreign Service," and events/meetings organized by International Career Services, Young Alumni Career Panels, Leveraging Your International Experience, and Meet the Interns. In 2018-19, CREES and other AS centers at KU will host speakers from the U.S. DoS, U.N., Peace Corps, G programs, English teaching programs abroad; offer scholarship info sessions and student internship panels; and hold meetings with foreign military fellows and young alumni. We will have a résumé writing workshop and an info session on the new KU Intelligence Community Center for Academic Excellence (ICCAE)'s online certificate program.

H.3.a. Training Options for G Students. KU G students have the following REES training options: 1) REES MA, 2) FAST-track REES MA, 3) joint degree with the SoL granting a REES MA/JD, 4) REES G Certificate, 5) SLL MA, 6) SLL PhD, and 7) using REES/SLL courses to fulfill requirements or complete electives for degrees in other departments.

H.3.b. Requirements of G Programs. For a **REES MA** (alone or MA/JD), students choose an area of interest: Literature & the Arts; History; Political Science; Philosophy & Religion; or Economics/Business/Geography. Students complete 1) a 6th semester REES language course; 2) 9 hours in their area of interest; 3) 1 course in each of the other 4 areas; 4) 2 interdisciplinary seminars developing adv. research skills; 5) 15-20 readings that the MA committee considers crucial to understanding contemporary AS, the student's main disciplines, and the student's main region of focus; 6) a MA Portfolio which includes a synthetic essay on the student's

work/readings through the penultimate semester of AS coursework, a prof. essay on their career goals/plans, and a MA Capstone paper; and 7) a portfolio defense including a presentation of their portfolio to the committee and an oral examination. REES offers a **FASt-track MA**, an accelerated MA completed in 12-18 months, open to all students, but designed for FAOs. The **REES G Certificate** is a 12-hour program requiring 1) 2 interdisciplinary seminars aimed at developing adv. research skills; 2) 2 electives with at least 50% REES content; and 3) demonstration of REES language proficiency equivalent to at least 2 years of study. Students pursuing a **SLL MA** choose as their primary language/culture Russ., BCS, or Polish. The degree requires 30 hours including 1) 3 methodology/professionalization seminars; 2) 12+ hours in Slavic literature/culture/folklore; 3) 9+ hours in Slavic linguistics; and 4) 1+ G seminar. MA students may choose a thesis or non-thesis option. The thesis option includes an oral defense of their thesis in place of 6 course hours followed by a MA examination; the non-thesis option includes written and oral examinations. Students wishing to continue on to PhD work must complete a MA/PhD Qualifying Exam. The **SLL PhD** offers 2 concentrations: Russ. Literature or Slavic Linguistics. Students who wish to concentrate on another literature the department offers may develop an individualized program through consultation with faculty. For the PhD, students must 1) demonstrate ability to conduct research in their field in a Western European language; 2) take 1+ year of another Slavic language and 1 course in that language's literature/culture; 3) complete a PhD minor either outside the department or in another Slavic literature/culture; 4) complete a prof. portfolio including their CV and documentation of their learning, ability to undertake research, teaching, and prof. development; 5) pass an oral comprehensive exam over the portfolio; and 6) complete and defend a doctoral dissertation.

H.3.c. Availability of G Courses to Students in Other Disciplines. CREES G classes are open

to KU students in other departments provided they meet prerequisites. G courses can be used by students in other departments to fulfill degree requirements or serve as electives. REES/SLL may be used for a PhD minor for students in other departments with research interests in REES.

H.3.d. Training Options beyond the Department. CREES students present frequently at conferences in and out of state. The Norman Saul Travel Fund was established in 2012, and 32 research travel awards were given out to REES-affiliated G students in 2014-18. Students presented at Central Slavic, Midwest Slavic, Assoc. for the Study of Nationalities (ASN), and ASEES. In 2017, CREES hosted *Platforma*, a Ukr. Studies G Student Conference. CREES offers a competitive CREES/FMSO Security Analyst Internship for students seeking a better understanding of the global security environment and how the U.S. military determines operation environments.

H.4.a. Student Participation in Study Abroad Programs. Among public research institutions, KU ranked 18th in the nation for UG participation in study abroad, according to the 2017 Open Doors Report. Travel to REES countries is supported by the OIP and the OSA. In 2011-16, 227 students traveled to 21 REES countries. 208 students went to a single country while an additional 19 went to multiple countries of the region (Table H.1). The number of students visiting REES countries more than doubled from the 2013-14 AY (29) to the 2015-16 AY (69). KU students who travel to REES countries come from many departments and schools including the SoL (29), SoB (21), SoA (19), SoJ (17), SoEn (13), SoEd (5), Arts (2), and SoM (2). KU offers a geographical breadth and disciplinary depth of study abroad: for example, law students can study law at Bahcesehir U. in Istanbul, Turkey, and a program for engineering students is offered at the Technical U. of Lodz, Poland. International experience available to KU students also involves research, language teaching, and internships abroad, and hosting students from abroad at KU. In

the past 4 years, 12 Fulbright fellows carried out research in Czech Republic, Lithuania, Latvia, Kyrgyzstan, Russia, and Ukraine, and served as English Teaching Assistants in Latvia, Poland, Russia, Tajikistan, and Turkey. From REES countries, 6 Fulbright students (Bulgaria, Croatia, Russia, Turkey, and Ukraine) and 4 FLTAs (Tajikistan, Turkey, and Ukraine) came to KU. Such interactions are the foundation for future collaboration in government, military, and business, as Fulbright grantees occupy top positions in their fields.

H.4.b. CREES Programs & Partnerships CREES/SLL offer 2 intensive language/culture programs led by KU faculty in Zadar, Croatia, and in L’viv, Ukraine. Since 2015, KU has a semester-long program in Russia, in partnership with the National Research U. Higher School of Economics (HSE) in Moscow. KU SoLLC has developed a program at KIMEP U. in Almaty, Kazakhstan, focused on business and media, with a service learning component. We have exchange programs with Masaryk U. (Brno, Czech Republic), U. of Tartu (Tartu, Estonia),

Eötvös Loránd U. (Budapest, Hungary), U. of Latvia (Riga, Latvia), Vilnius U. (Vilnius, Lithuania), Jagiellonian U. (Krakow, Poland), Alexandru Ioan Cuza U. (Iasi, Romania), Comenius U. (Bratislava, Slovakia), and U. of Ljubljana (Ljubljana, Slovenia).

The SoB is the leader among KU prof. schools in REES initiat-

Table H.1. Number of Students Studying Abroad by REES-Area Country (2011-16)						
Country/Area	2011-12	2012-13	2013-14	2014-15	2015-16	Total
Czech Republic	3	10	10	6	34	63
Russia	8	7	4	11	7	37
Turkey	12	9	7	8		36
Slovenia					14	14
Ukraine	6	4			2	12
Croatia	2	3	2	1	2	10
Poland	4				4	8
Kazakhstan				5	1	6
Estonia	1		1	1		3
Kyrgyzstan				2	1	3
Tajikistan			3			3
Georgia			1	1		2
Hungary		1			1	2
Macedonia	1	1				2
Romania	1				1	2
Serbia	1	1				2
Bosnia					1	1
Lithuania					1	1
Montenegro		1				1
Multiple			1	18		19
Grand Total	39	37	29	53	69	227

ives, and a model to emulate. Since 2015, the SoB sends students to Slovenia on an annual faculty-led study abroad program. CREES facilitates a Slovene language module for participants prior to their travels. Participation in this program has increased substantially from its inception in 2016 (11) to 2018 (19). The SoB students' interest in exchanges with Masaryk U. and the U. of Ljubljana has grown exponentially and rapidly: while 1 student participated in 2013-14, 24 students participated in 2017-18. Since 2015, the SoB, with the support of EY (formerly Ernst & Young), hosts the Global KEY Symposium where EY professionals stress the importance of acquiring global competence. CREES promotes its resources and opportunities at the information fair at the KEY Symposia.

H.4.c. Increasing Participation in Study, Research & Teaching Abroad. CREES and KU are committed to making international experiences available to underrepresented groups. Among students who traveled to REES countries in 2012-16, 20% were Pell Grant recipients, 11.9% were first-generation students, 17% were non-white, and 52% were female. REES supports student travel to Ukraine with the Jarosewycz Family Scholarship (\$3,000) and travel to Western Balkans with the George C. Jerkovich Award (\$1,500). CREES did not have FLAS in 2014-18 but we held a FLAS competition this Spring, and determined that 1 UG and 8 G students, who have proposed to study BCS, Polish, Russ., Slovene, Ukrainian, and Uyghur, merit receiving FLAS fellowships in 2018-19. CREES goes to great lengths to advertise international opportunities via mailing lists, websites, newsletters, flyers, fairs, and class visits.

I. Outreach Activities. KU CREES is the only REES Center in the Great Plains. Our outreach program for local, regional, and national constituents includes dissemination of faculty research and programming for K-16 teachers and students, business, media, government, military, and the general public (Table I.1). Media include press releases, newsletters, online curriculum

assistance, broadcasts, video, websites, and visual archives. Since Fall 2014, 10,634 participants took part in CREES events.

I.1. Regional & National Impact. (Table I.1). CREES hosts *RR*, a premier academic Russian studies journal (C.1, p. 11). The ongoing “Postcards from Abroad” podcasts, a 60-second radio spot broadcast twice weekly on KANU, the flagship station of KS Public Radio, draws 900,000 listeners per year. Since 2014, 26 REES faculty, librarians, and 6 G students have presented in schools, junior/4-yr. colleges in KS; and at teacher workshops; given talks to community organizations; and taught at Fts. Leavenworth, Riley, and Carson.

I.1.a. Impact on K-12 Schools. Since 2014, CREES arranged 78 school visits for 1332 students, hosted 3 1-day K-12 teacher workshops, and expanded the K-12 listserv to 500+ subscribers from 8 school districts across KS and MO. OC Giullian teaches 7th graders Russ. in “Intro to World Languages,” promoting the importance of studying LCTLs for future careers, reaching 700+ students per year. CREES and the National World War I Museum (NWWI Museum) hosted a K-12 workshop, “How to Use Social Media to Teach about Historical Events” (40 teachers attended), using the #KU_WWI Twitter Project as a case study (I.1.c, p. 45). Teachers design lesson plans and teach using workshop information, annually reaching 2500+ KS and MO students. Materials posted online are available to other teachers (e.g., CREES Resource Guide on Russia and the Arctic Ocean, created for HS debaters, 2014-15). In 2017, Prof. Diener presented at the K-12 teacher workshop “Grasslandia” on Mongolia and Central Asia. Prof. Bobkowski led a media literacy and fake news in Russia discussion at the Free State HS Slavic Club. Prof. Scott presented to 100 teachers and historians at a special Symposium at the NWWI Museum. CREES and the museum offered complimentary symposium tickets to all local social studies and history teachers, who then reported sharing new knowledge from the Symposium in their AP courses.

Table I.1. Major Outreach Activities, 2014-2018

Event	Target	Impact	Faculty/Partners	Example(s)
Annual Security Conference: "Crime-Terror Intersections and Intelligence-Led Responses"	Post Sec., Gov't Military MSI	81 attendees - scholars, military, gov't, intelligence community address organized crime and terror	Institute for Policy and Social Research; Office of G and Military Studies; Intelligence Comm., Donnelly C. (MSI)	Prof. Omelicheva reports on the findings of a 3-yr. DoD Minerva grant (\$953,000) on organized crime and terrorism. President of Donnelly C. gave a presentation.
Cultural Arts Day	K-12	632 students 30 educators	Warren Hills Elem. School, Liberty, MO	Presentations to students on Russia and Eastern Europe
Global Symposium	K-12, MSI, CCs	94 students and faculty	AS Centers, Donnelly C. (MSI)	"Impact of Lat. Am. Soap Operas on Russia & Eastern Europe."
K-12 Teacher Training Workshops	K-12	82 KS and MO teachers at 3 workshops; 2,500+ students	National World War I Museum; Spencer Art Museum; KU AS Centers	"How to Use Social Media to Teach about Historical Events," #KU_WWI Twitter Project, assassination of Archduke Franz Ferdinand
Cybersecurity Panel	Post. Sec.	60 faculty, students	Faculty from History, Political Sci., Computer Sci., SoJ	"Russ. Interference, Cybersecurity, Micro-Targeting, and the 2016 Election"
Symposium on World War I	K-12, Historians	100+ historians, teachers, general public	WWI Museum; Prof. Erik Scott; Prof. Olga Porshneva, Ural Univ.	"Russ. Soldiers' Beliefs and Attitudes as a Factor of the Russ. Revolution 1917"
Presentations on Russ. language and culture	K-12; minority students	57 classroom presentations, 700+ students	Lawrence Public Schools; Juvenile Detention Center	Every quarter, OC Giullian presents on Russ. language and culture to 7th graders
Science Saturday: Race4Space	K-12; General Public	350 children, parents, general public;	Natural History Museum, KU Rocket Club, KS Cosmo-sphere Space Ctr.	An afternoon dedicated to the history and science behind space exploration (Most successful Science Saturday)
Open World Program: Ukr. Parliament "Accountable, Transparent Governance"	National; Post. Sec. Business	Delegates work in key parliamentary committees, helping advance important reforms in Ukraine.	Rep. Kevin Yoder's Office; State Capitol, KS; Gov't Ethics Commission, KS Sunshine Coalition for Open Gov't, IRC	CREES hosted 4 members of Ukr. Parliament. Delegates met with reps. of local/state gov't, and presented their work at the KU Edwards Campus
Expert commentary: Russia, Ukraine	National; Regional;	30,000+ listeners per year	Profs. Chernetsky, McLendon, Omelicheva	"Fake News in Russia and the U.S." on KCUR "Central Standard" Program
Postcards from Abroad Podcasts	Media	900,000 listeners per year	KS Public Radio; CGIS	"Georgian Iron Coffins;" REES-area news podcasts
Lectures given by prominent speakers on REES topics	Post. Sec., General Public	100+ lectures annually, 2,500+ attendees	Dole Institute of Politics; HCH	Amb. Vlora Çitaku discussed her work on behalf of the Republic of Kosovo
kansasww1.org Commemorating WWI Centennial across KS	Media, General Public	Educate about the role of KS and Kansans in the first World War	U.S. WWI Centennial Commission; U.S. Cavalry Museum; KS Historical Society	CREES hosts website, promoting WWI activities in KS, and collects and archives information on Kansans

In 2018, CREES expanded its outreach to MO schools, presenting at the Cultural Arts Day in Liberty, MO. OC Giullian coordinates a volunteer language program at the Douglas County (KS) Juvenile Detention Center (JDC), serving disadvantaged youth, many of minority background. Incarcerated youth receive FL instruction in LCTLs including Russ., Chinese, Hindi, and Arabic. The JDC reported this as their most successful volunteer program. We plan to increase the variety of LCTLs in future instruction. In 2018, OC Giullian read Russ. stories at the Broken Arrow Elementary Multicultural Storytime with their highest attendance of 60 students. CREES partners with the Lawrence Public Library, arranging for faculty and G students to present at Multicultural Storytime, a great venue for both children and the general public. CREES plans to expand its efforts to internationalize the KS and MO curriculum by working closely with Topeka and KC area school districts to offer K-12 teacher workshops. In 2018-19, CREES proposes the workshop “International Literature: REES Topics,” presenting on 2-3 novels (for ages 8-12) based in Russia, Eastern Europe, or Central Asia, with development of lesson plans utilized over 1-2 weeks to accompany each novel. Other topics include: “Russia’s Transformation” (YR 2); “Reassessing the Global Impact of the 1960s” (YR 3).

I.1.b. Impact on Postsecondary Institutions. The CREES Fellows Program promotes collaboration of KU faculty with colleagues in the Great Plains, providing opportunities for collaborative research, grant, and teaching projects. Since 2014, 8 new CREES Fellows conducted research and gave lectures at KU. A strong partnership between CREES and Ft. Leavenworth enables mutual guest teaching and presentations. Faculty from MSIs, CCs, and the military in Ft. Leavenworth participate in CREES Annual Security Conferences (C.2, p. 12).

In April 2018, the pilot Global Studies Symposium, a collaboration between KU’s IAS centers and Donnelly C. (MSI), brought together 94 students and faculty from local HSs and CCs

to learn about interdisciplinary projects. Prof. Chernetsky and 2 REES majors presented. After the symposium, Donnelly faculty inquired about REES-area study abroad options. Plans are underway to expand this event next year, and Pratt CC has committed to participating. CREES helps local CCs develop REES language and IAS programs, such as the Russ. film series at JCCC. CREES collaborates with CARTA and Central Slavic Conference. CREES will invite MSIs and CCs (Kansas City KS CC, JCCC, Pratt CC, Garden City CC, Donnelly C.) to participate in future teacher training events and conferences. In partnership with KU IAS centers, JCCC plans to internationalize their career/tech. and STEM areas over the next 2 years. CREES and partner KU NRCs plan to generate a web-based “road map” for others who would like to undertake such a project. CREES has a tradition of working with postsecondary institutions abroad. In 2017, Profs. McLendon and Chernetsky won a \$90,000 grant from the U.S. DoS for the project “Real News in the U.S. and Russia: Peer-to-Peer Strategies for Fact-Checking and Verification.” CREES faculty worked with students and faculty at the U. of Humanities (Ekaterinburg) to jointly develop a hybrid course on verifying sources and fact-checking information. Starting in 2018-19, CREES will collaborate with other KU AS Centers, the OIP, and the KS Do Ed. to organize a World Languages Fair, a day-long event bringing middle and HS students, teachers, and parents to campus for exploration of world languages and cultures. Following the model of MSU’s immensely successful World Languages Day, the KU event will begin with a plenary session, followed by concurrent 30-minute lessons in a range of languages, presentations on target cultures, and discussions of how intercultural competence enhances different fields of study. Students can learn about language-related scholarships, study abroad options, and internationally-focused student organizations at information booths. CREES plans to collaborate with the KS World Language Assoc. and the FL Assoc. of MO in organizing and

promoting the event. To provide CCs and MSIs in KS greater access to resources in FL and AS curriculum, CREES and other KU AS Centers will take the World Languages Fair on the road to Garden City CC, Kansas City KS CC, Donnelly C., SW KS Technical School, and Emporia State U. Since 2018, CREES offers an online version of “Understanding Russia and Eastern Europe,” which can be taken by students at KU, CCs, MSIs, and the military. KU has partnered with Dodge City CC, Donnelly C., and Seward County CC (MSIs) to form the KS Consortium ICCAE (H.2.b, p. 35), which received a \$1.5 million DIA grant to build an intelligence- and national security-related curriculum, to foster a culturally and ethnically diverse intelligence community, and to assist MSI students’ career development. CREES also plans to co-sponsor curriculum workshops offered by the Midwest Institute for International/Intercultural Education, a consortium of CCs, and promote them in KS and MO.

I.1.c. Impact on Business, Media, & Public. CREES faculty work with regional partners for greater outreach resonance in the business and general community. International Trade Council of KC (ITC-KC), Global Ties KC, and International Relations Council (IRC) are among our top business-related partners. Prof. Karney frequently presents at ITC- KC seminars. In 2018, Prof. Wood spoke on the creation of Czechoslovakia at the “100th Anniversary of the Pittsburgh Agreement” event, hosted by IRC, World Trade Center of KC, and KC Czech and Slovak Clubs. In 2017, the Boeing Company presented at CREES on career opportunities for Russ. language learners. CREES shared information on study abroad, internships, and language programs with 150 business students at the KEY Global Symposium. In 2017, CREES hosted an Open World delegation from the Ukr. Parliament, fostering ties between KS, KU, and potential partners in Ukraine. In 2018 CREES was invited by the Open World Program to host another Ukr. delegation, focused on PTSD and veteran reintegration. CREES receives many requests from

media to comment on developments in the region, and our faculty appear as expert commentators on state and national radio, TV, and in the press (Table I.1). Profs. McLendon and Chernetsky regularly speak on “Central Standard” and “Up to Date,” news programs at KCUR, the Kansas City NPR affiliate, reaching 30,000+ listeners per year. Prof. Omelicheva gives numerous interviews and commentary in regional and national media on Ukraine-Russ. relations, and counterterrorism and security in Central Asia. CREES actively reaches out to media through press releases and new advisories prepared jointly with KU’s Office of News & Media relations, with a staff member dedicated to IAS programs. CREES collaborates on outreach events and programming to the general public with 100+ community partners, including the Lawrence Public Library, National WWI Museum, U.S. Army CGSC, Nelson-Atkins Museum, Humanities Kansas, KS Cosmosphere & Space Center, and KS Public Radio. The 2014 #KU_WWI Twitter Project on the assassination of Archduke Franz Ferdinand had 456 contributors, generated 4,600 tweets, reached 623,900 unique Twitter accounts, and created 3.4 million impressions through the entire Twitterverse. Participants tweeted about #KU_WWI in BCS, Czech, Chinese, and Russ. CREES has been extensively involved with the commemoration of WWI across the state of KS, collaborating with state and national partners (Table I.1). We host the KS WWI website (ksww1.org), promoting WWI-related activities across the state, collecting information about Kansans during WWI (326,062 visits and 91,825 unique visitors to the website), and demonstrating synergy with other state institutions. 3 annual events draw large attendance from the general public to learn more about the music, cultures, and history of Russia, Eastern Europe, and Central Asia (1,000+ attendees annually at CREES Spring Festival; Tails & Traditions, Watkins Museum; KU International Nights). In 2015, CREES and KU Natural History Museum organized an event on space exploration (350 children and general public).

I.2. Summary. CREES requests support for: 1) travel for school visits, teacher conferences, annual K-12/16 workshops on annual themes (\$1,000/yr); honoraria for teachers' lesson plans and book budget for 2 teacher workshops on REES topics (\$2,000 each); 2) publicity, materials, and marketing of the World Languages Fair (\$1,000) at KU, and mileage support (\$500) for taking the World Languages Fair on the road to CCs and MSIs; 3) an outreach G assistant (20 hours/week), to expand outreach efforts to MSIs and CCs, and add online teacher resources to the CREES website; 4) \$2,500 for curriculum workshops for faculty from CCs and MSIs offered through the Midwest Institute Consortium; 5) the Global Studies symposia (\$1,000/yr) and a series of activities piloted in the current grant cycle in order to foster interest in and knowledge about REES; 6) expansion of the CREES Spring Festival (\$300/yr); and 7) outreach and travel funds to strengthen relationships with CCs and MSIs, develop new partnerships, and enhance our instructional materials and their distribution (\$1,723/yr).

J.1.a. Advertising & Recruiting FLAS Applicants. KU's 4 AS centers collaborate to produce promotional materials. Each fall, the FLAS fellowship competition is announced by: 1) sending promotional materials to the 9 prof. schools at KU, all CLAS departments and programs, the OSA, KU academic advisors, JCCC instructors, and HS instructors throughout KS and the KC metro area; 2) posting the competition announcement in all common areas on campus; 3) advertising on the KU FLAS website, CREES website, CREES social media pages, regional and national association listservs, and e-mails to students and CREES-affiliated faculty; 4) the FLAS coordinator visiting all levels of language classes to promote FLAS and attending Senior Day events to inform HS students about FLAS; 5) distributing flyers to incoming freshmen during summer orientation and to the Honors Program and Office of First Year Experience; and 6) joint AS center information sessions. Students are also informed about FLAS by their advisers. KU

AS centers worked with CLAS to develop a user-friendly KU FLAS scholarship website (<http://flas.ku.edu/>), which provides information about FLAS and application instructions, as well as supports an application portal for electronic submission. Each summer, FLAS coordinators update the website and check application processes for accuracy. They collaboratively promote the competition in the fall, and the online application portal goes live at the time of the first joint FLAS information session in October.

J.1.b. Application Timeline. The FLAS deadline for summer and AY is February 15. The selection committee meets in early March and applicants are notified of awards within a week, with an acceptance deadline of April 15 to allow incoming G students to consider FLAS when choosing schools. Alternates are offered awards if necessary.

J.1.c. Application Procedure. The online application consists of a 2-page statement of purpose, a CV/résumé, a KU Advising Report/most recent transcript, transcripts from previous schools/programs, 3 letters of recommendation (one from the applicant's most recent language instructor, evaluating proficiency), information about the program in which they intend to enroll (if it is not a KU program), and the Expected Family Contribution (EFC) portion of their Free Application for Federal Student Aid (FAFSA) Student Aid Report (SAR).

J.1.d. Selection Plan & Preferences. The selection committee consists of the CREES Director, Assistant Director, and representatives from 3 of the center's constituent departments. Evaluators rank the applications using a 100-point system regarding 1) potential contribution to the field and the overall quality of the application (70 pts), and 2) minority status and financial need (30 pts). Evaluators assign points for GPA (15 pts), aptitude for/commitment to REES (15 pts), career goals (10 pts), statement of purpose (15 pts), and references (15 pts). The financial need (20 pts) and minority status (10 pts) of applicants are taken into account. Preference is given to students

seeking to learn LCTLs or languages needed in foreign policy work. G students who propose to study FL at the intermed./adv. level receive preference. The committee strives for a balance of awardees between social sciences, humanities, STEM, and prof. schools.

J.1.e. Response to Preference Priorities: Minority & Financial Aid Applicants. Each year, the FLAS selection committee is notified of the competitive priorities. To address **FLAS Competitive Preference Priority 1** for awarding fellowships to students who demonstrate financial need, the selection committee members will be advised to rank both UG and G students by academic merit and financial need as indicated by the student's FAFSA EFC on their SAR. Need determination will be based on the students' financial circumstances, not on other aid. All FLAS promotional materials will include information about the need-based criterion; students will be advised to submit a FAFSA no less than 2 weeks prior to the FLAS application deadline to ensure they receive their SAR on time. The FLAS online application contains a field for students to self-report the dollar figure of the EFC from their SAR. The FLAS coordinator will confirm the reported EFC with the KU Office of Financial Aid or the student's home institution when a student is selected for FLAS. See GEPA Section 427 statement re: minority applicants.

J.1.f. Response to Preference Priorities: LCTLs Applicants. To address **FLAS Competitive Priority 2** in the 2018-22 grant cycle, 25% or more of awarded AY FLAS fellowships will be for any of the 78 priority languages selected from the DoEd's list of LCTLs. Of the 10 REES languages offered by CREES, 70% are considered priority languages and fall within areas of national need indicated by the Secretary of Education (C.7, p. 16). The FLAS selection committee gives preference to priority LCTLs and students stating an intention to serve in government. In the past, CREES has consistently awarded 75% or more of FLAS fellowships to the study of priority languages and will continue to do so.

K.1.a. Collaborations with Minority Serving Institutions (MSIs) & Community Colleges

(CCs). Several proposed activities serve to foster greater engagement of CREES with MSIs and CCs. We will further invest in our collaboration with Donnelly C. (MSI) that started this AY (I.1.b, p. 43). We will continue our longstanding tradition of supporting JCCC, the largest CC in KS and home to the only Russ. program at a CC in the greater 5-state area, including our Russ. film series. Together with other KU IAS centers, we work with JCCC to internationalize their career/tech and STEM curriculum via a series of scaffolded workshops, to be held starting next AY. In collaboration with KU G Military Programs, CREES is working with MSIs through KS-ICCAE (I.1.b, p. 43). Beyond KS, CREES plans to co-sponsor curriculum workshops offered by the Midwest Institute for International/Intercultural Education, a consortium of local CCs (I.1.b, p. 43). Our Scholar Access Awards proposed for the 2018-21 grant cycle, intended for faculty teaching at CCs and MSIs in the Midwest, will further contribute to this mission.

K.1.b. Collaborations with Other Institutions. Besides initiatives discussed in I.1.b. (p. 43), CREES has partnerships with schools in nearby states (especially AR, MO, NE, and OK). The CREES fellows program hosts faculty from schools small and large, rural and urban, public and private, building a community of peers interested in REES. These include the U. of Missouri-KC and Oklahoma State, each with nearly 30% minority student enrollment. We participate in the Central Eurasian Summer Institute (CESSI) Consortium based at the U. of Wisconsin, providing exceptional opportunities for intensive study of Central Asian languages in the U.S.

K.2.a. FLAS Preferences: Minority & Financial Need Applicants. Our response to the FLAS preference for minority and financial need applicants is in J.1.e, p. 49.

K.2.b. FLAS Preferences: LCTLs Applicants. Our response to the FLAS preference for LCTLs applicants is in J.1.f, p. 49.

Supplemental 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.

By its very nature, the Center for Russian, East European & Eurasian Studies (CREES) is about debating and understanding diverse perspectives and opinions in the global and regional context. It is inherently interdisciplinary and multicultural. CREES activities (including courses, teacher workshops, lectures, seminars, and conferences) all aim to generate debate that reflects a diverse array of perspectives on Russia, Eastern Europe, and Eurasia and how these perspectives relate to the global and local issues. The mission of CREES is to increase understanding of this geopolitically and culturally critical world region, connect communities across the globe, and thereby foster enduring knowledge and sustainable peace. We seek to expand REES competency and professional opportunities for faculty, students, and the community and to train language and culture experts to serve in government, education, business, and other fields. CREES will achieve diversity of outlook in many ways:

- CREES students, faculty, and staff will come from many different backgrounds and encounter in each other and CREES visitors varied viewpoints that require engagement and consideration.
- Slavic & Eurasian holdings at KU Libraries, the basis for education and research, contain and will continue to collect hundreds of thousands of primary and secondary sources expressing a vast range of perspectives and viewpoints.
- Study abroad brings engagement with an array of diverse views. CREES will continue supporting and expanding study abroad opportunities in Russia, Eastern Europe, and Eurasia for students in all fields, including professional schools, notably the School of Education.
- The REES curriculum at KU requires and will continue to require critical inquiry into and debate among an array of perspectives. CREES will extend these perspectives to the public by supporting the development of open educational resources and increase international perspectives in K-12 teacher training and curriculum.
- CREES fosters debate through well-attended forums and conferences in which speakers from across the Midwest, the U.S, and all over the globe cover topics of critical interest in which various social, cultural, and political views are confronted. These events are on a wide array of themes including geopolitical challenges, human rights, civil liberties, and the environment in diverse areas of the REES region. By continuing to host *The Russian Review*, one of the most-read academic journals about our world area, CREES ensures that the diverse viewpoints concerning politics, contemporary culture, gender studies, religion, history, literature, and the fine arts included in its articles and book reviews in the journal are globally accessible.
- CREES will ensure equal equitable access and treatment of underrepresented groups throughout identification, recruitment, and selection procedures as well as in providing program services. The following steps will be used to ensure CREES compliance with the Department of Education's General Education Provision Act (Section 427 of GEPA) which recognizes six types of barriers that can impede equitable access or participation in a program: gender, race, national origin, color, disability, and age. (1) Procedures for identification and selection of participants are designed to select individuals who are low-income and potential first generation college students. Procedures are in place to hire staff who have overcome barriers similar to those of the target population. (2) Training and professional development for program personnel will be provided at least annually to promote sensitivity to the barriers mentioned and to foster a supportive climate that encourages the success of all program participants. (3) Appropriate materials, technology, and services will be made available to participants with disabilities. (5) Local agencies and organizations will be contacted for assistance in extending services to deaf or hearing impaired and blind or visually impaired participants. (6) Offices are fully accessible to persons with mobility impairments or physical disabilities.

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

CREES has a strong record in training students and teachers for careers in areas of national need. CREES has established a solid tradition as it pursues its mission of training REES-area language, culture, and society specialists for government service and to work in education, business, and nonprofit sectors through the following activities:

- FLAS Fellowship competitions give a high priority to students with demonstrated economic need, to those who will continue on to advanced proficiency in the language, and to students who list government service, education, business, and NGO-work as their career goals.
- Undergraduate FLAS awards will permit us to encourage more students in fields such as education and business to study REES-area languages as there are more undergraduate students than graduate students in education and business at KU. CREES awards FLAS in multiple languages identified as priority languages in critical areas of national need.
- REES-related degrees at KU have specific tracks within majors that address national needs such as the Russian Business and Professional Culture Track, as well as the new Cybersecurity Graduate Certificate program that will be enhanced through our proposed seed hire of an interdisciplinary specialist on cybersecurity with focus on the REES region. We will actively work with the minority serving institutions that have partnered with KU to create the Kansas consortium Intelligence Community Center for Academic Excellence, to build an intelligence- and national security-related curriculum and foster a culturally and ethnically diverse intelligence community.
- CREES will continue to run career events that raise awareness of government, business, and NGO jobs among KU students. CREES will maintain and expand collaborative programs with Ft. Leavenworth, including our competitive analyst internship at the Foreign Military Studies Office (FMSO). We will continue working to provide greater REES content in the curriculum of the Command and General Staff College, as well as in training active-duty military at Ft. Riley and Ft. Carson. We will continue to stimulate interest in our MA track specially designed with the Foreign Area Officer training in mind.
- Together with other KU area studies centers CREES will continue to improve global competency in Kansas and the broader region to create interest among high school students in international careers, particularly in areas of national need.

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

Name of Applicant Institution and Center: The University of Kansas Center for Research, Inc.
Center for East Asian Studies

Name/Title of Authorized Representative (Printed): Alicia M. Reed, Director, Research
Administration

Telephone: 785-864-3441

E-mail: kucrpropmgmt@ku.edu

Signature: 

Date: 6/22/18

Other Attachment File(s)

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**APPENDIX A.
CURRICULUM VITAE AND
POSITION DESCRIPTIONS**



APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

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GRANT-FUNDED POSITION DESCRIPTIONS

Staff Position	Department	% CREES	Page
Seeded Faculty Position, Cybersecurity	Social Sciences or Humanities Dept. in the College of Liberal Arts & Sciences/ Electrical Engineering and Computer Science (School of Engineering)	50%	4
Graduate Outreach Assistant	CREES	100%	5
Student Assistant	CREES	100%	5
Library Student Assistant	Slavic and Eurasian Studies, Watson Library	100%	6

CREES AFFILIATED FACULTY

Faculty/Staff	Department	Languages Taught	%CREES	Page
Agadjanian, Victor	Sociology	N/A	50%	8
Ahmad, Razi	CGIS	Tajik/Persian	40%	8
Bankart, Charles	CGIS/School of Education	N/A	25%	9
Bardas, Alexandru	Electrical Engineering and Computer Science	N/A	25%	9
Besson, David	Physics and Astronomy	N/A	75%	10
Bhala, Raj	School of Law	N/A	25%	10
Bobkowski, Piotr	School of Journalism and Mass Communications	N/A	25%	11
Carlson, Maria	Slavic Languages and Literatures	N/A	100%	11
Chernetsky, Vitaly	Slavic Languages and Literatures/CREES	Russian, Ukrainian	100%	7
Christilles, Dennis	Theatre	N/A	25%	12
Crawford, Michael	Anthropology	N/A	50%	12
Denning, G. Michael	Graduate Military Programs	N/A	15%	13
Dickey, Stephen	Slavic Languages and Literatures	Bosnian/Croatian/Serbian, Russian	100%	13
Diener, Alexander	Geography	N/A	100%	14
Dwyer, Arienne	Anthropology	Uyghur	50%	14
Earnhart, Dietrich	Economics	N/A	50%	15
El-Hodiri, Mohamed	Economics	N/A	25%	15
Finch, Ray	CREES	N/A	100%	16
Francisco, Ronald	Political Science	N/A	100%	16
Giullian, Jon	Slavic and Eurasian Studies, Watson Library	N/A	100%	17
Gottlieb, David	Law	N/A	85%	17

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

Faculty/Staff	Department	Languages Taught	%CREES	Page
Greenberg, Marc	Slavic Languages and Literatures	N/A	100%	18
Haines, Sally	Spencer Library/ Special Collections	N/A	30%	18
Hanley, Eric	Sociology	N/A	25%	19
Harper Ho, Virginia	School of Law	N/A	15%	19
Husic, Geoffrey	Slavic and Eurasian Studies, Watson Library	N/A	100%	20
Kardash, Nadzeya	Center for Economic Education/SoE	N/A	25%	20
Karney, Dennis	School of Business	N/A	25%	21
Kipp, Jacob	History	N/A	25%	21
Kokobobo, Ani	Slavic Languages and Literatures	Russian	100%	22
Levin, Eve	History	N/A	100%	22
L'Heureux, Marie-Alice	Architecture, Design, and Planning	N/A	85%	23
Lollar, Joshua	Religious Studies	N/A	50%	23
McLendon, Lisa	School of Journalism	N/A	25%	24
Menning, Bruce	History	N/A	100%	24
Mikkelson, Gerald	CREES	Russian	100%	25
Najafizadeh, Mehrangiz	Sociology	N/A	100%	25
Nedbal, Martin	School of Music	N/A	50%	26
O'Lear, Shannon	Geography	N/A	50%	26
Omelicheva, Mariya	Political Science	N/A	100%	27
Perelmutter, Renee	Slavic Languages and Literatures/Jewish Studies	Yiddish	100%	27
Perkins, Jon	Ermal Garinger Academic Resource Center and KU Language Training Center	Russian	50%	28
Phipps, Barbara	School of Education	N/A	25%	28
Pirnat-Greenberg, Marta	Slavic Languages and Literatures	Bosnian/Croatian/Serbian, Slovene	100%	29
Predolac, Esra	Slavic Languages and Literatures	Turkish	100%	29
Radovanovic, Ivana	Anthropology	N/A	100%	30
Rohrschneider, Robert	Political Science	N/A	50%	30
Rosenblum, Brian	Center for Faculty Initiatives and Engagement	N/A	25%	31
Rovit, Rebecca	Theatre	N/A	100%	31
Saul, Norman	History	N/A	100%	32
Scott, Erik	History	N/A	100%	32
Six, Irina	Slavic Languages and Literatures	Russian	100%	33
Stamm, Malgorzata	Slavic and Eurasian Studies, Watson Library	N/A	100%	33
Tsvetanov, Tsvetan	Economics	N/A	25%	34
Vassileva-Karagyozova	Slavic Languages and Literatures	Polish, Czech	100%	34
Volek, Thomas	School of Journalism	N/A	25%	35

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

Faculty/Staff	Department	Languages Taught	%CREES	Page
Wallo, Oleksandra	Slavic Languages and Literatures	Ukrainian	100%	35
Wood, Nathaniel	History	N/A	100%	36
Wuthrich, Michael	Political Science	N/A	25%	36

CREES AFFILIATED STAFF

Faculty/Staff Member	Title	Department	%CREES	Page
Baker, Debra	Accounting Specialist	Shared Service Center	25%	39
Beinek, Justyna	Assistant Director	CREES	100%	37
Giullian, Lisa	Outreach Coordinator	CREES	100%	37
Schultz, Kurt	Managing Editor, <i>Russian Review</i>	CREES	100%	38
Stuart, Darra	Administrative Associate	CREES	50%	38
Swenson-Tucker, Cathy	Grant Coordinator	Shared Service Center	20%	39
Thoman, Clare	Academic Advisor	College Office of Graduate Affairs	20%	38

Language Competence is based on a ten-point scale:

10. Native: Able to speak like an educated native speaker
 9. Distinguished: Able to speak with a great deal of fluency, grammatical accuracy, precision of vocabulary and idiomaticity
 8. Superior: Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations
 7. Advanced Plus: Able to satisfy most work requirements and show ability to communicate on concrete topics
 6. Advanced: Able to satisfy routine social demands and limited work requirements
 5. Intermediate - High: Able to satisfy most survival needs and limited social demands
 4. Intermediate - Mid: Able to satisfy some survival needs and some limited social demands
 3. Novice - High: Able to satisfy immediate needs with learned utterances
 2. Novice - Mid: Able to operate in only a very limited capacity
 1. Novice - Low: Unable to function in the spoken language
-

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

GRANT-FUNDED POSITION DESCRIPTIONS

Tenure-Track Position in Interdisciplinary Approaches to Cybersecurity

1.0 FTE

The University of Kansas seeks a Tenure-Track Assistant Professor in Interdisciplinary Approaches to Cybersecurity. This position is a full-time, academic year appointment jointly housed in a social sciences or humanities department at the College of Liberal Arts and Sciences and in the Department of Electrical Engineering and Computer Science at the School of Engineering. The successful candidate must have research interest in Russia/Eastern Europe/Eurasia and academic background and qualifications in social sciences or humanities and in computer science or a related field. Proficiency in Russian or another language of the REES region strongly preferred.

The faculty member will collaborate with faculty in the College of Liberal Arts and Sciences and the School of Engineering to develop interdisciplinary courses combining methodologies of the social sciences and/or the humanities with technologically focused approaches to the cybersecurity landscape, participate in the teaching mission of a social sciences or humanities department in the College and of the Department of Electrical Engineering and Computer Science, including teaching established courses at the undergraduate and graduate levels; conduct research on interdisciplinary approaches to cybersecurity with the focus on Russia/Eastern Europe/Eurasia leading to publication in appropriate publication outlets; and engage in unit, College, University, and national service. Ph.D. in a social sciences or humanities discipline or a related field is expected by the start date of appointment.

We are interested in applicants committed to innovative, inter- and transdisciplinary perspectives in teaching and scholarship. The successful candidate for the position must be eligible to work in the U.S. prior to the start of the position. The University of Kansas is especially interested in hiring faculty members who can contribute to the climate of diversity in the College of Liberal Arts and Sciences and key campus-wide strategic initiatives: Sustaining the Planet, Powering the World; Building Communities, Expanding Opportunities; Harnessing Information, Multiplying Knowledge.

Duties:

- 40% Teach established courses at the undergraduate and graduate levels; develop new interdisciplinary/team-taught courses.
- 40% Conduct research on interdisciplinary approaches to cybersecurity with the focus on Russia/Eastern Europe/Eurasia leading to publication in appropriate publication outlets
- 20% Engage in unit, College, University, and national service.

Required Qualifications:

Evaluation of the following requirements will be made through (1) descriptions of educational and professional experience in letter of application, (2) record of accomplishments and productivity addressed in CV and (3) information provided from professional references.

1. Ph.D. in a social sciences or humanities discipline or a related field is expected by the start date of appointment (August 18, 2019).
2. Field of academic specialization: Interdisciplinary
3. Demonstrated commitment to excellence in research as evidenced by graduate coursework, dissertation research, publications, and/or externally funded research grants.
4. Proven commitment to academic service.

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

Graduate Outreach Assistant

The Graduate Outreach Assistant at the Center for Russian, East European & Eurasian Studies at the University of Kansas will play a vital role in helping the Center 1) build partnerships and work collaboratively with Minority Serving Institutions and Community Colleges on REE-related educator workshops, symposiums, and other international initiatives; 2) promote a contemporary understanding of Russia, Eastern Europe, and Eurasia in K-12 educational spaces, particularly those in underserved communities; and 3) cultivate an informed perception of Russia, Eastern Europe, and Eurasia and the immigrant/diasporic communities of Russian/East European/Eurasian backgrounds in both urban and rural Midwestern communities.

Working closely with the CREES Outreach Coordinator, the Graduate Outreach Assistant will promote CREES outreach events, develop and implement outreach initiatives, build contact lists for networking and future projects, and develop and maintain collections of pedagogical materials used during K-12 visits, educator workshops, and public events.

To qualify for this position the applicant should be enrolled full time in a graduate program at the University of Kansas, have a background in area studies (preferably Russian, East European, and Eurasian Studies), and be in good academic standing. Applicant should be available for after hours and weekend events.

Preferred qualifications:

- Excellent organizational and communication skills.
- Experience in producing promotional materials and communications, as well as in planning special events for groups or organizations.
- Strong interpersonal skills and ability to reach out to multiple constituencies (e.g. student groups, community organizations, alumni).
- Proficiency in social media platforms (Facebook, Twitter, Instagram, etc.)
- Commitment to diversity as evidenced by work, educational, or organizational involvement/experience.

CREES Student Assistant

The Student Assistant will provide support to the Director, Assistant Director, and Office Manager of the Center for Russian, East European & Eurasian Studies, as well as other faculty, staff, and students. Tasks include photocopying, word processing, graphic design for web and print, helping with event coordination, providing customer service via email, phone, and in person, and other tasks, as assigned.

This position is based in an administrative office and requires use of a computer, use of a photocopier, and excellent communication skills. To qualify for this position the applicant should be enrolled for the minimum of 6 credit hours at the University of Kansas and be in good academic standing.

Preferred qualifications:

- Academic background in Russian, East European & Eurasian Studies.
- Working knowledge of Russian or another language of the REES region.
- Familiarity with Microsoft Office and Adobe design software.
- Proficiency in Drupal, WordPress, or other content-management systems.
- Graphic design experience a plus.
- Eligibility for federal work study.

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

CREES Library Student Assistant

The Library Student Assistant will assist librarians for Slavic & Eurasian Collections in developing and managing web-based research tools for REEE studies, to include:

- developing online video tutorials for Russian language periodical databases;
- updating resources in Slavic & Eurasian Collection LibGuides; and
- other duties related to the Slavic & Eurasian Collection as assigned (e.g. search catalogs, staff the International Collections service desk, assist with exhibits, etc.).

Qualifications:

- advanced proficiency in Russian and English languages;
- ability to work independently and in a team environment;
- demonstrated ability to use library resources, e.g. REEE-related periodical databases;
- experience using video editing software, such as Camtasia.

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

FOR LANGUAGES, ALL PERSONNEL SELF-ASSESSED PROFICIENCY, BASED ON A SCALE OF 1-10 [INDEX, PG 3]
FOR ACADEMIC EXPERIENCE, IF INSTITUTION IS NOT INDICATED, ASSUME KU
PLEASE SEE EACH BIO FOR THE # OF DIFFERENT AREA STUDIES, INT'L STUDIES, LANGUAGE COURSES TAUGHT

VITALY CHERNETSKY

100% CREES

Director, CREES; Associate Professor, Department of Slavic Languages and Literatures (tenured)

APPOINTMENT: 2013

Dissertations & theses supervised in the past 5 years: 15

EDUCATION: PhD 1996, U. of Pennsylvania; MA 1993, U. of Pennsylvania; BA 1989, Moscow State U.

ACADEMIC EXPERIENCE: Assoc. Prof., 2013-present; CREES Director, 2015-present; Assoc. Prof. German, Russian, and E. Asian Languages, Miami U., Oxford, OH, 2010-2013; Asst. Prof. German, Russian, and E. Asian Languages, Miami U., 2006-2010; Director, Film Studies Program, Miami U., 2010-2013.

LANGUAGES: Ukrainian 10, Russian 10, Belarusian 5, Polish 5, Bulgarian 5, Slovak 5, BCS 2, Czech 2

PEDAGOGY TRAINING: Miami U. CELTUA [multiple workshops 2006-2013]; NEH SU Inst., Columbia U., 2013.

OVERSEAS EXPERIENCE: Ukraine, Russia

CREES COURSES: 20th and 21st Century Russian Literature; Russian language; Ukrainian Literature and Culture; Soviet and Post-Soviet Film; Comparative Literature and Culture.

OF DIFFERENT AREA STUDIES, INTERNATIONAL STUDIES, AND LANGUAGE COURSES TAUGHT: 13

SPECIALIZATION: Russian & Ukrainian literature and culture (film, theatre, visual arts), Central and East European, Central Asian literature and cultures, cultural aspects of globalization, postmodernism/postmodernity, identity and community, nationalism and ethnicity, feminist theory, gender studies, LGBT studies, language pedagogy.

RECENT PUBLICATIONS (40 PUBLICATIONS TOTAL):

- "Russophone Writing in Ukraine: Historical Contexts and Post-Euromaidan Changes." In *Global Russian Cultures*, ed. by Kevin M.F. Platt. University of Wisconsin Press, 2018 [in press]. (Refereed).
- "Literary Translation, Queer Discourses, and Cultural Transformation: Mogutin Translating/Translating Mogutin." In *Translation in Russian Contexts: Culture, Politics, Identity*, ed. by Brian James Baer and Susanna Witt. Routledge, 2017. (Refereed).
- "The Unusual Case of Fr. Sergei Kruglov: Poet, Priest, and Postmodernist in Post-Soviet Soviet Siberia." *Russian Literature* 87-89 (2017): 375-405. ISSN: 0304-3479. (Refereed).
- "Identity Quests: Postcolonial Journeys in Contemporary Ukrainian Writing." In *Postcolonial Slavic Literatures after Communism*, ed. by Dirk Uffelmann and Klavdia Smola, 327-346. Peter Lang, 2016. (Refereed).
- "Silences and Displacements: Revisiting the Debate on Central European Literature from a Ukrainian Perspective." *Zeitschrift für Slavische Philologie* 72, no. 1 (2016): 69-84. ISSN: 0044-3492. (Refereed).
- "Between the Poetic and the Documentary: Ukrainian Cinema's Responses to World War II." In *Contested Interpretations of the Past in Polish, Russian, and Ukrainian Film: Screen as Battlefield*, ed. by Sander Brouwer. Leiden, the Netherlands: Brill, 2016. ISBN: 9789004311725 (Refereed).
- "Mykola Khvyli'ovyi's 'A Sentimental Story': In Search of a Ukrainian Modernity." *Harvard Ukrainian Studies* 32-33 (2015): 167-79. ISSN: 0363-5570. (Refereed).

NAT'L/INT'L SERVICE: Consultant to journalism faculty and students, Univ. of Humanities in Ekaterinburg, Russia; President, American Assoc. for Ukrainian Studies; VP, Shevchenko Sci. Society in the U.S.; Book Series Editor [Ukrainian Studies], Academic Studies Press; Assoc. Ed., *Symposium: A Quarterly Jrnl of Modern Lit.*; Ed. Boards, *Wroclaw Studies for Post-Totalitarianism* (Poland); *Ideology and Politics Journal* (Ukraine); Evaluator, NEA, IREX, ACTR/ACCELS, Humanities and S. Sciences Fed. of Canada, European Research Council.

UNIVERSITY SERVICE: Exec. Comm., Jewish Studies; Adv. Board, Women, Gender, & Sexuality Studies

OUTREACH ACTIVITIES: Expert commentary on Ukraine and Russia, KCUR "Central Standard" radio program; Guest lectures, U. of Foreign Mil. & Cultural Studies, Ft. Leavenworth, 2014-2015; Guest lectures, 2BCT 11D, Ft. Riley, 2017; media interviews at NPR, New Yorker, USA Today, Lawrence Journal-World, 2014.

DISTINCTIONS: "Real News in the U.S. and Russia: Peer-to-Peer Strategies for Fact-Checking and Verification," (\$90,000), Co-PI with Dr. Lisa McLendon (School of Journalism); PEN/Heim Translation Fund Grant, PEN America, 2017; 2014-2015 Prize for Best Book-Length Translation from Ukrainian into English, American Association for Ukrainian Studies, 2016; NEH Summer Stipend, 2015; 2008-2009 Prize for Best Book-Length Translation from Ukrainian into English, American Assoc. for Ukrainian Studies, 2010; 2006-2007 Prize for Best Book in the fields of Ukrainian history, politics, language, literature, and culture, American Assoc. for Ukrainian Studies, 2008; Postdoctoral Fellowship, Ukrainian Research Institute, Harvard University, 2004.

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

1. VICTOR AGADJANIAN

50% CREES

Co-Director, Center for Migration Research, Foundation Distinguished Professor, Sociology (tenured)

APPOINTMENT: 2015

DISSERTATIONS & THESES SUPERVISED IN THE PAST 5 YEARS: 6

EDUCATION: PhD 1995, U. of Southern California; BA 1979, Moscow State U.

ACADEMIC EXPERIENCE: Founding Co-Director, Center for Migration Research, KU, 2016-present; Prof. Sociology, KU, 2015-present; Prof. Sociology, Arizona State U., 2009-2015; Distinguished Professorship, Arizona State U., 2008-2015; Founding Director, Center for Population Dynamics, Arizona State U., 2005-2012.

LANGUAGES: Russian 10, Armenian 8, Uzbek 5

OVERSEAS EXPERIENCE: Russia, Armenia, Kyrgyzstan, Kazakhstan, Uzbekistan

SPECIALIZATION: Social demography, migration, sexual and reproductive health and behavior, religion in Central Eurasia (Russia, Central Asia, and the Caucasus).

RECENT PUBLICATIONS (15 PUBLICATIONS TOTAL):

- With Kornienko, Olga, Cecilia Menjivar, and Natalia Zotova. "Financial and Emotional Support in Close Personal Ties among Central Asian Migrant Women in Russia." *Social Networks* (in press).
- With Cecilia Menjivar, and Natalia Zotova. "Legality, Racialization, and Immigrants' Experience of Harassment in Russia." *Social Problems* (2017). (Refereed).
- With Gorina, Evgenia, and Natalia Zotova. "Migrant Women's Economic Success in Russia: Objective Reality and Subjective Assessment." *Journal of Ethnic and Racial Studies* (in press).
- With Karine Markosyan. "Male Labor Migration, Patriarchy, and the Awareness-Behavior Gap: HIV Risks and Prevention among Migrants' Wives in Armenia." *AIDS Care* 29, no. 6 (2017): 705-710.

UNIVERSITY SERVICE: Co-Director, Center for Migration Research, KU.

DISTINCTIONS: Imminence of War and Gender Ideology in Nagorno Karabakh, Inst. for Armenian Studies, Univ of S. California, Principal Investigator, 2016-2017; "Interrelations between Public Policies, Migration, and Development," OECD grant to the Caucasus Research Resource Center-Armenia, Lead Investigator, 2014-2016; Behavioral and Institutional Barriers to HIV Prevention among Migrant Women in Russia, Joint Grant from NIH/NICHD and the Russian Foundation for Basic Research, US Principal Investigator, 2014-17; Advancing Gender Equality and Women's Empowerment in Armenia, (HED)-USAID Grant, Principal Investigator, 2012-15.

2. RAZI AHMAD

40% CREES

Lecturer, Global & International Studies (non-tenure)

APPOINTMENT: 2010

DISSERTATIONS & THESES SUPERVISED IN THE PAST 5 YEARS: N/A

EDUCATION: PhD, Dept. of Near Eastern Studies, U. of Arizona; MA and BA, Ctr. for Persian and C. Asian Studs., Jawaharlal Nehru University (New Delhi)

ACADEMIC EXPERIENCE: ASU Faculty Associate (Instructor) May-July, 2010; KU Lecturer, 2010-present

LANGUAGES: Hindi 10, Urdu 10, Persian (Farsi, Tajik, Dari) 9, Arabic 1, French 1

PEDAGOGY TRAINING: ACTFL OPI Assessment Workshop, KU, 2017; Using the Web for Communicative Language Learning, CARLA Institute, U. of Minnesota, 2015.

OVERSEAS EXPERIENCE: Iran, Tajikistan

CREES COURSES: Tajik/Farsi; Politics and Society in the Contemporary Persianate World; Religion and Politics in South Asia: Afghanistan, Pakistan and India; Politics of Islam in Middle East and South Asia.

OF DIFFERENT AREA STUDIES, INTERNATIONAL STUDIES, AND LANGUAGE COURSES TAUGHT: 6

SPECIALIZATION: Persian language and literature, Iranian cinema, Indo-Persian culture, and religion and politics.

RECENT PUBLICATIONS (3 PUBLICATIONS TOTAL):

- *Tajik Persian: Readings in History, Culture and Society*. Lawrence: University of Kansas Libraries, 2016. <http://dx.doi.org/10.17161/1808/22668>, doi:10.17161/1808/22668.
- "A Postcolonial Reading of Simin Daneshvar's Novels: The Spiritual and the Material Domains in Savushun, Jazirah-ye Sargardani, and Sarban Sargardan." In *New Leaves, Fresh Looks: Essays on Persian Language, Literature, and Culture*, ed. by K. Talattof. Abingdon: Routledge, 2015.

NAT'L/INT'L SERVICE: Middle East Studies Association; International Society for Iranian Studies

UNIVERSITY SERVICE: Faculty Advisor to KU Persian Club, 2010-present; Organizer and Discussant, KU Iranian Studies Group, 2012-present; CGIS Foreign Language and Area Studies (FLAS) Fellowship Committee, 2012, 2013

OUTREACH ACTIVITIES: KU Persian Culture Festival, 2013-17; "Introduction to the Persian Language and Culture," World Festival at Southwest Middle School, Lawrence, KS, 2015; "Hinduism: An Introduction," Instructional Resource Center, Olathe School District, KS, 2013; Short presentation on Nowruz (Persian New Year), Boys and Girls Club of East Heights, Lawrence, March, 2013.

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

3. CHARLES BANKART

25% CREES

**Associate Vice Provost for International Programs;
Courtesy Assistant Professor, Dept. of Education Leadership & Policy Studies**

APPOINTMENT: 2007

DISSERTATIONS & THESES SUPERVISED IN THE PAST 5 YEARS: 1

EDUCATION: PhD 2011, KU; MPA & MA 1999, Indiana U.; BA 1994, Oberlin College.

ACADEMIC EXPERIENCE: Assoc. Vice Provost for International Programs, 2017-present; Special Member of the Graduate Faculty for Global and International Studies, 2014-present; Courtesy Asst. Prof., KU School of Education, 2016-present; Interim Assoc. Vice Provost for International Programs, 2017; Asst. Vice Provost, KU, 2007-2016.

LANGUAGES: Hungarian 7, French 3

OVERSEAS EXPERIENCE: Hungary (two-years as Peace Corp volunteer), Japan, South Korea, France, Egypt

SPECIALIZATION: Hungarian studies; international education administration

RECENT PUBLICATIONS (2 PUBLICATIONS TOTAL):

- With Kim, D., and Jiang. X. "What Chinese and South Korean International Students Expect from American Higher Education?" In *International Students from Asia: The Two-Way Street of Learning and Living Globalization*, ed. by Ma, Yingyi. Springer, 2017.

NAT'L/INT'L SERVICE: Mentor for African Higher Education Leaders, NAFSA Global Dialogue Mentor Program, 2015-present; Member Board of Directors, NAFSA: Assoc. of International Educators, Washington, D.C., 2011-2016; Mentor to Masters Students in Higher Education Admin., Link UP Mentor Program, 2007-present.

UNIVERSITY SERVICE: Serves as KU's senior international affairs officer; Responsible for providing institution-wide leadership in support of university internationalization and directs the central International Programs Office; Supervises students pursuing a M.A. degree in Global and International Studies; Oversees the operations of the Applied English Center, International Student Services, International Recruitment and Undergraduate Admissions and Office of Study Abroad; Supervises students pursuing a MA degree in GIST.

DISTINCTIONS: Outstanding International Administrator, Phi Beta Delta International Honorary Society, 2013.

4. ALEXANDRU BARDAS

25% CREES

Assistant Professor, Dept. of Electrical Engineering and Computer Science (tenure-track)

APPOINTMENT: 2017

DISSERTATIONS & THESES SUPERVISED IN THE PAST 5 YEARS:

EDUCATION: PhD 2016, Kansas State U.; MS 2010, James Madison U.; BS 2008, Romanian-American U., Bucharest, Romania.

ACADEMIC EXPERIENCE: Assistant Professor, KU, 2017-present; Visiting Assistant Professor, Kansas State U., 2016-2017; Graduate Research Assistant and Instructor, Kansas State U., 2011-2016;

LANGUAGES: Romanian 10, English 9, German 8

OVERSEAS EXPERIENCE: Romania, Italy, Germany, Austria

CREES COURSES: Computer and Information Security; Cyber Defense Basics; a new REES/Cybersecurity course, "Cultural and Technical Aspects of Cybersecurity in Eastern Europe and Russia" to be offered in AY 2020-2021.

SPECIALIZATION: Cybersecurity from a systems perspective; moving target defenses; enterprise network security; bringing social sciences into cybersecurity.

RECENT PUBLICATIONS (5 PUBLICATIONS TOTAL):

- With Sundaramurthy, Sathya C., John McHugh, Xinming Ou, Michael Wesch, and Siva Raj Rajagopalan. "Humans are dynamic. Our tools should be too. Innovations from the Anthropological Study of Security Operations Centers." *IEEE Internet Computing*, June 2017. (Refereed).
- With Sathya C. Sundaramurthy, Xinming Ou, and Scott A. DeLoach. "MTD CBITS: Moving Target Defense for Cloud-Based IT Systems." In *22nd European Symposium on Research in Computer Security (ESORICS 2017)*. September 11, 2017. (Refereed).
- With Li, Yuping, Sathya Chandran Sundaramurthy, Alexandru Bardas, Xinming Ou, Doina Caragea, Xin Hu, and Jiyong Jang. "Experimental study of fuzzy hashing in malware clustering analysis." In *8th USENIX Workshop on Cyber Security Experimentation and Test (CSET)*, Washington D.C., USA, Aug, 2015.

NAT'L/INT'L SERVICE: Hewlett Packard Labs, enhanced an existing prototype for processing large amounts of Domain Name System (DNS) traffic in real-time, NJ, 2014; Coached Kansas State U. cyber defense team at national competition, and won 2nd place (2014), and 3rd place (2015).

DISTINCTIONS: Won \$15M grant from the National Security Agency to improve cybersecurity for Internet of Things, working with an interdisciplinary research team (including social scientists); Coordinated (co-PI) the research activities in the projects: "Moving Target Defenses," and "Analyzing Campus DNS Data," Kansas State Univ., 2016-2017; Distinguished Paper Award, USENIX Symposium on Usable Privacy and Security, 2015.

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

5. DAVID Z. BESSON

75% CREES

Professor, Department of Physics (tenured)

APPOINTMENT: 2001

DISSERTATIONS & THESES SUPERVISED IN THE PAST 5 YEARS: 5

EDUCATION: PhD. 1986, Rutgers University; BS 1979, Columbia University

ACADEMIC EXPERIENCE: Prof. Physics, KU, March 2002-present; Prof. Physics, Moscow Engineering and Physics Institute, Moscow, 2016-present; Assoc. Prof. Physics, KU, 1997-2002; Director, Silicon Photomultiplier Lab, National Nuclear Research U., Moscow Engineering Physics Institute, Moscow, 2013-present.

LANGUAGES: Russian 7

OVERSEAS EXPERIENCE: Russia, Antarctica

CREES COURSES: Russian Scientific Culture

OF DIFFERENT AREA STUDIES, INTERNATIONAL STUDIES, AND LANGUAGE COURSES TAUGHT: 2

SPECIALIZATION: Astrophysics, study of cosmic rays

RECENT PUBLICATIONS (110 PUBLICATIONS TOTAL):

- Allison, P., and others. "Constraints on the Ultra-High Energy Neutrino Flux from Gamma-Ray Bursts from a Prototype Station of the Askaryan Radio Array." *Astropart. Phys.* 88 (2017): 7-16. doi:10.1016/j.astropartphys.2016.12.003. (Gurgen Askaryan was a prominent Soviet-Armenian physicist)
- With P. Beuhning, and S. Snyder. *Best Practices Handbook for Introductory Chemistry and Physics Instruction*. 2014.

NAT'L/INT'L SERVICE: Named leading scientist on a 90M ruble, 3-year grant, working with Mikhail Danilov of the Institute of Theoretical Physics in Moscow on developing new particle detectors based on silicon photomultiplier technology, 2013-2014; Collaborative research with Igor Zheleznykh at the Moscow Institute of Nuclear Research on the RADICAL neutrino detection proposal based at Vostok Station, Antarctica, 2009.

UNIVERSITY SERVICE: Undergraduate Research Mentoring Award, KU, 2009

OUTREACH ACTIVITIES: Supervises 6-10 HS students researching in his astrophysics lab every SU for last 5 yrs; Teaches two Osher continuing education courses on the current status of Russian science.

DISTINCTIONS: Developing a cosmic ray detector as a joint effort between the Moscow Engineering Physics Institute and KU; Del Shankel Excellence in Teaching Award, KU, 2015 - 2016; Cottrell Research-Scholar, 1995 - present; Undergraduate Teaching Award, KU Physics Dept., 2015 - 2016; Fulbright Fellowship, 2014 - 2015; Fulbright Fellow, US. State Dept., 2015.

6. RAKESH (RAJ) BHALA

25% CREES

Rice Distinguished Professor, School of Law (tenured)

APPOINTMENT: 2003

DISSERTATIONS & THESES SUPERVISED IN THE PAST 5 YEARS: 5 PhD

EDUCATION: JD 1989, Harvard Law; MSc 1986, Oxford; MSc 1985, London School of Econ.; BA 1984, Duke U.

ACADEMIC EXPERIENCE: Rice Distinguished Professor, 2003-present; Assoc. Dean for Int'l and Comparative Law, 2011-present; Director, 2-yr Program for Foreign Lawyers, 2004-present; Director, Doctoral Program, 2006-present; Instructor, U.S. Army Command and General Staff College (CGSC), Fort Leavenworth, KS, 2010-2017.

LANGUAGES: Arabic 10, Persian (Farsi) 10, French 9, Chinese 9, Russian 7, Armenian 7, Portuguese 7, Uzbek 5

OVERSEAS EXPERIENCE: China, England, Switzerland, India, Pakistan, Bangladesh, Sri Lanka, Japan

CREES COURSES: International Trade Law; Advanced International Law; Islamic Law; Public International Law; Istanbul Law Program (Comparative/Islamic Law)

OF DIFFERENT AREA STUDIES, INTERNATIONAL STUDIES, AND LANGUAGE COURSES TAUGHT: 2

SPECIALIZATION: International trade law, Islamic law

RECENT PUBLICATIONS (42 PUBLICATIONS TOTAL):

- *Business Law of Modern India*. 2018. In progress. www.cap-press.com.
- *Dictionary of International Trade Law*. 3rd ed. Lexis Nexis, 2015. (1,576 pages).
- *International Trade Law: An Interdisciplinary, Non-Western Textbook*. 4th ed. New York, N.Y: Lexis Nexis, 2015. 2 volumes (2957 total pages). (Invited).

NAT'L/INT'L SERVICE: Command and General Staff College (CGSC), Ft. Leavenworth, KS, Int'l Officer Program, *The World Trading System*, 2004-present; Int'l Advisory Board, *Journal of International and Comp. Law*, 2013-present; *Fordham Jnl of International Law*, 2006-present; *International Trade Law and Regulation*, 2003-present.

OUTREACH ACTIVITIES: Teach *Islamic Law (Shari'a)* to Special Operations Forces (SOF) commanders and senior Intelligence Officers, 2010-present; Lectures on "Islamic Law and Law of War," Washburn U. School of Law.

DISTINCTIONS: Practiced at the Federal Reserve Bank of New York, where he twice won the President's Award for Excellence, thanks to his service as a delegate to the United Nations Conference on International Trade Law; Author of one of the world's leading textbooks in international trade law.

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

7. PIOTR BOBKOWSKI

25% CREES

Associate Professor, School of Journalism and Mass Communications (tenured)

APPOINTMENT: 2011 Dissertations & theses supervised in the past 5 years: 10
EDUCATION: PhD 2010, U of North Carolina; MA 2006, U of Houston; BA 1999, U of Alberta.
ACADEMIC EXPERIENCE: Assoc. Prof., 2017-present; Asst. Prof., 2011-2017; Postdoctoral Research Assistant, Carolina Population Center, Chapel Hill, NC, 2010-2011.
LANGUAGES: Polish 7
OVERSEAS EXPERIENCE: Poland, Russia
CREES COURSES: Information Management
SPECIALIZATION: Developmental role of media among adolescents and emerging adults; Social media and scholastic (student) media; Sharing of information via social media pertaining to politics, religion, and sexual health
RECENT PUBLICATIONS (4 PUBLICATIONS TOTAL):

- With Sarah Cavanah, and Patrick R. Miller. “Who are the “journalism kids?”: Academic predictors of journalism participation in secondary schools.” *Journalism & Mass Communication Educator* 72, no. 1 (2017): 68-82. <https://kuscholarworks.ku.edu/handle/1808/22439>, doi: 10.1177/1077695815622770.
- With Genelle Belmas. “Mixed message media: Girls' voices and civic engagement in student journalism.” *Girlhood Studies* 10, no. 1 (2017): 89-106. <http://hdl.handle.net/1808/23715>, <http://dx.doi.org/10.3167/ghs.2017.100107>. (Refereed).

NAT'L/INT'L SERVICE: Program Administrator, Peer-to-Peer Grant (\$90,000), U.S. State Department, for the project, “Real News in the U.S. and Russia: Peer-to-Peer Strategies for Fact-Checking and Verification,” traveled to Ekaterinburg, Russia in Feb 2018 to work with journalism students at the Univ. of Humanities in Ekaterinburg, Russia. Active in scholastic high school journalism research and service; In a project supported by the Spencer Foundation, he recently examined civic engagement among high school journalists in greater Kansas City and Wichita; Member, Board of Directors of the National Scholastic Press Association.
DISTINCTIONS: Budig Professorship of Writing, 2018; Katich Award for Creativity in Teaching, 2016; Top Faculty Paper Award, Commission on the Status of Women, 2016; Pioneer Award, National Scholastic Press Association, 2015; Promising Professor Award, Assoc. for Education in Journalism and Mass Communication, 2014.

8. MARIA CARLSON

100% CREES

Professor Emerita, Department of Slavic Languages and Literatures (tenured)

APPOINTMENT: 1987 **DISSERTATIONS & THESES SUPERVISED IN THE PAST 5 YEARS:** 2 PhD
EDUCATION: PhD 1981, Indiana U.; MLS 1972, U. of Wisconsin; MA 1974, Indiana U.; BA 1971, U. of Wisconsin
ACADEMIC AND ADMIN EXPERIENCE: Prof. SLL, 1999-2014; Prof. REES, 1999-2014; Courtesy Prof. of History, 1999-2012; Visiting Prof., Duke U., 2001; Assoc. Prof., SLL, 1992-1999; Assoc. Chair SLL, 2003-2004; Director, CREES 1993-2003.
LANGUAGES: Russian 9, Ukrainian 7, German 7, Bulgarian 2, Polish 2
OVERSEAS EXPERIENCE: Russia, Poland, Ukraine
CREES COURSES: Decadence in American and Russian Art and Culture, spring 2015
OF DIFFERENT AREA STUDIES, INTERNATIONAL STUDIES, AND LANGUAGE COURSES TAUGHT: 1
SPECIALIZATION: Slavic folklore; Russian Silver Age literature and thought; the occult in Russia, Andrei Belyi
RECENT PUBLICATIONS (2 PUBLICATIONS TOTAL):

- “Petersburg and Modern Occultism,” in Leonid Livak, ed., *Andrei Bely's Petersburg: A Guide for the Perplexed*. U of Wisconsin Press, 2017.
- “Theosophy and History in Andrei Bely's *Petersburg*,” in Olga Cooke, ed., *Andrei Bely's "Petersburg": A Centennial Celebration*. Academic Studies Press, 2017.
- Translation of Aleksandr Blok's “The Twelve,” with 1500-word essay (e-pub) <<http://russiasgreatwar.org/media/culture/twelve.shtml>> (2012).

NAT'L/INT'L SERVICE: Chair, Executive Board, NCEEER; Distinguished Service Award for Academic Leadership in International Studies, International Relations Council, KC, 2000; also served for NEH, ACIE, IREX, Fulbright, US/ED, ASEEES, SEEFA, and other orgs; reader for presses and journals.
DISTINCTIONS: Byron Alexander Graduate Mentor Award (nominated by KU graduate students for outstanding mentorship), 2014; Hall Center for the Humanities Research Fellowship, KU, 2012; Inducted KU Women's Hall of Fame, 2009; AATSEEL National Award for Excellence in Post-Secondary Teaching, 2005; also NEH, SSRC, and others over professional lifetime.

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

9. DENNIS CHRISTILLES

25% CREES

Associate Professor, Department of Theatre and Film (tenured); Artistic Director of the University Theatre

APPOINTMENT: 1994

DISSERTATIONS & THESES SUPERVISED IN THE PAST 5 YEARS: 0

EDUCATION: PhD 1990, KU; MA 1981, Southwest Texas State U.; BFA 1979, Southwest Texas State U.

ACADEMIC EXPERIENCE: KU, Assoc. Prof., 2000-present; Asst. Prof., 1994–2000

LANGUAGES: Modern Greek 4

OVERSEAS EXPERIENCE: Greece, Czech Republic, Russia

CREES COURSES: Scenography, Introduction to Czech Culture (at the winter institute in Prague).

OF DIFFERENT AREA STUDIES, INTERNATIONAL STUDIES, AND LANGUAGE COURSES TAUGHT: 1

SPECIALIZATION: Classical and contemporary Greek theatre; Czech scenography

RECENT PRODUCTIONS: (9 THEATRE PRODUCTIONS TOTAL):

- Lighting Designer, *The Marriage of Figaro*, Mozart, KU Theatre, Spring 2015.
- Scenic Designer, *The Doll's House*, Henrik Ibsen, KU Theatre, Fall 2015.
- Director, *Electra*, KU Summer Theatre, Greece, Ancient Theatre of Oiniades, July 2014.
- Set Designer, *Tovarich*, Univ. of Kansas, 2014.

NAT'L/INT'L SERVICE: Program Director, KU Summer Theatre in Greece Study Abroad Program, and the Theatre and Art in Prague Study Abroad Program.

UNIVERSITY SERVICE: Artistic Director of the University Theatre

DISTINCTIONS: Director, *Electra*, KU Summer Theatre in Greece, 2014; Director, *Dracula*, KU Theatre, fall 2013; Friend of Education Award, Lawrence Public Schools, 2011; Designer of 20 theatre productions at KU and other universities, 1997-present; Set designs for KU production of Jesus Christ Superstar included in the exhibition catalogue of the 11th Triennial International Exhibition of Scenography at Novi Sad, Yugoslavia, 1998.

10. MICHAEL H. CRAWFORD

50% CREES

Professor, Department of Anthropology (tenured)

APPOINTMENT: 1971

DISSERTATIONS & THESES SUPERVISED IN THE PAST 5 YEARS: 3 PhD, 4 MA

EDUCATION: PhD 1967, U. of Washington; MA 1965, U. of Washington; BA 1960, U. of Washington

ACADEMIC EXPERIENCE: Prof., Anthropology, Genetics Program, 1976-present; Director, Laboratory of Biological Anthropology, 1975-present; Director, Midwest Twin Register, 1987-present; Assoc. Prof. Anthropology, 1971-1976; Director, International Consortium for the Study of Tuberculosis, 2006-2014.

LANGUAGES: Russian 9, Spanish 5.

OVERSEAS EXPERIENCE: Argentina, Costa Rica, Dominica, Hungary, Mexico, Russia,

CREES COURSES: Anthropological Genetics, especially Siberian populations

OF DIFFERENT AREA STUDIES, INTERNATIONAL STUDIES, AND LANGUAGE COURSES TAUGHT: 2

SPECIALIZATION: DNA Variation in Indigenous Siberian tribes of the Northeast

RECENT PUBLICATIONS (14 PUBLICATIONS TOTAL):

- With Rubicz, Rohina C. "Molecular genetic evidence from contemporary populations for the origins of North American populations." In *Oxford Handbook of the Prehistoric Arctic*, ed. by M. Friesen and Owen Mason Prof., 27-50. 2016. (Invited) (Refereed).
- "Genetic structure and its implications for genetic epidemiology: Aleutian Island populations." In *Genomics in Human and Non-Human Primates*, ed by R. Duggirala, A. G. Comuzzie, S. Williams-Blangero, and C. Cole, 129-140. Springer Life Sciences, 2015. (Invited) (Refereed).
- With Duggan, Ana T., Mark Whitten, Victor Wiebe Dr. "Investigating the prehistory of Tungusic peoples of Siberia and the Amur-Ussuri region with complete mtDNA genome sequences and y-chromosomal markers." *PLOS* 8, no. 12 (December 2013): 1-19. (Refereed).

NAT'L/INT'L SERVICE: Director, Int'l Consortium for the Study of Tuberculosis, 2006-2014; Consulting Editor, *Human Biology*, 2000-2008; Consultant for Kansas Health Institute, 1998-2007

UNIVERSITY SERVICE: Served on Lasker Prize Award Committee, 2008-09

DISTINCTIONS: Charles R. Darwin Research Achievement Award, American Association of Physical Anthropologists, 2016-present; Honored by a Special Symposium, American Association of Physical Anthropology/Human Biology Association, 2015-present; Craig Anthony Arnold Faculty Research, KU, 2015-present; Funds from the Office of the Provost for the establishment of the Int'l Consortium for the Study of Tuberculosis (\$10,000), 2007-2008; Higuchi Award for Research Excellence, KU (\$10,000), 2006; NSF grant, FY 2006, Molecular Perspectives on Aleut Origins, (\$14,440).

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

11. G. MICHAEL DENNING

15% CREES

Director, KU Graduate Military Programs (non-tenure)

APPOINTMENT: 2011

DISSERTATIONS & THESES SUPERVISED IN THE PAST 5 YEARS: N/A

EDUCATION: Post Grad Nat. Security Fellowship, 2004-5, Harvard U.; MA 1997, Naval War College; BA 1982, KU
LANGUAGES: French 4

OVERSEAS EXPERIENCE: 2004-2005 (14 months) Iraq (Operation Iraqi Freedom); 2003 (6 months) Iraq (Operation Iraqi Freedom); 2001-2002 (2 months) Afghanistan (Operation Enduring Freedom); 1994 (7 months) U.S. European & Central Command (22nd Marine Expeditionary Unit deployment).

RECENT PUBLICATIONS:

- With S. O'Lear, C. Briggs. "Environmental Security, Military Planning, and Civilian Research: The Case of Water." In *Military Review*, 2012.

NAT'L/INT'L SERVICE: Recipient of the Legion of Merit (gold star in lieu of second award) for exceptional meritorious conduct as Commanding Officer, VMMT-204 and AC/S Air Operations, 2d MarDiv; Recipient of Meritorious Service Medal (gold stars in lieu of third award) for outstanding meritorious achievement as CO, HMLA-269 and SGS, Director Marine Corps Staff; President, KU Veterans Alumni Chapter, Business Executives for National Security, Global Military Advisory Council on Climate Change.

UNIVERSITY SERVICE: Recipient of the Dick Wintermote Volunteer of the Year, KU Alumni Association, 2013; Chair, KU Veterans Enhancement Committee; Senator, Unclassified Senate, 2013-2016.

DISTINCTIONS: Investigator, Office of Naval Research Award, (\$1.2 million), 2014-2018; Military Liaison, National Science Foundation Award to KU, (\$6 million), 2016-present; Co-PI, Defense Intelligence Agency IC-CAE Award (\$1.5 million), 2017-present; Military Liaison, Institute of International Education Language Training Center Award, (\$2.4 million), 2013-present; Military Liaison, Congressionally Mandated Medical Research Award to KU, (\$250,000), 2016-2017; PI, Army Research Office Award to KU, (\$3.9 million), 2011-2014.

12. STEPHEN DICKEY

100% CREES

Professor, Department of Slavic Languages and Literatures (tenured);

Chair, Department of Slavic Languages and Literatures

APPOINTMENT: 2003

DISSERTATIONS & THESES SUPERVISED IN THE PAST 5 YEARS: 1

EDUCATION: PhD 1997, Indiana U.; MA 1991, Indiana U.; BA 1988, KU

ACADEMIC EXPERIENCE: Professor SLL, 2017-present; Assoc. Prof. SLL, 2006-2017; Assist. Prof. SLL, 2003-2006; U. of Virginia, Assist. Prof. Slavic Linguistics, 1997-2003; Int'l Criminal Tribunal for the Former Yugoslavia, Contract Translator (German), 1997; Int'l Criminal Tribunal for the Former Yugoslavia, Translator (Bosnian/Croatian/Serbian, German), 1997, 1998-99.

LANGUAGES: German 10, Bosnian/Croatian/Serbian 10, Russian 9, Czech 4, Slovene 3, Bulgarian 3, Polish 3.

OVERSEAS EXPERIENCE: Croatia, Bosnia and Herzegovina, Czech Republic, Poland, Slovenia

CREES COURSES: Bosnian-Croatian-Serbian Language, South Slavic Literature and Cultural History, Russian Phonetics, Slavic Linguistics

OF DIFFERENT AREA STUDIES, INTERNATIONAL STUDIES, AND LANGUAGE COURSES TAUGHT: 14

SPECIALIZATION: Slavic linguistics; Bosnian, Croatian, and Serbian cultural and literary history, especially Ottoman rule in the Balkans

RECENT PUBLICATIONS (18 PUBLICATIONS TOTAL):

- "Lexical and Grammatical Aspect." In *Routledge Handbook of Semantics*, edited by Nick Riemer, 338-353. London: Routledge, 2016. (Invited) (Refereed).
- "The Aspectual Development of Performatives in Slavic [Journal of Slavic Philology]." *Zeitschrift für slavische Philologie* (Germany) 71, no. 2 (Jan 2016): 248-303. (Refereed).
- "Ivan Vidić ("The Old Man from The Mountain"), Robert Perišić ("It All Happened So Fast"), Pero Kvesić ("Night Vision")." In *Zagreb Noir*, edited by Ivan Sršen, 51-145. Akashic Books, 2016.

NAT'L/INT'L SERVICE: Two Language Lectures given to students of Russian at Fort Carson, 2017; Editorial Board, *Contrastive Linguistics*, 2015-present; Fulbright National Screening Committee, English teaching Assistantship, 2014, 2015, 2017; Advisory Board, *Czech and Slovak Linguistic Jnl*, 2010-present; Assoc. Editor, *Jnl of Slavic Linguistics*, 2010-2016; Contributing Editor for Bosnian/Croatian/Serbian, *SlavFile*, 2007-2014.

UNIVERSITY SERVICE: Director, KU Summer Croatian Program, 2000-present

DISTINCTIONS: Research Grant, Centre for Adv. Study in Oslo, Norway, (\$55,000), 2012; CREES Online Course Dev. Grant (\$2,000), 2009; CLAS Online Course Dev. Grant (\$5,000), 2009; Fulbright-Hays Faculty Research Abroad Fellowship (\$36,000), 2002.

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

13. ALEXANDER C. DIENER

100% CREES

Associate Professor, Department of Geography and Atmospheric Sciences (tenured)

APPOINTMENT: 2012

DISSERTATIONS & THESES SUPERVISED IN THE PAST 5 YEARS: 6

EDUCATION: PhD 2003, U. of Wisconsin; MA 1995, U. of South Carolina; MA 1994, U. of Chicago.

ACADEMIC EXPERIENCE: Assoc. Prof., 2015-present; Asst. Prof., Geography, 2012-2015; Assoc. Professor, Pepperdine U., 2008–2011; Asst. Prof., International Studies and Languages Division, Pepperdine U., 2004-2008.

LANGUAGES: Kazakh 8, Russian 8, Uzbek 4, Kyrgyz 4, Arabic 2, Mongolian 2.

OVERSEAS EXPERIENCE: Kazakhstan, Uzbekistan, Kyrgyzstan, Tajikistan, Russia, Mongolia

CREES COURSES: Understanding Central Asia; World Regional Geography; Historical Geography of Central Eurasia; Seminar on Place Attachment; Seminar on Borders, Sovereignty and Nationalism.

OF DIFFERENT AREA STUDIES, INTERNATIONAL STUDIES, AND LANGUAGE COURSES TAUGHT: 4

SPECIALIZATION: Border studies; geographies of nationalism & transnationalism; Central Eurasia; Russian borderlands; Mongolia; Xinjiang.

RECENT PUBLICATIONS (20 PUBLICATIONS TOTAL):

- With Joshua Hagen, eds. *From Socialist to Post-Socialist Cities: Cultural Politics of Architecture, Urban Planning, and Identity in Eurasia*. Routledge, 2015. (Refereed).
- “Imagining Kazakhstan: Negotiations of Homeland and Titular Nationality.” *Kazakhstan in the Making: Legitimacy, Symbols, and Social Changes*, edited by Marlene Laruelle, 131-154. Lexington Books. London: M.E. Sharpe, 2016. ISBN: 978-1-4985-2549-7 (Invited).

UNIVERSITY SERVICE: Interim CREES director, 2016-2017.

OUTREACH ACTIVITIES: Presenter on Central Asia at K-12 Teacher Workshop, “Grasslandia,” 2017.

DISTINCTIONS: Research Seed Grant, KU Center for Migration Studies, 2017-2018; Senior Fellow, Harvard Univ, 2015-2016; Title VIII Short Term Research Fellow, Kennan Institute, Woodrow Wilson International Center for Scholars, 2015; Visiting Scholar, Kazakh National Univ., 2015; National Science Foundation (PI), Austin Charron (co-PI). Dissertation Research, “Ukraine’s Displaced Crimeans and the Question of Diaspora,” 2015.

14. ARIENNE M. DWYER

50% CREES

Professor, Anthropology, Co-Director, Institute for Digital Research in the Humanities (tenured)

APPOINTMENT: 2001

DISSERTATIONS & THESES SUPERVISED IN THE PAST 5 YEARS: 6 PhD, 6 MA

EDUCATION: PhD 1996, U. of Washington; MA 1990, U. of Washington; BA 1984, U. of British Columbia

ACADEMIC EXPERIENCE: Co-Director, Institute for Digital Research in the Humanities, 2010-present; Prof. of Linguistic Anthropology, 2012-present; Courtesy affiliations in Linguistics and Indigenous Nations Studies, 2003-present; Assoc. Prof. of Linguistic Anthropology, 2008 – 2012; Asst. Prof. of Linguistic Anthropology, 2001- 2008

LANGUAGES: German 10, Mandarin 9, Uyghur 8, Japanese 6, Salar 7, Kyrgyz 5, Kazakh 5, Russian 3, Manchu 3

OVERSEAS EXPERIENCE: China, Kazakhstan, Kyrgyzstan, Inner & Central Asia, Georgia, Czech Republic, Turkey

CREES COURSES: Linguistic Anthropology, Turkic Linguistics, Chinese and Central Asian Cultural and Linguistic Anthropology, Uyghur language, Comparative and Historical Linguistics

OF DIFFERENT AREA STUDIES, INTERNATIONAL STUDIES, AND LANGUAGE COURSES TAUGHT:

SPECIALIZATION: Chaghatay, Uyghur, Turko-Mongolic languages of Tibet; language contact, ideology, and endangerment; language archives

RECENT PUBLICATIONS (11 PUBLICATIONS TOTAL):

- “Endangered Turkic Languages of China.” In *Tehlikedeki Türk Dilleri: Kuramsal ve genel yaklaşımlar / Endangered Turkic Languages: Theoretical and general approaches*, ed. by Eker, Süer and Ülkü Çelik Şavk, 431-450. International Turkish-Kazakh University, 2016.
- *Salar: a study in Inner Asian Areal Contact Processes, Part II: Grammar*. Wiesbaden: Harrassowitz, 2014.

NAT’L/INT’L SERVICE: LinguistList Advisory Board, 2010-present; Editor, *Jrnl of Endangered Languages/Turkic Languages (Tehlikedeki Diller Dergisi / Türk Dilleri)*, 2012–present; Edit. Board: *Jrnl of Central and Inner Asian Dialogue*, 2011–present.

UNIVERSITY SERVICE: Initiated Uyghur language program at KU

OUTREACH ACTIVITIES: International expert on Turkic languages, the Uyghurs, Chinese Inner Asia, language ideology, and language endangerment

DISTINCTIONS: Guggenheim Fellow, 2014-present; NEH Fellow, 2014; Nominee, Walton Award, National Council on Less Commonly Taught Languages, 2011; 25 years of continuous grant funding for Inner Asian language and culture research.

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

15. DIETRICH EARNHART

50% CREES

Professor, Department of Economics; Director, Center for Environmental Policy (tenured)

APPOINTMENT: 1997

DISSERTATIONS & THESES SUPERVISED IN THE PAST 5 YEARS: 1

EDUCATION: PhD 1995, U. of Wisconsin; MS 1991, U. of Wisconsin; BA 1987, Yale University

ACADEMIC EXPERIENCE: Prof. Economics, 2009-present; Director, KU Ctr. for Environ. Policy, 2001-present; Assoc. Prof. 2002 – 2009; Assist. Prof. 1997 – 2002; U. of Heidelberg, Visiting Scholar, 2012; Visiting Scholar, Ctr. for Economic Research and Graduate Educ. (CERGE), Charles University, 1999, 2000, 2006, 2010.

LANGUAGES: Russian 4, Czech 3, German 2

OVERSEAS EXPERIENCE: Germany, Czech Republic, Italy, Costa Rica, Australia, Belgium

CREES COURSES: Environmental Economics; Comparative Economics; Econ. Principles; Resource Economics.

OF DIFFERENT AREA STUDIES, INTERNATIONAL STUDIES, AND LANGUAGE COURSES TAUGHT: 3

SPECIALIZATION: Enforcement of environmental protection laws in Central and Eastern Europe.

RECENT PUBLICATIONS (16 PUBLICATIONS TOTAL):

- With Dylan Rassier. “Effective Regulatory Stringency’ and Firms’ Profitability: The Effects of Effluent Limits and Government Monitoring,” *Journal of Regulatory Economics*, 50.2, 2016.
- “Corporate Environmental Strategies in Transition Economies: Survey of the Literature,” *Eastern European Economics*, 55.1, 2016.
- With Dylan Rassier. “Effects of Environmental Regulation on Actual and Expected Profitability,” *Ecological Economics* 112, 2015.

NAT’L/INT’L SERVICE: Program Comm., Assoc. of Env. and Resource Economists (AERE), 2007-2009

UNIVERSITY SERVICE: Director, KU Center for Environmental Policy within the Institute for Policy and Social Research, Vice-Chair, Committee on Undergraduate Studies and Advising (CUSA), Spring 2011.

DISTINCTIONS: NSF Experimental Program to Stimulate Competitive Research (EPSCoR) Phase VI Funding, 2009-2014; Byron Shutz Award for Excellence in Teaching, March 2006; Co-PI, STAR Grant, EPA, "Shaping Corporate Environmental Behavior and Performance: The Impact of Enforcement and Non-Enforcement Tools," 2001-2005.

16. MOHAMED A. EL-HODIRI

25% CREES

Professor, Department of Economics; Director of Transition Studies Program, Associate Director of Institute for Public Policy and Business Research (Tenured)

APPOINTMENT: 1968

DISSERTATIONS & THESES SUPERVISED IN THE PAST 5 YEARS: 8 PhD, 4 MA

EDUCATION: PhD 1966, U. of Minnesota; MA 1966, U. of Minnesota; MA 1961, U. of Minnesota; Graduate Student, Moscow State U.; BS 1958, Cairo University

ACADEMIC EXPERIENCE: Prof. of Economics, 1973-present; Courtesy Prof. of Humanities and W. Civ. 1997-2010; Faculty Honor's Fellow, 2000-2006; Assoc. Prof., Economics, 1969 -1972; Visiting Assoc. Prof. KU Economics Department, 1968-1969

LANGUAGES: Arabic 10, Russian 10, Biblical Hebrew 8 (reading and writing), Syriac 8 (reading and writing)

OVERSEAS EXPERIENCE: Kazakhstan, Russia, Egypt (has spent many years working in Russia and Kazakhstan)

CREES COURSES: Russian Economy, Transitional Economies

OF DIFFERENT AREA STUDIES, INTERNATIONAL STUDIES, AND LANGUAGE COURSES TAUGHT: 3

SPECIALIZATION: Structural economic dynamics, hetrodox economics, neuroeconomics, transition economies in post-communist states, micro-economic theory

RECENT PUBLICATIONS (2 PUBLICATIONS TOTAL):

- With Tatyana Kudasheva and Svetlana Kunitsa. “Methods of Measurement of Socio-Geographical Inequality in Kazakhstan, A Consequence to the Distribution of Oil Development?” *Journal of Economic Sociology* (Latvia: Daugavpils University) 3, no. 1 (15 Nov 2015): 7-23.
- With Bulat Mukhmadiyev. “Monetary Policy Rules in some Transition Economies.” *Eurasian Journal of Economics and Finance* (Fatih-Istanbul, Turkey: Eurasian Publications (Esra Barakli) 2, no. 3 (Winter 2014): 26-44. <http://eurasianpublications.com/Eurasian-Journal-of-Economics-and-Finance/Vol.-2-No.3-2014.aspx>.

NAT’L/INT’L SERVICE: Advisor to PhD program, Kazakh National U., 2006-present; Training of Economic/fiscal management personnel in the Russian Federation 1998-2000 (World Bank/Russian Government Project); Chief Economist/ Senior Resident Advisor, USAID Fiscal Restructuring Project, Russian Federation, 1994-1996.

DISTINCTIONS: KU Faculty Service Award for 50 years of service; Fulbright Senior Specialist, 2007-present; Fulbright Senior Expert, American Univ., Egypt, 2012; Chancellor’s Club Distinguished Career Teaching Award, 2007.

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

17. RAY FINCH

100% CREES

Lecturer, Center for Russian, East European and Eurasian Studies

APPOINTMENT: 2000

DISSERTATIONS & THESES SUPERVISED IN THE PAST 5 YEARS: N/A

EDUCATION: U.S. Army Command and General Staff College, Ft. Leavenworth, KS, 1994-1995; U.S. Army Russian Institute, Garmisch, Germany, 1992-1993; MA 1993, REES, KU; BS 1980, Education, KU.

ACADEMIC EXPERIENCE: Lecturer, 2011-present; Six years of experience teaching undergraduate courses in Russian/Eurasian history and culture

LANGUAGES: Russian 7, German 8

OVERSEAS EXPERIENCE: Germany, Russia, South Korea

CREES COURSES: Understanding Russia and Eastern Europe; Societies and Cultures of Eurasia

OF DIFFERENT AREA STUDIES, INTERNATIONAL STUDIES, AND LANGUAGE COURSES TAUGHT: 5

RECENT PUBLICATIONS (6 PUBLICATIONS TOTAL):

- "Vladimir Putin and the Russian Military," *South Central Review* 35 (Spring 2018): 1, 48-73.
- "The Kremlin's Economic Checkmate Maneuver," *Problems of Post-Communism* 62 (2015): 3, accessed May 7, 2015, doi: <http://dx.doi.org/10.1080/10758216.2015.1022392>.
- "Vladimir Putin and the Russian Military," *Foreign Military Studies Office Monographs*, accessed May 9, 2015, <https://community.apan.org/wg/tradoc-g2/fmso/m/fmso-monographs/200392>.
- "Sergey Shoygu: Russia's Emergency Defense Minister," <http://www.globalsecurity.org/military/library/report/2013/Finch-Shoygu.pdf>
- "Biographical Sketch: Dmitry Rogozin and Russian Nationalism," accessed July 21, 2017, doi: <https://www.yumpu.com/en/document/view/11448505/biographical-sketch-dmitry-rogozin-and-russian-nationalism>.
- "Special Essay: Anti-Americanism in the Kremlin Narrative," *OE Watch*, Foreign Military Studies Office, 3 (2013):10.

NAT'L/INT'L SERVICE: Served 21 years in the U.S. Army; Presented on the topic, "Analyzing Russian Information Operations (IO) Warfare Strategy," TechNet Conference (2017), Cyber Center of Excellence, Fort Gordon, GA.

UNIVERSITY SERVICE: Assistant to the CREES Director for six years; Host family for delegate from Ukraine, Open World Leadership Program.

OUTREACH ACTIVITIES: VP Military Officers of America Association

18. RONALD A. FRANCISCO

100% CREES

Professor Emeritus, Department of Political Science (tenured)

APPOINTMENT: 1974

DISSERTATIONS & THESES SUPERVISED IN THE PAST 5 YEARS: 1 MA

EDUCATION: PhD 1977, U. of Illinois; MA 1972, U. of Illinois; BA 1970, U. of Wisconsin

ACADEMIC EXPERIENCE: Prof. Political Science, 1994-present; Assoc. Prof. Political Science, 1983-1993; Assist. Prof. Political Science, 1974-1980; Chair, Political Science & Director, Division of Government, 1994 - 1998

LANGUAGES: German 7

OVERSEAS EXPERIENCE: Germany

CREES COURSES: Comparative Politics; Protest & Revolution; European Politics; and Quantitative Methods.

SPECIALIZATION: Protest and regime transition; revolution; civil wars.

RECENT PUBLICATIONS (1 PUBLICATION TOTAL):

- "European Economic Protest." In *Protest and Democracy*, edited by Moises Aren and Roberta Rice. Boulder, CO: Lynne Rienner, 2013.
- *Finance for Academics: A Guide to Investment for Income*. New York: Springer-Verlag, 2012.

NAT'L/INT'L SERVICE: Best dataset award on European Protest and Coercion data, Comparative Politics section of the American Political Science Association, Sept. 2007; Daily and sub-daily interval data archived (year span: 1980-1995) on the web for 27 European countries, including Czech and Slovak Republics, Poland, Slovakia and Romania

UNIVERSITY SERVICE: CREES Faculty Service Award, 2009

DISTINCTIONS: Kemper Teaching Fellowship Award, 1999; Two National Science Foundation Grants, 1996-1997 and 1991-1993; KU General Research Fund Grants, 2004, 2001, 1998.

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

19. JON C. GIULLIAN

100% CREES

Head, International Collections, Librarian for Slavic and Eurasian Studies, KU Libraries (tenured)

APPOINTMENT: 2005

DISSERTATIONS & THESES SUPERVISED IN THE PAST 5 YEARS: N/A

EDUCATION: MLS 2005, Slavic Librarianship, Indiana U.; MPhil 2002, SLL, KU; BA 1994, Russian, Brigham Young U.

LANGUAGES: Russian 8, Portuguese 7, Croatian/Serbian 4, Czech 4, Polish 4, Romanian 1

OVERSEAS EXPERIENCE: Bulgaria, Czech Republic, Portugal, Russia

CREES COURSES: Library instruction as requested by faculty from various departments related to REEE.

SPECIALIZATION: Slavic librarianship; Russia, Ukraine, Czech and Slovak Republics, Poland; Information literacy.

RECENT PUBLICATIONS (9 PUBLICATIONS TOTAL):

- With A. Monroe-Gulick. (2017). "Assessment of KU Libraries' Slavic & Eurasian Collection: Purpose, Process, and Potential." *Slavic and East European Information Resources*, 18(1-2), 1-18
[DOI:10.1080/15228886.2017.1322382](https://doi.org/10.1080/15228886.2017.1322382)<http://dx.doi.org/10.1080/15228886.2017.1322382>.
- Giullian, J. C (2016). "Aspects of Diversity in ASEEEES National Conferences as a Reflection of the Field of Slavic and Eurasian Studies in North America: Case Studies of Gender, Location, Discipline, and Institution." *Slavic and East European Information Resources*, 17(4), 191-214
[DOI:10.1080/15228886.2016.1246301](https://doi.org/10.1080/15228886.2016.1246301)<http://dx.doi.org/10.1080/15228886.2016.1246301>.
- Giullian, J. C., & Zitser, E. A. (2015). "Beyond LibGuides: The Past, Present, and Future of Online Research Guides." *Slavic and East European Information Resources*, 16(4), 170-180
[DOI:10.1080/15228886.2015.1094718](https://doi.org/10.1080/15228886.2015.1094718)<http://dx.doi.org/10.1080/15228886.2015.1094718>.

NAT'L/INT'L SERVICE: Folklorica: Journal of the Slavic and East European Folklore Association, Online Content Manager, 2012-Present; American Library Assoc., Assoc. of College and Research Libraries, Slavic and East European Section, Newsletter Editorial Board, Co-Chair, 2016-17, Webmaster, Treasurer, 2012-present; Assoc. for Slavic, East European, & Eurasian Studies, Committee on Library and Information Resources, Chair, Executive Board, 2017-2019, Webmaster, 2012-present.

OUTREACH ACTIVITIES: Group Exhibit, *Eastern Front 1914-1918: An exploration of the conflict*, KU, 2016; Group Exhibit, *Nobel Laureates in Literature around the Globe*, International Collections Gallery, KU, 2013-2014.

DISTINCTIONS: CREES Faculty Service Award, 2010; 2009 article "Slavic Folklore, the Library, and the Web..." named to the Library Instruction Round Table Top Twenty articles information literacy for 2009, LIRT News 32.4; Foreign Language & Area Studies (FLAS), Romanian, Indiana Univ., summer 2003; FLAS, Croatian, Indiana Univ., AY 2002-3; FLAS, Polish, KU, AY 2001-2002.

20. DAVID GOTTLIEB

85% CREES

Professor Emeritus, School of Law (tenured)

APPOINTMENT: 1979

DISSERTATIONS & THESES SUPERVISED IN THE PAST 5 YEARS: 0

EDUCATION: JD 1974, Georgetown U.; BA 1969, Oberlin College

ACADEMIC EXPERIENCE: Professor, 1984-present; Assoc. Prof., 1979-1984; Director of Clinical Programs, 1995-1999; Assoc. Dean of Clinical Programs, 2006-2009; Founder and Director, Family Health Care Legal Clinic, 2007-2009; Director, Kansas Defender Project, 1979-1999; Bahcesehir University, Istanbul, Turkey, Visiting Lecturer, Comparative Criminal Procedure, 2000, 2005, 2008

LANGUAGES: Russian 5.

OVERSEAS EXPERIENCE: Ireland, Turkey, Ukraine

CREES COURSES: Criminal Law and Procedure; Legal Responses to Terrorism; International Human Rights; Refugee and Asylum Law.

SPECIALIZATION: Criminal sentencing; International Criminal Procedure and Human Rights.

RECENT PUBLICATIONS: None

NAT'L/INT'L SERVICE: Commentator, American Bar Association, Central and East European Law Initiative, on Draft Criminal Code for Romania (2002) and Draft Code for Lithuania (1997); Coordinator, Clinical Legal Education Seminars, Istanbul, Turkey (2009, 2005, 2000); Director, Module on International Human Rights, Limerick, Ireland, Dec. 2001; Legal Specialist to the American Bar Association's Central and East European Law Initiative, Bulgaria, 1999 and Donetsk, Ukraine, 1997.

UNIVERSITY SERVICE: Professor, KU Study Abroad London semester program, springs 2005 and 2003; KU Study Abroad Programs, Director, Cambridge, England, 2000; KU Study Abroad Programs, Director, Limerick, Ireland, 2005.

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

21. MARC L. GREENBERG

100% CREES

**Professor, Department of Slavic Languages & Literatures (tenured)
Director, School of Languages, Literatures, and Cultures**

APPOINTMENT: 1990 **DISSERTATIONS & THESES SUPERVISED IN THE PAST 5 YEARS:** 1 Ph.D, 2 MA

EDUCATION: PhD 1990, UCLA; MA 1984, U. of Chicago; BA 1983, UCLA

ACADEMIC EXPERIENCE: Professor, SLL, 2001-present; Assoc. Prof. SLL, 1995-2001; Assist. Prof. SLL, 1990-1995; Director, School of Languages, Literatures and Cultures, 2014-present; Chair, Department of Germanic Languages & Literatures, 2012-2014; Chair, Slavic Languages and Literatures, 2000-2011.

LANGUAGES: Slovene 10, Russian 8, Serbian/Croatian 8, Czech 6, German 5, French 5, Albanian 5, Hungarian 4, Italian 3, all modern Slavic languages, Turkish, Yiddish, Old Church Slavic (reading and structural knowledge)

OVERSEAS EXPERIENCE: Slovenia, Croatia

CREES COURSES: Introduction to Slavic Linguistics; History and Structure of Russian; Comparative Slavic Linguistics; Old Church Slavic; Peoples and Languages of Russia and East-Central Europe; Slovene and Czech

OF DIFFERENT AREA STUDIES, INTERNATIONAL STUDIES, AND LANGUAGE COURSES TAUGHT: 6

SPECIALIZATION: Slavic historical linguistics, South Slavic socio-linguistics

RECENT PUBLICATIONS (7 PUBLICATIONS TOTAL):

- General Editor with Rene Genis. *Encyclopedia of Slavic Languages and Linguistics*, Leiden: Brill Publishers, 2016-2020.
- With Borowski, Krzysztof, Joseph Schallert, and Curt Woolhiser. "Slavic Dialectology: A Survey of Research since 1989." *Journal of Slavic Linguistics* 25, no. 2 (2017): 303-336.
- "Slavs as Migrants. Mapping Prehistoric Language Variation." *Definitely Perfect. Festschrift for Janneke Kalsbeek*. Genis, Rene, Eric de Haard, Radovan Lučić (eds.) (=Pegasus Oost-Europese Studies 29): 169-183. Amsterdam: Pegasus, 2017.

NAT'L/INT'L SERVICE: Journal referee for *Balkanistica*, *Diachronica*, *Jrnl of Slavic Linguistics*, *Jrnl of the Society for Slovene Studies*, *Russian Review*, *Slavia Centralis*, *Slavistična revija*, *Slovenski jezik /Slovene Linguistic Studies*; External research proposal reviewer for 1) American Councils, 2) Czech Science Foundation, 3) European Science Foundation, 4) Ministry of Science, Education and Sports of the Republic of Croatia, 5) Ministry of Education, Republic of Slovenia; Chair, Exec. Board, Slavic Linguistics Society, 2013-14; Editor, Board, *Voprosy onomastiki*, Russian Languages Institute, Russian Acad. of Sciences, & Ural State U., 2013-present; Co-founder and co-editor, *Slovenski jezik / Slovene Language Studies*, 1997-present.

UNIVERSITY SERVICE: Keynote address at Gabriel Al-Salem Foundation, Kyiv, 2014; Special Advisor to the Dean, CLAS, and Chair of Comm. to form the KU School of Languages, Literatures, and Cultures, 2013-14; Delegate, Berlin 10 Conference (Open Access), Executive Committee Senior Administrative Fellows Program, 2012-present; KU Libraries Open Access Advisory Board, 2011-present; Chair, KU CGIS LCTL Task Force, 2009-present.

OUTREACH ACTIVITIES: Created a business leadership program for KU SoB students to engage with businesses in Slovenia (42 KU Business students participated in Slovenia over summers, 2016-2018); "The Balkans at the Crossroads of Civilizations: A Musical Perspective." KU Mini-College, 2014

DISTINCTIONS: Honorary Corresponding Member, Slovenian Academy of Sciences and Arts (SAZU), Ljubljana. Induction, 2017; Outstanding Freshman Seminar, KU Honors Program, Nov 2014.

22. SALLY HAINES

30% CREES

Librarian II, Associate Special Collections Librarian, Kenneth Spencer Research Library (tenured)

APPOINTMENT: 1966 **DISSERTATIONS & THESES SUPERVISED IN THE PAST 5 YEARS:** N/A

EDUCATION: MS, Library Science, Drexel University; BA, German, Wilson College

LANGUAGES: German 3, Croatian 3, Russian 2, Albanian 2, French 2, Spanish 1, Latin 1, Czech 1, Swedish 1

OVERSEAS EXPERIENCE: Yugoslavia, Columbia, Germany, France, Switzerland, Austria

RECENT PUBLICATIONS (3 PUBLICATIONS/EXHIBITS TOTAL):

- *Eastern Front 1914-1918: an Exploration of the Conflict*. Subtitle for Libraries' contribution: "Everyday Life on the Eastern Front," Watson Library, KU, 2016.
- "Of This Garden Thou Mayest Freely Eat": exhibition catalog, 2016.
- *Poland: a 1000 Springtimes*: exhibition catalog, 2014.
- *Frosted Windows: 300 Years of St. Petersburg through Western Eyes: An Exhibition*, and gallery guide, Spencer Research Library, 2003.

DISTINCTIONS: Nominated for Byron Caldwell Smith Award, KU's Hall Center for the Humanities, 2001, and for John Thackray Medal, Society for the History of Natural History, 2001, both for *Slithy Toves*.

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

23. ERIC HANLEY

25% CREES

Associate Professor, Department of Sociology (tenured)

APPOINTMENT: 1997

DISSERTATIONS & THESES SUPERVISED IN THE PAST 5 YEARS: 18

EDUCATION: PhD 1997, UCLA; MA 1990, UCLA; BA 1987, University of California, Berkeley

ACADEMIC EXPERIENCE: Assoc. Prof. Sociology, 2003-present; Assoc. Chair, Sociology, 2012-present; Assoc. Director, Ctr. for Global and Int'l Stds. 2009-2012; Assist. Prof. Sociology, 1997-2003

LANGUAGES: Russian 5

OVERSEAS EXPERIENCE: Hungary, Czech Republic

CREES COURSES: Economic Sociology, Political Sociology, Transition in Russia and Eastern Europe, Globalization.

OF DIFFERENT AREA STUDIES, INTERNATIONAL STUDIES, AND LANGUAGE COURSES TAUGHT:

SPECIALIZATION: Political and economic sociology, globalization and post-communist societies, sociology of organizations, social stratification.

RECENT PUBLICATIONS (6 PUBLICATIONS TOTAL):

- “Local State Corporatism and Environmental Harm: How Tax Farming Contributed to Severe Desertification in NW China” (with KuoRay Mao). 2018. Forthcoming at *Journal of Agrarian Change*.
- “The Anger Games: Who Voted for Donald Trump in the 2016 Election, and Why?” (with David N. Smith). *Critical Sociology* 44, no. 2 (2018): 1-18.
- With O’Lear, Shannon, Thomas Heilke, and Mariya Omelicheva. “Special Operations Forces: A Critical Intervention.” *Geoforum* 75, no. October (2016): 159-167. (Refereed).
- With Smith, David. “Authoritarianism, Social Dominance, and Generalized Prejudice.” In *Online Commons*. American National Elections Study, 2015.

NAT’L/INT’L SERVICE: Editorial Board Member, *Research in Political Sociology*.

24. VIRGINIA HARPER HO

15% CREES

Professor, School of Law (tenured)

APPOINTMENT: 2010

DISSERTATIONS & THESES SUPERVISED IN THE PAST 5 YEARS: 7

EDUCATION: JD 2001, Harvard Law School; MA 1997, Indiana U.; BA 1995, Indiana U.

ACADEMIC EXPERIENCE: Professor, School of Law, 2016-present; Assoc. Prof., School of Law, 2010-2016, Assoc. Member, Ctr. for East Asian Studies (CEAS); Indiana Univ. School of Law, Visiting Asst. Prof., 2008-2010.

LANGUAGES: Mandarin Chinese 8, Cantonese 8, Russian 7, French 2, Spanish 2

CREES COURSES: Business Associations I, Business Organizations, Corporate Finance, International Commerce and Investment, Corporate Social Responsibility, Sustainability and the Law

OF DIFFERENT AREA STUDIES, INTERNATIONAL STUDIES, AND LANGUAGE COURSES TAUGHT: 1

SPECIALIZATION: Corporate governance, shareholder activism, sustainable finance, corporate social responsibility, comparative law, multinational enterprises, risk management; business law, corporate finance, Chinese law, international business transactions.

RECENT PUBLICATIONS (16 PUBLICATIONS TOTAL):

- “Sustainable Finance & China’s Green Credit Reforms: A Test Case for Bank Monitoring of Environmental Risk,” 51 *Cornell J. Int’l L.*, (forthcoming 2018).
- “Nonfinancial Disclosure and the Costs of Private Ordering,” 55 *Am. Bus. L. J.*, (forthcoming 2018), University of Oslo, Faculty of Law Legal Studies Research Paper Series, No. 2018-01.
- “Capital Market Disclosure Regimes: Advancing Accountability for Chinese TNCs.” In *Handbook of Research on Transnational Corporations*, Alice de Jonge and Roman Tomasic. Edward Elgar, 2017.

NAT’L/INT’L SERVICE: National Committee on U.S.-China Relations Public Intellectuals Program Fellow, National Committee on U.S.-China Relations, 2016–2018; (Appointed) American Society of Comparative Law Younger Comparativists Committee, Chair, 2014-2019; Chair-elect, Executive Committee, Association of American Law Schools, Section on Transactional Law and Skills, 2016-present.

UNIVERSITY SERVICE: Presentations with Prof. Webb Hecker, “Fostering Professional and Graduate Student Ownership: Partnering with Practitioners in Simulation Courses,” KU Teaching Summit, Center for Teaching Excellence, Aug 2017; KU Center for East Asian Studies Faculty Advisory Committee, 2012-2014.

DISTINCTIONS: Edwin W. Hecker, Jr. Teaching Fellow, 2015–2018; Docking Faculty Scholar Award, 2013-2016; Teacher of the Year, KU School of Law Delegate, Assoc. of American Law Schools, 2014; Immel Teaching Award, School of Law, 2013.

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

25. GEOFFREY HUSIC

100% CREES

Librarian, Watson Library, Slavic and Near East Studies (tenured)

APPOINTMENT: 1987

DISSERTATIONS & THESES SUPERVISED IN THE PAST 5 YEARS: N/A

EDUCATION: MS 1986, Library and Information Science, U. of Illinois; MA 1985, SLL, KU; BA 1981, Russian and German, Middlebury College.

LANGUAGES: Russian 9, Bosnian/Croatian/Serbian 9, German 9, Slovene 7, Macedonian 7, Albanian 5, Bulgarian 6, Czech 4, Polish 5, Tajik 6, French 5, Mandarin 5, Hungarian 4, Persian 6, Arabic 5, Turkish 5, Romani 5

OVERSEAS EXPERIENCE: Slovenia, Croatia, Russia, Yugoslavia, Singapore, Thailand

SPECIALIZATION: South Slavic, Albanian, Romani, and Turkic and Iranian languages, Metadata

RECENT PUBLICATIONS (3 PUBLICATIONS TOTAL):

- “Enhancing an Open-Access Linguistics Journal Archive with Library of Congress-like Metadata: A Case Study of the Effectiveness for Improving Discovery.” *Kansas Working Papers in Linguistics* (University of Kansas, Dept. of Linguistics) 35 (1 Dec 2014):1-8. <http://kuscholarworks.ku.edu/handle/1808/15945>. ISSN: 1043-3805. (Refereed).
- *Slavic Linguistics Virtual Reference Bookshelf: A selective bibliography of Slavic language materials that were traditionally held in the Slavic Reference Section of Watson Library.* May 1, 2014. <http://hdl.handle.net/1808/14936>.
- Solo Exhibit. *Powder Keg: The Assassination of Austrian Archduke Franz Ferdinand, June 28, 1914 : The spark that ignited the First World War*, Watson Library, KU (March 2014-Sept 2014).

NAT’L/INT’L SERVICE: Involved with International Romani (Gypsy) Union in translating and editing of pedagogical materials.

OUTREACH ACTIVITIES: Exhibit, *Powder Keg: The Assassination of Austrian Archduke Franz Ferdinand, June 28, 1914: The spark that ignited the First World War*, Watson Library, International Area Studies Reading Room, Lawrence, KS (March 1, 2014 - September 30, 2014)

DISTINCTIONS: CREES Faculty Service Award, 2017; Gretchen and Gene A. Budig Distinguished Librarian Award, 2012.

26. NADZEYA KARDASH

25% CREES

**Senior Research Associate, Center for Economic Education;
Lecturer, School of Education, Department of Curriculum and Teaching (non-tenure)**

APPOINTMENT: 2005

DISSERTATIONS & THESES SUPERVISED IN THE PAST 5 YEARS: N/A

EDUCATION: PhD, Curriculum and Instruction, Economic Education, KU; MA, World Economy and International Business, Minsk State Economic U.; BA, English and French, Minsk State Economic U.

LANGUAGES: Russian 10, French 5

OVERSEAS EXPERIENCE: Russia, Belarus, Germany, Croatia, Poland, Latvia, Lithuania, Estonia

CREES COURSES: N/A (full-time associate researcher now).

SPECIALIZATION: Economic Education.

PUBLICATIONS:

- With S. Borodich, S. Deplazes, A. Kovzik. “Comparative Analysis of the Levels of Financial Literacy Among Students in the U.S., Belarus, and Japan.” *Journal of Economics and Economic Education Research* 11.3, 2010.
- With S. Borodich, S. Deplazes, A. Kovzik. “The Degree of Consensus among Economic Educators in a Transition Economy.” *Journal of Economics and Economic Education Research* 11.2, 2010.
- With S. Borodich, S. Deplazes, A. Kovzik, “Metody otsenki resul’tativnosti program perepodgotovskii oblasti ekonomiki i biznesa.” *Aktual’nye Problemy Biznesa-Obrazovaniia* 45, 2010.

NAT’L/INT’L SERVICE: National Association of Economic Educators (NAEE) member; Global Association of Teachers of Economics (GATE) member

OUTREACH ACTIVITIES: Member, Fed. Reserve Bank of KC’s Economic Education Advisory Council (EEAC)

DISTINCTIONS: Academy for Economics and Economic Education Distinguished Research Award, for Comparative Analysis of the Levels of Financial Literacy among Students in the U.S., Belarus, and Japan, 2010; Cloud L. Cray Fellowship, KU, 2001- 2006; KU SOE Merit Graduate Scholarship, 2004-2005; Mary Oister O’Guin Scholarship, 2004-2005.

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

27. DENNIS KARNEY

10% CREES

Ned N. Fleming Distinguished Teaching Professor, School of Business

APPOINTMENT: 1984

DISSERTATIONS & THESES SUPERVISED IN THE PAST 5 YEARS: N/A

EDUCATION: PhD. 1980, U. of Illinois at Urbana-Champaign; MS 1976, U. of Illinois at Urbana-Champaign

ACADEMIC EXPERIENCE: Prof., 1993-present; Visiting Scholar, Zhongnan U., China, 2004-2016; L'viv National U. Fulbright Scholar, 2005; KU CIBER Assoc. Faculty Director, 2002-2006; Assoc. Prof., 1984 -1993.

LANGUAGE: Ukrainian 1, French 1, Mandarin Chinese 1

OVERSEAS EXPERIENCE: France, China, Ukraine, Germany, Russia, Czech Republic, Bulgaria, Turkey, Mexico

CREES COURSES: International Business, International Management, Cross Cultural Management, Business, Culture & Society in Europe, Global Research Integrative Project, Operations Management, and Managing Change

OF DIFFERENT AREA STUDIES, INTERNATIONAL STUDIES, AND LANGUAGE COURSES TAUGHT:

SPECIALIZATION: International business, cross cultural management, organizational change and improvement.

RECENT PUBLICATIONS (1 PUBLICATION TOTAL):

- With E. Perry & D. Spencer. "The Team Establishment Process for Self-Managed Work Teams: A Model From the Field." *Team Performance Management* 19.1/2, 2013.
- With M. Bryant, M. Vigier. "What Can Happen When Business and Language Faculty Cooperate Across an Ocean?" *American Journal of Business Education* 3.11, 2010.

NAT'L/INT'L SERVICE: Designed customized improvement strategies for over a dozen firms and organizations; Subject Matter Expert on comparative economic systems, including modern day China and Russia, for the University of Foreign Military and Cultural Studies, Ft. Leavenworth, 2011-present.

UNIVERSITY SERVICE: Co-designer and Lead Teacher of the Global Research Integrative Project Class, a team taught class focused on a world industry and area of the world; KU CIBER Co-PI and Faculty Director, 2002-2006.

OUTREACH ACTIVITIES: Frequent speaker and attendee at seminars organized by International Trade Council, KC.

DISTINCTIONS: Henry A. Bubb Teaching Award, KU, 2014, 2004; Fulbright Award, Fall 2005.

28. JACOB W. KIPP

25% CREES

Adjunct Research Professor, CREES; Adjunct Professor, Dept. of History; (non-tenure)

Former Director, School of Advanced Military Studies (SAMS), U.S. Army at Ft. Leavenworth, KS

APPOINTMENT: 1987

DISSERTATIONS & THESES SUPERVISED IN THE PAST 5 YEARS: N/A

EDUCATION: PhD 1970, Russian History, Pennsylvania State U.; MA 1966, History, Pennsylvania State U.

ACADEMIC EXPERIENCE: Adjunct Prof., 1987-present; Prof. and Dean of Civilian Faculty, U.S. Army School of Advanced Military Studies, 2006-2009.

LANGUAGES: Russian 9, Polish 7, French 5, German 4

OVERSEAS EXPERIENCE: Russia, Ukraine, Central Asia, Caucasus

CREES COURSES: 19th and 20th Century Russian History and Russian Military History; Russian Strategy and Military Power, Tsarist, Soviet, & Russian (taught every year from 2014-2018).

OF DIFFERENT AREA STUDIES, INTERNATIONAL STUDIES, AND LANGUAGE COURSES TAUGHT: 1

SPECIALIZATION: Russian and Soviet military history; Soviet naval affairs; Russian and East European security

RECENT PUBLICATIONS (3 PUBLICATIONS TOTAL):

- "'Smart' Defense from New Threats. Future War from a Russian Perspective. Back to the Future After the War on Terror." *The Journal of Slavic Military Studies* 27.1, 2014.
- With Roger McDermott. "The Bear went under the mountain: is Russia's style of warfare really new?" *European Leadership Network*, 15 December 2014.

NAT'L/INT'L SERVICE: After becoming Director of the Foreign Military Studies Office (FMSO) in 2003, contributed to the development of open source analysis as a recognized intelligence discipline and expanded FMSO's area studies program into Chinese and Middle Eastern studies; Editor, *Modern War Studies* Series, University Press of Kansas; Asst. Editor, *Journal of Slavic Military Studies*; Proponent of the Human Terrain System developed by US Army to support counter-insurgency operations.

OUTREACH ACTIVITIES: Quoted in *New York Times*, *New Republic*, *Washington Times*, and *Moscow Times* on national security issues, including military aspects of the current crisis in Ukraine, *Manhattan Mercury* on Russian First-Strike Nuclear Posture; Writes for SAGE International Australia Blog, Jamestown Foundation Eurasia Daily Monitor; Consultant to Non-Proliferation Education Center, American Council on Foreign Relations.

DISTINCTIONS: Recipient of the Kapitsa Medal, Russian Academy of Natural Sciences, for contributions to international peace and security; Superior Civilian Service Award, U.S. Department of the Army; Knowlton Award of the Military Intelligence Corps for outstanding contribution to Army Intelligence.

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

29. ANI KOKOBOBO

100% CREES

Associate Professor, Slavic Languages and Literatures (tenured)

APPOINTMENT: 2011

DISSERTATIONS & THESES SUPERVISED IN THE PAST 5 YEARS: 1

EDUCATION: PhD 2011, Columbia U.; M. Phil. 2009, Columbia U.; MA 2007, Columbia U.; BA 2005, Dartmouth

ACADEMIC EXPERIENCE: Assoc. Prof, SLL, 2018-present; Assist. Prof., SLL, 2011-2018.

LANGUAGES: Albanian 10, Russian 9, Serbian/Croatian 3, French 3, Italian 3, Spanish 3, Modern Greek 3

OVERSEAS EXPERIENCE: Albania, Russia

CREES COURSES: Russian, Russian Literature, War and Violence in Russian Literature and Film, Dostoevsky

OF DIFFERENT AREA STUDIES, INTERNATIONAL STUDIES, AND LANGUAGE COURSES TAUGHT: 10

SPECIALIZATION: 19th C. Russian literature, the Russian grotesque, Tolstoy, Dostoevsky, Russian social history, religion in literature, Russian perceptions of North Caucasus, Balkan modernism; Ismail Kadare, digital humanities.

RECENT PUBLICATIONS (16 PUBLICATIONS TOTAL):

- *Russian Grotesque Realism: The Great Reforms and the Gentry Decline*. Ohio State Univ. Press, 2018.
- Kadare, Ismail. *Essays on World Literature*. Ed. & trans. by Ani Kokobobo. NY: Restless Books, 2018.
- With Clowes, Edith and Gisela Erbsloh, eds. *Russia's Regional Identities and Initiatives: The Power of the Provinces*. New York: Routledge, 2018. (Refereed).
- "Tolstoy's Enigmatic Final Hero: Holy War, Sufism, and the Spiritual Path in *Hadji Murat*." *Russian Review* 76, no. 1 (2017). (Refereed).
- With Denner, Michael and Emma Lieber, eds. "Anna Karenina in the Twenty-First Century, Special Edition of the *Tolstoy Studies Journal*." Special issue (Summer 2016). (Refereed).
- With Katherine Bowers, eds. *Russian Writers and the Fin-de-Siècle: Twilight of Realism*. Cambridge Univ. Press, 2015. (Refereed).

NAT'L/INT'L SERVICE: Editor, *Tolstoy Studies Journal*, KU, 2016-present; Co-chair AATSEEL program initiative.

UNIVERSITY SERVICE: Tolstoy Commons blog; Immigrant Stories Initiative.

OUTREACH ACTIVITIES: Faculty lecturer, *Eugene Onegin* Opera, Kaufmann Center for Performing Arts, 2017.

DISTINCTIONS: Humanities Research Fellowship, Hall Center for the Humanities, KU, Fall 2013; Harriman Junior Fellowship, Columbia University, 2010-2011; FLAS Fellowship, Serbian-Croatian, Columbia Univ., 2007-2008.

30. EVE LEVIN

100% CREES

Professor, Department of History (tenured); Editor, The Russian Review Chair, Department of History

APPOINTMENT: 2006

DISSERTATIONS & THESES SUPERVISED IN THE PAST 5 YEARS: 11

EDUCATION: PhD 1983, Indiana U.; MA 1976, Indiana U.; B.A 1975. Mount Holyoke College

ACADEMIC EXPERIENCE: Prof. History, 2006-present; Assoc. Prof. History, 2003-2006; Courtesy appt. SLL & Religious Studies, 2006-present; Assoc. Prof History, Ohio State U., 1990-2003.

LANGUAGES: Russian 8, Old Church Slavonic 8, Bosnian-Croatian- Serbian 4, Bulgarian 2

OVERSEAS EXPERIENCE: Russia

CREES COURSES: Russian, Soviet, & East European History; Russian Women's History; Russian Orthodoxy.

OF DIFFERENT AREA STUDIES, INTERNATIONAL STUDIES, AND LANGUAGE COURSES TAUGHT: 8

SPECIALIZATION: Gender, sexuality, religion, Eastern Orthodox Christianity and medicine in Russian history.

RECENT PUBLICATIONS (15 PUBLICATIONS TOTAL):

- "Anna, A Woman of Novgorod," *Portraits of Medieval Eastern Europe*, ed. Christian Raffensperger and Donald Ostrowski. London: Routledge, 2017.
- "Prison or Asylum: The Involuntary Commitment of the Insane to Monasteries in Early Modern Russia," in *Seeing Muscovy Anew: Politics—Institutions—Culture. Essays in Honor of Nancy Shields Kollmann*, ed. Michael Flier, Valerie Kivelson, Erika Monahan, D. Rowland (Bloomington: Slavica, 2017), pp. 245-262.
- Review of *Women's History in Russia: (Re)Establishing the Field*, Marianna Muravyeva and Natalia Novikova, eds. *The Historian* 78, no. 4 (Winter 2016): 821-822. (Invited).
- Review of *Desperate Magic: The Moral Economy of Witchcraft in Seventeenth-Century Muscovy*, Valerie Kivelson. *Novo Religio: The Journal of Alternative and Emergent Religions* 18 (February 2015): 124-126.

NAT'L/INT'L SERVICE: Vice President/President Elect, Early Slavic Studies Association.

UNIVERSITY SERVICE: Chair, Department of History, 2015-present; CREES Assoc. Director, 2008-2010.

DISTINCTIONS: Byron A. Alexander Graduate Mentor Award, College of Liberal Arts and Sciences, KU, 2012;

CREES Faculty Service Award, KU 2011; Graduate Teaching Achievement Award, CTE, KU, 2009; Travel to Moscow, Russia for archival research at RGADA, June-July 2007, funded by the Hall Center for Humanities, KU.

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

31. MARIE ALICE L'HEUREUX

85% CREES

Associate Professor, Department of Architecture, Design and Planning (tenured)

APPOINTMENT: 2003

DISSERTATIONS & THESES SUPERVISED IN THE PAST 5 YEARS: 11 PhD, 8 MA

EDUCATION: PhD 2002, U. of California Berkeley; MArch 1993, McGill; BArch 1978, McGill; BS 1977, McGill

ACADEMIC EXPERIENCE: Assoc. Prof., School of Architecture, Design and Planning, 2009-present; Asst. Prof., School of Architecture, Design and Planning, 2003-2009

LANGUAGES: French 10, Estonian 7, Russian 6, German 4, Spanish 3, Classical Arabic (read at low level).

OVERSEAS EXPERIENCE: Hungary, Germany, France, Ukraine, Estonia, Russia, Latvia, Lithuania, Sweden, Finland, Poland, Czech Republic, Turkey, Greece, Slovakia, Bosnia, Serbia, Croatia, Austria, Italy, Spain, Holland, Scotland

CREES COURSES: Urban Design; Socialist Cities; architectural unit in other REES courses, Intro to Russian Culture: Russian Utopias, Guest Lecture in Peter I, Catherine II, and in Biography of a City: St. Petersburg.

OF DIFFERENT AREA STUDIES, INTERNATIONAL STUDIES, AND LANGUAGE COURSES TAUGHT: 4

SPECIALIZATION: The built and cultural landscape of the Baltic region, Eastern Europe, and former Soviet Union.

RECENT PUBLICATIONS (6 PUBLICATIONS TOTAL):

- Review of the book *Russia. Modern Architectures in History*. Richard Anderson, Reaktion Books, London, 2015. *Russian Review* (Oct/Nov 2016).
- “The Twentieth-Century City: Socialist, Capitalist, Modern.” *Journal of Urban Cultural Studies* (Bristol, UK The Mill, Parnall Road, Fishponds, Bristol, BS16 3JG, United Kingdom: Intellect) 2, no. 3 (1 Sept 2015): 297-306. http://dx.doi.org/10.1386/jucs.2.3.297_1. (Invited).
- Review of *Manufacturing a Socialist Modernity: Housing in Czechoslovakia, 1945-1960*, by Kimberly Elman Zarecor. Pittsburgh, PA: Univ. of Pittsburgh Press, 2011. *REGION: Regional Studies of Russia, Eastern Europe, and Central Asia* 1, no. 1 (2012): 155–58.

NAT'L/INT'L SERVICE: Juror SHERA (Society of Historians of Eastern Europe, Eurasian and Russian Art and Architecture) Emerging Scholar Award, 2017-2019; National Fulbright Selection Committee, Architecture, New York, 2016, 2017; Peer Reviewer, *Journal of Baltic Studies*, 2012-present; Peer Reviewer, *REGION: Regional Studies of Russia, Eastern Europe, and Central Asia*, 2012-present.

UNIVERSITY SERVICE: Executive Council of Graduate Faculty, Fall 2016-present; Co-Director of Hall Centre, “The Urban Experience,” Seminar 2014-present; KU Fulbright and GDX (Graduate Exchange) Selection Committee Member, 2003-present; CREES Executive Committee, 2006-2014 and 2016-present (elected position).

DISTINCTIONS: GRF, KU, 2012-2014; International Studies Program Course Development Grants, KU, 2009-2012; New Course Development Grant, CREES, 2009-2012; Fulbright Scholar, Estonia, 2011; Jack and Nancy Bradley Excellence in Teaching Award, KU, School of Architecture, 2011.

32. JOSHUA LOLLAR

50% CREES

Lecturer, Department of Religious Studies (non-tenure)

APPOINTMENT: 2012

DISSERTATIONS & THESES SUPERVISED IN THE PAST 5 YEARS: N/A

EDUCATION: PhD 2011, U. of Notre Dame; MDiv 2006, St. Vladimir's Orthodox Theological Seminary; BA 1999, Kansas State U.

ACADEMIC EXPERIENCE: Lecturer, Dept. of Religious Studies, 2016-present;

LANGUAGES: French 4, German 1, Russian 1, Ancient Greek (professional level in translation; publishes translations of Greek patristic texts)

OVERSEAS EXPERIENCE: Serbia, Belgium, Italy

CREES COURSES: Readings in Eastern Christianity, Orthodox Church in Serbia, Greek Patristic and Byzantine Thought, Eastern Orthodox Christianity (waiting approval for fall 2018).

OF DIFFERENT AREA STUDIES, INTERNATIONAL STUDIES, AND LANGUAGE COURSES TAUGHT: 2

SPECIALIZATION: Eastern Orthodox Christianity, Greek and Syriac patristics, Byzantine culture and theology, modern Orthodox Christian thought.

RECENT PUBLICATIONS (5 PUBLICATIONS TOTAL):

- “The World as Cenobium: Greek Patristic Foundations of the Contemplation of Nature in Eastern Christianity,” *Iosif Volotskii and Eastern Christianity: Essays across Seventeen Centuries* eds. David Goldfrank, Valeria Nollan, Jennifer Spock (Washington D.C.: New Academia Publishing, 2017), 39–63.
- “Reception of Maximian Thought in the Modern Era,” *The Oxford Handbook of Maximus the Confessor* eds. Pauline Allen and Bronwen Neil (Oxford: Oxford University Press, 2015), 564-580.

NAT'L/INT'L SERVICE: Rector, St. Nicholas Orthodox Christian Church, Lawrence, KS; Instructor, St. Macrina Orthodox Institute for Diakonia and Catechesis, Diocese of Chicago and the Midwest, Orthodox Church in America.

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

33. LISA MCLENDON

25% CREES

**News and Information Track Chair, Lecturer, School of Journalism (non-tenure)
Director, Bremner Editing Center**

APPOINTMENT: 2012

DISSERTATIONS & THESES SUPERVISED IN THE PAST 5 YEARS: N/A

EDUCATION: PhD 1999, U. of Texas; MA 1995, U. of Texas; BA 1992, Truman State University

ACADEMIC EXPERIENCE: Lecturer, School of Journalism and Mass Communications (SoJ), 2012-present; Bremner Editing Center Director, SoJ, 2012-present; News and Information Track Chair, SoJ, 2017-present.

LANGUAGES: Russian 6

OVERSEAS EXPERIENCE: Russia

COURSES: Media Writing, Multimedia Editing, Multimedia Reporting, Advanced Digital Editing and Production,

SPECIALIZATION: Fact-checking and verification in news media and mass communications; effective teaching of editing and professional journalism skills; media and freedom of expression in Russia.

RECENT PUBLICATIONS (5 PUBLICATIONS TOTAL):

- *The Perfect English Grammar Workbook*. Zephyros Press, 2017.
- "Misplaced Your Modifier?" In *Copyediting.com*. 2016; "Dropping Whom, Embracing They." In Vol. 18, *Tracking Changes*. 1-3. 2nd ed. 2015.

NAT'L/INT'L SERVICE: Expert commentator, "Fake News in Russia and the U.S." on KCUR "Central Standard" radio program, reaching 15,000+ listeners in the Kansas City metro area; Expert commentator on an hour-long KCUR radio show (reaching 7,500+ listeners), reporting on the Peer-to-Peer Grant "Real News in the U.S. and Russia: Peer-to-Peer Strategies for Fact-Checking and Verification." American Copy Editors Society Education Fund, executive board, 2015-present.

UNIVERSITY SERVICE: Runs the Bremner Editing Center in SoJ; Chair, News and Information track in the SoJ; Serves on university-wide Information Literacy committee; conducts training workshops for students, professionals.

DISTINCTIONS: Peer-to-Peer Grant, U.S. Department of State, "Real News in the U.S. and Russia: Peer-to-Peer Strategies for Fact-Checking and Verification," (\$90,000), 2017-2018; Tim Bengtson Faculty Mentor Award, KU School of Journalism, 2015.

34. BRUCE W. MENNING

100% CREES

**Adjunct Professor, Department of History; Professor of Strategy (retired),
U.S. Army Command & General Staff College (non-tenure)**

APPOINTMENT: 1987

DISSERTATIONS & THESES SUPERVISED IN THE PAST 5 YEARS: N/A

EDUCATION: M.M.A.S. and Diploma 1984, General Staff Officer Course, U.S. Army Command and General Staff College; PhD 1972, Russian History, Duke U.; MA 1967, Russian History, Duke U.; BA 1965, St. John's U.

ACADEMIC EXPERIENCE: Adjunct Prof., History and REES, 2011-present; Prof. of Strategy, U.S. Army Command and General Staff College (CGSC), 2005-2011; Instructor of National Security Affairs, CGSC, 1993-2004.

LANGUAGES: Russian 8, German 5.

OVERSEAS EXPERIENCE: Russia

CREES COURSES: Russian/Soviet Military History; Post-Cold War Europe and Soviet Successor States; Russian and East European Area Studies, International Security Affairs.

SPECIALIZATION: Late Imperial and early Soviet military history and affairs.

RECENT PUBLICATIONS (10 PUBLICATIONS TOTAL):

- *Pulia i shtyk*. (Moscow: Iz. Dom REGNUM/Modest Kolerov, Selecta XXIII, 2016), pp. 424.
- "The Russian Threat Estimate, 1910-1914." *The Wars before the War*. Eds. William Mulligan, et al. Cambridge, 2014.
- Translator. *Evolutsiia operativnogo iskusstva / Evolution of Operational Art*, by G.S. Isserson. Combat Studies Institute Press. 2013.

NAT'L/INT'L SERVICE: Editorial Board, *Russkii sbornik*, Moscow, 2010-2014; Editorial Board, *Vestnik Saratovskogo universiteta*, 2013; Project Advisor, Cambridge Univ. Press, 2011; Expert Witness, Regional Court Munich II, Germany, criminal proceedings against John Demjanuk for aiding and abetting in mass murder, 2010.

OUTREACH ACTIVITIES: Hosted Professor Olga Porshneva, Russian historian at Ural State Univ. (guest speaker for CREES and the World War I Symposium, commemorating 100 years since the U.S. entered WWI).

DISTINCTIONS: Guest lecturer, Penza University, 2012, 2014; Merit Performance Award, U. S. Army Command & General Staff College, 2005, 2006; Co-organizer and commentator, international conference to mark the centennial of the Russo-Japanese War, Keio University, Tokyo, Japan, 2005.

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

35. GERALD E. MIKKELSON

100% CREES

Professor Emeritus, REES (tenured)

APPOINTMENT: 1967

DISSERTATIONS & THESES SUPERVISED IN THE PAST 5 YEARS: N/A

EDUCATION: PhD 1971, U. of Wisconsin; MA 1963, U. of Wisconsin; BS 1959, Russian, U. of Wisconsin

ACADEMIC EXPERIENCE: Prof., REES, October 2004-2017; Prof., SLL, 1984-2004; Assoc. Prof. SLL, 1974-1984; Asst. Prof. SLL, 1971-1974; Acting Asst. Prof. SLL, 1967-1971.

LANGUAGES: Russian 9, Serbian/Croatian 2, German 2, French 2

OVERSEAS EXPERIENCE: Russia

CREES COURSES: Advanced Russian, Biography of a City: St. Petersburg, Translation in Theory and Practice, War and Peace in Russian Culture, Siberia: Yesterday and Today, Siberia: Russia's Eastern Frontier

SPECIALIZATION: Pushkin's life and works; Valentin Rasputin and other contemporary Russian writers; Siberia

RECENT PUBLICATIONS (3 PUBLICATIONS TOTAL):

- Review of *the Way of Kinship: An Anthology of Native Siberia Literature*, translated and ed. by Alexander Vashchenko and Claude Clayton Smith, forward by N. Scott Momaday. Minneapolis: Univ. of Minnesota Press, 2010. *Slavic and East European Journal* 57, no.2, Summer 2013.
- Review of *Young Pushkin: A Novel*, by Yury Tynyanov. Translated from Russian by Anna Kurkina Rush and Christopher Rush (NY: Rooker/Overlook, 2008). *Slavic and East European Journal* 57, no. 1 (2013).

NAT'L/INT'L SERVICE: Petropol' Award for outstanding contributions to the cultural life of St. Petersburg, Russia, 2012; Elected President of Russian-American Int'l Studies Assoc. (RAISA), responsible for American participation in the annual Russian-American Seminar at St. Petersburg State University, Russia, 2007-present.

UNIVERSITY SERVICE: Affiliated Faculty, Global Indigenous Nations Studies, 2008.

DISTINCTIONS: Dobro Slovo, National Slavic Honor Society; Finalist for KU all-university H.O.P.E. award for teaching excellence, 2012; Special recognition for outstanding teaching, chosen by undergraduate majors in REES, KU, 2012; Internationalizing the Curriculum, \$850 stipend for REES 513 Siberia: Russia's Eastern Frontier, 2009.

36. MEHRANGIZ NAJAFIZADEH

100% CREES

Associate Professor, Department of Sociology (tenured)

APPOINTMENT: 1992

DISSERTATIONS & THESES SUPERVISED IN THE PAST 5 YEARS: 2 Ph.D, 37 MA

EDUCATION: PhD 1985, Sociology, KU; MPhil 1984, Sociology, KU; MA 1978, Ohio U.; BA, Tehran U., 1975.

ACADEMIC EXPERIENCE: Assoc. Prof., Sociology, 1993-present; Assoc. Dir, CLACS, 1996-2001, 1993-1994; KU, Visiting Assoc. Prof., Sociology, 1992-1993; Fulbright Scholar Visiting Professor, Baku State University, Republic of Azerbaijan, 2004, Mount St. Mary's College, Asst/Assoc. Prof., Sociology, 1985-1992.

LANGUAGES: Azeri 10, Farsi/Persian 10, Spanish 4

OVERSEAS EXPERIENCE: Azerbaijan

CREES COURSES: Gender in the Global Context; Global Social Change, Third World and Newly Independent States, Comparative Societies, Sociological Theory.

OF DIFFERENT AREA STUDIES, INTERNATIONAL STUDIES, AND LANGUAGE COURSES TAUGHT: 5

SPECIALIZATION: Gender and social change in Azerbaijan and Latin America.

RECENT PUBLICATIONS (6 PUBLICATIONS TOTAL):

- "Social Entrepreneurship, Social Change, and Gender Roles in Azerbaijan." In *Handbook of Entrepreneurship in Developing Economies*, ed. by Colin C. Williams and Anjula Gurtoo, 278-294. London: Routledge, 2016. (Refereed).
- "Sources and Methods: Azerbaijan, Post-Soviet Period." In *Encyclopedia of Women and Islamic Cultures*, ed. by S. Joseph. Leiden & Boston: Brill, 2015.
- "Poetry, Azeri IDP/Refugee Women, and the Nagorno-Karabakh War." In Vol. 32, *The Journal of Third World Studies*. 13-43. Spring 2015. (Refereed).
- *Azerbaijani Women and Islam: Social Change and Narratives of Women in Azerbaijan*. Washington, DC: American Councils for International Education, U.S. Dept. of State Program for Research on Eastern Europe and the Independent States of the Former Soviet Union (Title VIII), 2013.

NAT'L/INT'L SERVICE: American Councils for Int'l. Ed. Research Fellow, Azerbaijan, 2013; U.S. Embassy Policy Specialist, IREX, Azerbaijan, 2010; American Councils Research Fellow, U.S. Dept. of State Program for the Study of E. Europe and the Independent States of the former Soviet Union, Azerbaijan, 2009.

DISTINCTIONS: Fulbright Senior Specialist Program, U.S. Dept of State, 2015-2020; American Philosophical Society Research Grant Award, 2016-2018; International Programs Humanities Research Grant Award, 2016; Chancellor John Fraser Teaching Award, 2014.

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

37. MARTIN NEDBAL

50% CREES

Assistant Professor, School of Music (tenure-track)

Faculty, Masterworks of Music in Vienna and Prague (KU Study Abroad Program)

APPOINTMENT: 2016

DISSERTATIONS & THESES SUPERVISED IN THE PAST 5 YEARS: N/A

EDUCATION: PhD 2009, U. of Rochester; MA 2006, U. of Rochester; M.M. 2004, Syracuse U.

ACADEMIC EXPERIENCE: Asst Prof. of Musicology, 2016-present; Assoc. Prof. of Music, U. of Arkansas, 2015-2016; Asst Prof. of Music, U. of Arkansas, 2009-2015.

LANGUAGES: Czech 10, German 9, Russian 8, Italian 4, French 4

OVERSEAS EXPERIENCE: Czech Republic, Austria, Russia, Slovakia

CREES COURSES: Masterworks of Music in Vienna and Prague

OF DIFFERENT AREA STUDIES, INTERNATIONAL STUDIES, AND LANGUAGE COURSES TAUGHT: 1

SPECIALIZATION: Opera history in Central and Eastern Europe, Mozart, Czech music.

RECENT PUBLICATIONS (9 PUBLICATIONS TOTAL):

- “Prague’s Estates Theater, Mozart, and Bohemian Patriotism,” Mozart Society of America, 2017.
- “František Šír’s First Czech Translation of Mozart’s Final *Opera Buffa* and the Reception of *Così fan tutte* in Prague 1791-1831,” *Divadelní revue* 27, no. 2 (Fall 2016): 53-70.
- “Preaching (German) Morals in Vienna: The Case of Mozart and Umlauf,” in *Mozart in Prague: Essays on Performance, Patronage, Sources, and Reception*, ed. Kathryn L. Libin, 277-86 (Prague: Mozart Society of America, Society for Eighteenth-Century Music, and Czech Academy of Sciences, 2016).

NAT’L/INT’L SERVICE: Mozart Society of America, board of directors member, membership committee chair.

UNIVERSITY SERVICE: Teaches “Masterworks of Music” on major works of classical music in the social and political contexts of early modern Central Europe, at the study abroad program in Prague and Vienna.

DISTINCTIONS: Seed Funding for the Arts and Humanities Projects, Univ. of Arkansas, 2015 (\$5,000); William Holmes/Frank D’Accone Endowment Grant for Travel and Research in the History of Opera, American Musicological Society, 2013 (\$2,000); Honors Interdisciplinary Colloquium Development Grant, Honors College, Univ. of Arkansas, 2013 (\$25,000).

38. SHANNON O’LEAR

50% CREES

Professor, Department of Geography and Environmental Studies (tenured);

Director, Center for Global and International Studies

APPOINTMENT: 2004

DISSERTATIONS & THESES SUPERVISED IN THE PAST 5 YEARS: 7 PhD, 4 MA

EDUCATION: PhD 1997, Syracuse U.; MA 1992, U. of Colorado; BA 1990, U. of Colorado

ACADEMIC EXPERIENCE: Prof., Geography and Environmental Studies Program, 2015-present; Assoc. Prof., 2007-2015; Asst. Prof., 2004-2007; Asst. Prof., Geography, 2001-2004, Univ. of Illinois at Urbana-Champaign.

LANGUAGES: Russian 5, Azeri 2

OVERSEAS EXPERIENCE: Armenia, Azerbaijan

CREES COURSES: Human Geography; Geopolitics of Russia and Eurasia; Environmental Policy; Eurasian Security and Geopolitics (co-taught with M. Omelicheva); Environmental Geopolitics.

OF DIFFERENT AREA STUDIES, INTERNATIONAL STUDIES, AND LANGUAGE COURSES TAUGHT: 6

SPECIALIZATION: Resource conflict and resource wealth impacts in the Caspian Sea and Caucasus regions.

RECENT PUBLICATIONS (13 PUBLICATIONS TOTAL):

- *Environmental Geopolitics*. Rowman & Littlefield, 2018. (Refereed).
- “Unconventional Classroom: Critical Work with Special Operations Forces Officers.” *Annals of the Association of American Geographers* 106, no. 3 (2016): 536-542. (Invited) (Refereed).
- “Climate Science and Slow Violence: A view from political geography and STS on mobilizing technoscientific ontologies of climate change.” *Political Geography* 52 (2016): 4-13.
- With David J. Trimbach. “Russians in Estonia: Is Narva the Next Crimea?” *Eurasian Geography and Economics* 56, no. 5 (2015): 1-12. (Refereed);

NAT’L/INT’L SERVICE: Editorial board member, *Eurasian Geography and Economics*.

UNIVERSITY SERVICE: Director, Center for Global and International Studies.

DISTINCTIONS: CREES Course Dev. Grant for “Eurasian Security and Geopolitics”; KU General Research Fund Award, manuscript development, “Corridors of Power: Environmental and Security Impacts of Oil Pipeline and Railway Development in Azerbaijan and Georgia”; NSF grant to support a two-year project, *Geography of Environmental Conflict: The Case of Azerbaijan*.

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

39. MARIYA Y. OMELICHEVA

100% CREES

Professor, Department of Political Science (tenured)

APPOINTMENT: 2007

DISSERTATIONS & THESES SUPERVISED IN PAST FIVE YEARS: 11 Ph.D., 7 MA, 1 Honors Student

EDUCATION: PhD. 2007, Purdue U.; MA 2002, Purdue U.; JD 2000, Moscow National Law Academy

ACADEMIC EXPERIENCE: Prof., 2018-present; Assoc. Prof., 2012-2018; CREES Director, 2013-2015; CREES Acting Director, 2012-2013; CREES Assoc. Director, 2010-2012; Asst. Prof., 2007-2012.

LANGUAGES: Russian 10

OVERSEAS EXPERIENCE: Finland, Estonia, Georgia, Kazakhstan, Kyrgyzstan, Uzbekistan, Russia.

CREES COURSES: Trafficking, Organized Crime and Terrorism: U.S. Government Response; Eurasian Security and Geopolitics; Introduction to International Politics; Russian Foreign Policy; International Human Rights.

OF DIFFERENT AREA STUDIES, INTERNATIONAL STUDIES, AND LANGUAGE COURSES TAUGHT: 7

SPECIALIZATION: Eurasian security and geopolitics of Central Asia, Russian foreign policy, counterterrorism and human rights, terrorism/trafficking nexus, Islam and politics, democracy/autocracy promotion in Central Asia.

RECENT PUBLICATIONS (21 PUBLICATIONS TOTAL):

- With Lawrence Markowitz. *The Trafficking/Terrorism Nexus: Mapping Security Threats and State Responses in Central Asia*, under contract with Columbia University Press, 2018.
- "Russia's Counterterrorism Policy: Variations on an Imperial Theme." In *The Palgrave Handbook of Global Counterterrorism Policy*, ed. Scott Romaniuk, et. al., Palgrave. 515-534. 2017.
- *Democracy in Central Asia? Competing Perspectives and Alternate Strategies*. U. of Kentucky Press, 2015.

NAT'L/INT'L SERVICE: Chair, Central Asian States section, MPSA, 2017; *Crime-Terror Nexus and Government Response*, course prepared and taught for DJIMO and CGSC Ft. Leavenworth, KS 2018; *Dilemmas of International Politics*, course funded by US Special Operations Commands and tailored for Special Operation Forces 2013, 2014; Edit. Board, *Studies of Conflict and Terrorism*; Provided expert testimony for asylum seekers from REE region.

UNIVERSITY SERVICE: Member, Advisory Board, Global Awareness Program, 2017.

OUTREACH ACTIVITIES: Numerous interviews and commentary, in regional and national media, on Ukraine-Russian relations and counterterrorism and security in Central Asia; Talk (by Skype) with K-6 students, NJ, 2014.

DISTINCTIONS: Trafficking/Terrorism Nexus in Eurasia, The Minerva Research Initiative (\$953,000), U.S. Dept. of Defense, 2015-2018 (PI; with co-PI Lawrence Markowitz); Eco-Reps: Peer-to-Peer Sustainability Outreach, Dept. of State, U.S.-Russia Peer-to-Peer Dialogue Program (\$100,000), 2014-2015; Kansas Anti-Human Trafficking and Slavery Initiative, KU, Level II Strategic Initiative Grant (SIG) (\$39,809), 2013-2014.

40. RENEE PERELMUTTER

100% CREES

Associate Professor, Slavic Languages and Literatures, Jewish Studies (tenured)

APPOINTMENT: 2008

DISSERTATIONS & THESES SUPERVISED IN THE PAST 5 YEARS: 1

EDUCATION: PhD 2008, U. of California, Berkeley; MA 2003, U. of California, Berkeley; BA 2001, Hebrew U.

ACADEMIC EXPERIENCE: Assoc. Prof., 2014-present; Asst. Prof, SLL with teaching duties in Jewish Studies program, 2008-2014; CREES Assoc. Director, 2012-2014; Research Assistant, Hebrew Univ., Israel, 1998-2001.

LANGUAGES: Russian 10, Hebrew 10, Ukrainian 8, Yiddish 8, Bulgarian 7, Czech 2, Polish 2; Reading knowledge of: French 1, German 1, Old Church Slavic 1, Old Russian 1, Ruthenian 1, Old Norse 1, Middle Welsh 1

OVERSEAS EXPERIENCE: Bulgaria, Ukraine, Russia, Israel

CREES COURSES: Slavic folklore, Secular Jewish Culture, Jewish folklore.

OF DIFFERENT AREA STUDIES, INTERNATIONAL STUDIES, AND LANGUAGE COURSES TAUGHT: 13

SPECIALIZATION: Yiddish and Slavic morphosyntax and pragmatics, general and Jewish folklore, Jewish culture.

RECENT PUBLICATIONS (47 PUBLICATIONS TOTAL):

- "Shaming, group face, and identity construction in a Russian virtual community for women." In *Interdisciplinary approaches to im/politeness*, ed. by Marina Terkourafi. AILA Applied Linguistics Series, 14. John Benjamins, 2015. ISBN: 9789027205322 (Refereed).
- "Resisting folklore: Folk belief and motherhood in Russian-language forums for women." *Western Folklore* 73, no. 2 (2014): 257-279. (Refereed).

NAT'L/INT'L SERVICE: Founder and Co-Editor, *Stone Telling*, a magazine of boundary-crossing diverse speculative poetry (with Shweta Narayan). [As Rose Lemberg], 2010-2015.

DISTINCTIONS: Created and co-presented gender diversity training for KU language instructors. CREES Faculty Service Award, 2014; Barbara Showen Undergraduate Research Mentor Award (2nd place), 2014.

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

41. JONATHAN PERKINS

50% CREES

Director, Ermal Garinger Academic Resource Center; Co-PI, KU Language Training Center (non-tenure)

APPOINTMENT: 2007

DISSERTATIONS & THESES SUPERVISED IN THE PAST 5 YEARS: N/A

EDUCATION: PhD 2006, KU; MA 1993, KU; BA 1990, Middlebury College.

LANGUAGES: Russian 7, Polish 2, Spanish 2, French 2

OVERSEAS EXPERIENCE: Russia, Belarus, Estonia, Lithuania, Georgia, Armenia, Poland

CREES COURSES: Beginning Russian I and II, Slavic folklore, Russian culture.

OF DIFFERENT AREA STUDIES, INTERNATIONAL STUDIES, AND LANGUAGE COURSES TAUGHT: 2

RECENT PUBLICATIONS (2 PUBLICATIONS TOTAL):

- With L. de Benedette, W. J. Comer, and A. Smyslova. *Между нами: An Interactive Introduction to Russian*. KU, 2015. Web. <http://mezhdunami.org>.
- With K. Cunningham. "The LLC as Facilitator in Integrating Web 2.0 Applications into the Language Curriculum," *Management Manual of the International Assoc. of Language Learning & Technology*, 2013.

UNIVERSITY SERVICE: Teaches Beginning Russian I and II. KU Libraries Textbook Working Group, 2017-present; Exec. Committee, CREES, 2013-2014, 2017-present; Chair, Alumni Engagement Working Group and Member of Steering Committee, Next Generation Humanities PhD NEH Planning Grant, 2016-2017; Executive Board, School for Languages, Literatures and Cultures, 2014-present; Co-Chair, Taskforce for Creation of Unified Staff Senate, 2014-2015.

OUTREACH ACTIVITIES: Advisory Committee Member, E-ReTool: The Reading Tool to Solve a Critical Challenge in Russian Language Flagship Programs, Portland State University. Collaborative Technology Innovation Initiative Award, National Security Education Program, AY 2017-18; Membership Coordinator, International Association for Language Learning Technology, 2015-present; Webmaster, Slavic and East European Folklore Assoc., 2008-2015.

DISTINCTIONS: Best Contribution to Language Pedagogy Award for *Между нами* [<http://mezhdunami.org>], American Assoc. of Teachers of Slavic and East European Languages, 2018; Co-PI, Building Language Capacity to Meet National Security Needs: KU Language Training Center, funded by Institute for International Education, 2013-2019; Computer Assisted Language Instruction Consortium 2016 "Access to Language Education Award" for *Между нами* [<http://mezhdunami.org>].

42. BARBARA PHIPPS

25% CREES

**Associate Professor, Department of Teaching & Leadership, School of Education;
Director, Center for Economic Education (tenured)**

APPOINTMENT: 1990

DISSERTATIONS & THESES SUPERVISED IN THE PAST 5 YEARS: 3 PhD, 1 MS

EDUCATION: PhD 1986, Kansas State U.; MS 1974, Southern Illinois U.; BA 1972, Southern Illinois U.

ACADEMIC EXPERIENCE: Assoc. Prof., Dept. of Curriculum and Instruction, 1995-present; Affiliated Faculty, CREES, 2000-present; Asst. Prof., 1990-1995; Affiliated Faculty, CGIS, 2009-present.

LANGUAGES: Spanish 6, Bulgarian 3, Russian 2, Croatian 2

OVERSEAS EXPERIENCE: Bulgaria, Portugal, Lithuania, Armenia, Belarus, Romania, Ukraine, Russia

CREES COURSES: Comparative Educational Systems, International Issues in the K-12 Classroom, Teaching about Economies in Transition, Multicultural Education

OF DIFFERENT AREA STUDIES, INTERNATIONAL STUDIES, AND LANGUAGE COURSES TAUGHT: 7

SPECIALIZATION: Teaching economics in transitional states.

RECENT PUBLICATIONS (1 PUBLICATION TOTAL):

- With D. Bushati. "Teacher training and economics understanding of Albanian high school students." *International Review of Economic Education* (London, UK: Elsevier) 14, no. (Sept 2013): 46-56.
- "Attitudes of Economic Educators toward Markets in Eastern Europe & the former Soviet Union by Reform Status of the Educator's Country." *Jrnl of Economics & Economic Education Research* 11.3, 2010.

NAT'L/INT'L SERVICE: Faculty Member, National Council on Economic Education Cooperative Educational Exchange Program; Taught economics and economic education seminars to secondary and university educators in Eastern Europe & the Former Soviet Union, teaching 20 6-day economics seminars, consulted in organizational development, and participated in 2 international conferences during 1997-2007.

UNIVERSITY SERVICE: CREES Faculty Service Award 2007

DISTINCTIONS: Teaching Fellow, National Council on Economic Education, Int'l. Econ. Ed. Seminars in Estonia, Belarus, Latvia, Lithuania, and Poland, 1997-present; Distinguished Research Award, Academy for Economics and Economic Education, 2010; Andrew Heiskill Award for Innovation in International Education, Institute of Int'l. Ed., 2009; PI, Integrating Information Books into Early Childhood Classrooms. General Research Fund, KU.

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

43. MARTA PIRNAT-GREENBERG

100% CREES

Lecturer, Department of Slavic Languages and Literatures (non-tenure)

APPOINTMENT: 2001

DISSERTATIONS & THESES SUPERVISED IN THE PAST 5 YEARS: N/A

EDUCATION: MA 1995, Candidate, SLL, U. of Ljubljana, Slovenia; BA 1982, Slovene Language and Literature, specialization in linguistics and language pedagogy, U. of Ljubljana.

ACADEMIC EXPERIENCE: Lecturer in BCS and Slovene languages, SLL, 2001-present; Slovene language instructor, SLL, 1993; Free-lance translator, 1990-2001; Indiana U., Slovene instructor, SWSEEL, 1990-1996.

LANGUAGES: Slovene 10, Croatian-Serbian 10, Czech 6, Russian 5, French 4, German 3

OVERSEAS EXPERIENCE: Slovenia, Croatia, Serbia, Bosnia, Montenegro, Macedonia, Czech Republic, Bulgaria,

CREES COURSES: Bosnian-Croatian-Serbian (BCS) and Slovene Languages

OF DIFFERENT AREA STUDIES, INTERNATIONAL STUDIES, AND LANGUAGE COURSES TAUGHT: 6

SPECIALIZATION: Slovene linguistics, South Slavic language pedagogy.

RECENT PUBLICATIONS (2 PUBLICATIONS TOTAL):

- “Jezikovno odraščanje ameriško-slovenskih milenijcev.” [Raising Bilingual American-Slovene Millennials.] *Dialogi* 52.7–8 (2016): 81–88.
- *Supplementary Materials for Reading Svašta u mojoj glavi, a story by Miro Gavran*. February 2, 2015. <http://hdl.handle.net/1808/16452>.
- *Colloquial Slovene. A Complete Language Course*. London: Routledge. 2011.

NAT'L/INT'L SERVICE: Member, Association of Scientific and Technical Translators of Slovenia;

Exec. Council Member, Society for Slovene Studies 2002-08; Courtesy translation services to the Society for Slovene Studies, *Slovene Studies (Journal of SSS)*; Referee to *Slovene Studies*, *Balkanistica*, Routledge, Oxford University Press, American Literary Translators Association; Proficiency testing in BCS and Slovene for various U.S. academic institutions (Loyola Univ. Chicago, Yale, Baylor, Purdue).

UNIVERSITY SERVICE: Organizes and hosts BCS film evenings; Organizes and moderates BCS conversation table once a week; FLAS proficiency tester for BCS and Slovene.

OUTREACH ACTIVITIES: Slovene story-telling with activities for preschool children, Lawrence Public Library, 2015, 2017; Designed experiential learning project connecting students with Croatian ethnic community in the area, 2012; Provided language and cultural consulting to Slovene honorary consul.

DISTINCTIONS: CREES KU Faculty Service Award for contributions to South Slavic language education and outreach to the community, 2016; CREES KU Curriculum Development Grant: Online Language Instruction of LCTLs Grant, 2014; CREES KU Curriculum Development Grant: to develop online language materials for intermediate high/advanced Bosnian/Croatian/Serbian.

44. ESRA PREDOLAC

100% CREES

Lecturer, Department of Slavic Languages and Literatures (non-tenure)

APPOINTMENT: 2013

DISSERTATIONS & THESES SUPERVISED IN THE PAST 5 YEARS: N/A

EDUCATION: PhD 2017, Linguistics, Cornell U.; MA 2007, Syracuse U.; M.A., BA 2001, Hacettepe U., Ankara.

ACADEMIC EXPERIENCE: Lecturer of Turkish, 2013-present; Coordinator of Critical Languages Consortium, 2015-present; Instructor of English and Language Teaching Materials Developer, Ankara University, 2002-2005.

LANGUAGES: Turkish 10, German 9

PEDAGOGY TRAINING: Four day PI Assessment Workshop led by a trainer from ACTFL; has applied to obtain an ACTFL Oral Proficiency Interview (OPI) Tester Certification.

OVERSEAS EXPERIENCE: Extensive overseas experience in Turkey and Germany

CREES COURSES: Elementary Turkish, Intermediate Turkish, and Advanced Readings in Turkish

OF DIFFERENT AREA STUDIES, INTERNATIONAL STUDIES, AND LANGUAGE COURSES TAUGHT: 5

SPECIALIZATION: Syntax and its interfaces (clausal complements, nominalization, embedded root phenomena)

RECENT PUBLICATIONS (2 PUBLICATIONS TOTAL):

- “The Indicative and Subjunctive Moods in Turkish.” Forthcoming in *the Proceedings of Tu+2, Indiana University Press/ Indiana University Working Papers in Linguistics*.
- “Bare CPs and Bare Object NPs in Turkish.” In *Syntax, Phonology and Language Analysis 6* (SinFonJA6) Proceedings, 2015.

OUTREACH ACTIVITIES: Presenter, “International Nights: Turkey,” (96 in attendance), KU 2018; Contributed cultural information on Turkey, and Turkish music and food for the CREES Spring Festival, 2017.

DISTINCTIONS: Department Teaching Grant, Center for Teaching Excellence, on behalf of the Critical Languages Consortium, 2016-2017; Teaching-Related Education and Travel (TREAT) Grant, 2015-2016.

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

45. IVANA RADOVANOVIC

100% CREES

Associate Professor, Department of Anthropology (tenured)

APPOINTMENT: 2001

DISSERTATIONS & THESES SUPERVISED IN THE PAST 5 YEARS: 1

EDUCATION: PhD 1993, U. of Belgrade; MA 1979, U. of Belgrade; BA 1975, U. of Belgrade

ACADEMIC EXPERIENCE: Assoc. Prof., Anthropology, 2007-present; Asst. Prof., Anthropology, 2001-2007; U. of Durham, Visiting Scholar, Archaeology, 2000-2001; U. of Durham, Visiting Prof., 2001; Institute of Archaeology, Belgrade, Serbia, Senior Research Fellow, 1998-2001

LANGUAGES: Bosnian-Croatian-Serbian-Montenegrin 10, French 8, German 7, Italian 5, Romanian 4, Polish 4.

OVERSEAS EXPERIENCE: Serbia, Britain

CREES COURSES: Prehistory of Europe; Prehistory of Art; Prehistoric Material Culture.

OF DIFFERENT AREA STUDIES, INTERNATIONAL STUDIES, AND LANGUAGE COURSES TAUGHT: 5

SPECIALIZATION: Archaeology of Southeastern Europe, prehistoric technologies, theory of archeology and archeological methods, ideology and belief systems of prehistoric hunter-gatherers, technology and material culture of hunter-gatherers of Danube Basin.

RECENT PUBLICATIONS (2 PUBLICATIONS TOTAL):

- With Bonsall, C., G. Cook, C. Pickard, K. McSweeney, K. Sayle, L. Bartosiewicz, T. Higham, A. Soficaru, and A. Boroneant. "Food for Thought: Re-assessing Mesolithic Diets in the Iron Gates." *Radiocarbon* 57, no. 4 (September 2015): 11. doi:10.2458/azu_rc.57.18440. (Invited) (Refereed).
- With Rolfe Mandel and Dusan Mihailovic. "Mesolithic settlement in the Iron Gates region: integrating current archaeological and geoarchaeological evidence." In *Palaeolithic and Mesolithic Research in the Central Balkans*, edited by Dušan Mihailović, 139-151. Belgrade: Serbian Archaeological Society, 2014.
- "Stratigraphy and Settlement, Habitations, Burial Practice, Belief System, Art." In *Lepenski Vir Guide*, ed. by B. Mihailović, 37-67. Belgrade: National Museum, 2012. (Invited) (Refereed).

NAT'L/INT'L SERVICE: Director of excavations in Vojvodina, Serbia, and Montenegro.

DISTINCTIONS: General Research Fund, KU, 2014-2015; Hall Center for Humanities Revise and Resubmit Incentive Award., KU, 2012, 2013; NSF Archaeology Program Award, KU, 2011-2013.

46. ROBERT ROHRSCHEIDER

50% CREES

Distinguished Professor of Int'l Public Opinion and Survey Research, Dept. of Political Science (tenured)

APPOINTMENT: 2009

DISSERTATIONS & THESES SUPERVISED IN THE PAST 5 YEARS: 11

EDUCATION: PhD 1989, Florida State U.; BA 1983, University of Freiburg, Germany

ACADEMIC EXPERIENCE: Sir Robert Worcester Distinguished Prof. of International Public Opinion and Survey Research, Political Science, 2008-present; Prof., Indiana U., 2001-2008; Assoc. Prof., Indiana U., 1997-2001; Asst. Prof., Indiana U., 1991-1997; Director, West European Studies Institute, Indiana U., 2004.

LANGUAGES: German 10

OVERSEAS EXPERIENCE: Netherlands, Germany, Italy, Hungary, Poland, Belgium

CREES COURSES: Comparative Behavior, European Politics, German Politics

OF DIFFERENT AREA STUDIES, INTERNATIONAL STUDIES, AND LANGUAGE COURSES TAUGHT: 3

SPECIALIZATION: Democratic Transitions; European Public Opinion and Parties; European Integration.

RECENT PUBLICATIONS (16 PUBLICATIONS TOTAL):

- With S. Poppa, and Hermann Schmitt. "Polarizing Without Legitimizing: The Effect of Lead Candidates' Campaigns on Perceptions of the EU Democracy." *Electoral Studies*, no. 44 (30 December 2016): 469-482.
- With S. Whitefield. "Responding to Growing EU-skepticism? The Stances of Political Parties Towards European Integration in Western and Eastern Europe Following the Financial Crisis." *European Union Politics* 17, no. 1 (10 February 2016): 138-161. (Refereed).
- With S. Whitefield. "The Salience of European Integration to Party Competition: Western and Eastern Europe Compared." *East European Politics and Society* 29, no. 1 (Jan 2015): 12-39.

UNIVERSITY SERVICE: Organized the conference, "The European Parliament Election 2014 in Times of Economic Duress," KU, April 2015.

NAT'L/INT'L SERVICE: Editorial Board, *The Journal of Politics*, 2009-2013; Editorial Board, *Electoral Studies*, 2002-present.

DISTINCTIONS: Awarded grant through the British Academy to fund an expert survey, 2018 (with Stephen Whitefield); Guest Professorship, Univ. of Vienna (Oct 2016-Feb 2017); Fulbright Visiting Professorship, Univ. of Oxford (Spring 2016); Guest Professorship, Wissenschaftszentrum Berlin (Summer 2012).

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

47. BRIAN ROSENBLUM

25% CREES

Scholarly Digital Initiatives Librarian (tenured)

APPOINTMENT: 2005

DISSERTATIONS & THESES SUPERVISED IN THE PAST 5 YEARS: N/A

EDUCATION: MSI 1999, U. of Michigan; MA 1992, Claremont Graduate School; BA 1990, U. of Colorado

ACADEMIC EXPERIENCE: Co-director, Institute for Digital Research in the Humanities, 2010–Present; Head, Center for Faculty Initiatives and Engagement, 2013-2015; Librarian, 2016–Present; Assoc. Librarian for Digital Scholarship, 2008–2016.

LANGUAGES: Czech 4

OVERSEAS EXPERIENCE: Serbia, Bulgaria, Czech Republic, Kyrgyzstan

SPECIALIZATION: Digital humanities, digital publishing, scholarly communication, international librarianship.

RECENT PUBLICATIONS (7 PUBLICATIONS TOTAL):

- With Arienne Dwyer. "Co-piloting a digital humanities center: a critical reflection on a libraries-academic partnership." In *Laying the Foundation: Digital Humanities in Academic Libraries* (Purdue University Press), edited by John W White and Heather Gilbert. 2016. Forthcoming. (Refereed).
- With Tami Albin, Fran Devlin, and Wade Garrison. "Collaboration and co-teaching: librarians teaching digital humanities in the classroom." In *Digital Humanities in the Library: Challenges and Opportunities for Subject Specialists*, ed. by Arianne Hartsell-Gundy, Laura Braunstein, and Liorah Golomb, 151-175. Association of College and Research Libraries, 2015. <http://hdl.handle.net/1808/17633>. (Refereed).

NAT'L/INT'L SERVICE: Member, Modern Language Assoc., 2013-present; Assoc. for Computing in the Humanities, 2012-present; Librarians Without Borders, 2006-2010; American Library Association: International Relations Round Table, 2005-2010; KS Library Assoc., 2005-2007; Mountain Plains Library Association, 2005-2007; Member, Fulbright Senior Specialists Program, Discipline Peer Review Comm. for Library Science, 2007-2008; Member, Planning Comm., Sofia 2006/2008 Library Conference, Sofia, Bulgaria, 2006-08.

DISTINCTIONS: Anschutz-Budig Outstanding Librarian Award, U. of Kansas, September 2015; Keeler Intra-University Professorship, KU Fall 2010.

48. REBECCA ROVIT

100% CREES

Associate Professor, Department of Theatre (tenured)

APPOINTMENT: 2009

DISSERTATIONS & THESES SUPERVISED IN THE PAST 5 YEARS: 2

EDUCATION: PhD 1989, Florida State U.; MA 1985, U. of Virginia; BA 1981, Bucknell U.

ACADEMIC EXPERIENCE: Assoc. Prof., 2016-present; Asst. Prof., Theatre, 2009-2016; Ind. Scholar, 1994-2008; Indiana U., Vis. Asst. Prof., Theatre & Drama, 1993; Illinois State U., Asst. Prof., Theatre, 1990-1991; U. of Kentucky, Instructor, English, 1989-1990

LANGUAGES: German 9, French 8, Dutch 4, Spanish 3

OVERSEAS EXPERIENCE: Vienna, Austria; Netherlands, Belgium

CREES COURSES: Theatre History; Script Analysis; Modern European Drama; German Theatre in the Unified Germany; Theatre and the Holocaust: Jewish Artistic production in Nazi Germany.

OF DIFFERENT AREA STUDIES, INTERNATIONAL STUDIES, AND LANGUAGE COURSES TAUGHT: 4

SPECIALIZATION: Cultural heritage of the Holocaust (1933-1945), including art produced by prisoner-artists in situ and the role of the performing arts under duress: within Germany's Third Reich, and in ghetto and camp settings.

RECENT PUBLICATIONS (9 PUBLICATIONS TOTAL):

- "Parsing the Jewish Question: Ethical Witnessing, Tabori's Legacy, and the Theatrical Representation of the Holocaust." In *Taboos That Must Be Broken: Holocaust Theatre and the Legacy of George Tabori*, ed. by David Z. Saltz and Martin Kagel. University of Michigan Press, 2017. Forthcoming. (Invited)
- "Editor's Note." *Journal of Dramatic Theory and Criticism* (Fall 2016).
- "Berlin's 'First Responder' Artists, 1945-46: Theatre and Politics from the Rubble." *Theatre History Studies* 35 (2016): 7-38. (Refereed). University of Alabama Press: Tuscaloosa, AL. (Refereed).

DISTINCTIONS: Choice Outstanding Academic Title Award, 2013-present; U.S. Fulbright Scholars Program to Vienna, Austria, IFK Senior Fellow in Cultural Studies, 2016-2017; Visiting Senior Associate Fellow, Pembroke College, Univ. of Oxford, Spring 2016; One-Year Seminar, Hall Center for Humanities, for "Facing Genocide and its Aftermath," co-director (with Dr. Margaret Wickens Pearce, Geography), 2013-2014; Friends of the Hall Center for Humanities, KU 2010-2012; Stipend for Internationalizing the Curriculum, KU, 2010; Finalist, National Jewish Book Award (Category: Holocaust) for co-edited book, *Theatrical Performance during the Holocaust: Texts, Documents, Memoirs*, 1999.

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

49. NORMAN E. SAUL

100% CREES

Professor Emeritus, Department of History

APPOINTMENT: 1970

DISSERTATIONS & THESES SUPERVISED IN THE PAST 5 YEARS: N/A

EDUCATION: PhD, 1965, Columbia U.; MA 1959, Columbia U.; BA 1954, Slavic Studies, Indiana U.

LANGUAGES: Russian 7, French 6, Serbian-Croatian 4.

OVERSEAS EXPERIENCE: Russia

CREES COURSES: History of Russia; The Great War: History of World War I

SPECIALIZATION: Russian-American relations; Russian naval history.

RECENT PUBLICATIONS (9 PUBLICATIONS TOTAL):

- “California-Alaska Trade, 1850-1867: The American Russian Commercial Company and The Russian American Company and The Sale/Purchase of Alaska,” *Journal of Russian American Studies*, 2, 1, 2018.
- Co-General Editor with Ben Whisenhunt. *Americans in Revolutionary Russia*, republication of c. 25 volumes by Americans on the Russian Revolution of 1917. Two volumes edited and annotated by Saul, vol. 2: Princess Julia Cantacuzene, nee Grant, *Russian People: Revolutionary Recollections* (Bloomington, IN: Slavica Publishers, 2016); vol. 3 *The Village: Russian Impressions* (Bloomington: Slavica, 2017).

NAT’L/INT’L SERVICE: Co-Managing Editor (with Ben Whisenhunt) of e-journal, *Journal of Russian American Studies*, by KU Libraries, 3 issues published in 2017-18. Contributor to several book reviews, has presented at numerous conferences, given podcasts.

UNIVERSITY SERVICE: Provides funding for the Norman E. Saul Travel Awards to support REES graduate and undergraduate students with professional development travel grants for research, or to REES-related conferences.

OUTREACH ACTIVITIES: Contributed REE-related content to programs for the Kansas Humanities Council.

DISTINCTIONS: Co-General Editor with Ben Whisenhunt. *Americans in Revolutionary Russia*, republication of c. 25 volumes by Americans on the Russian Revolution of 1917.

50. ERIK R. SCOTT

100% CREES

Associate Professor, Department of History (tenured)

APPOINTMENT: 2012

DISSERTATIONS & THESES SUPERVISED IN THE PAST 5 YEARS: 1

EDUCATION: PhD 2011, U. of California, Berkeley; MA 2005, U. of California, Berkeley; BA, 2000, Brown U.

ACADEMIC EXPERIENCE: Assoc. Prof., Dept. of History, 2017-present; Georgetown U., Post-Doc Fellow on Central Asia and the Caucasus, 2011-2012.

LANGUAGES: Russian 8, Georgian 7, Turkish 2, Italian 2, French 2

OVERSEAS EXPERIENCE: Russia, Georgia, Ukraine

CREES COURSES: Beyond the Iron Curtain: Soviet Perspectives on the Cold War; The Rise and Fall of the Soviet Union; Comparative Empires; Immigrants, Refugees, and Diasporas.

OF DIFFERENT AREA STUDIES, INTERNATIONAL STUDIES, AND LANGUAGE COURSES TAUGHT: 11

SPECIALIZATION: Russia, Eurasia, Soviet Union, Caucasus, migration, diaspora, nationality, empire, Cold War, organized crime, Caucasus.

RECENT PUBLICATIONS (8 PUBLICATIONS TOTAL):

- *Illegal Emigration: Soviet Defectors and the Borders of the Cold War World*. In progress, 2018.
- *Familiar Strangers: The Georgian Diaspora and the Evolution of Soviet Empire*. New York: Oxford Univ. Press, 2016; paperback edition, 2017; Russian-language edition in press at New Literary Observer.
- “Timothy K. Blauvelt and Jeremy Smith, eds., *Georgia After Stalin: Nationalism and Soviet Power*.” *Russian Review* 76, no. 1 (January 2017): 186-7.
- “Georgians and the Birth of the Soviet Union.” CSPAN (<https://www.c-span.org/video/?436435-7/georgians-birth-soviet-union>), November 3, 2017.

NAT’L/INT’L SERVICE: Member, Cold War Communication Project, US Library of Congress, 2017-Present; Proposal Reviewer, CRDF Global/Republic of Georgia’s Shota Rustaveli National Science Foundation, 2017-Present; International Advisory Council, Ministry of Internal Affairs Archive of Georgia, 2012-Present.

UNIVERSITY SERVICE: Faculty Adviser, KU Model UN. Director of Graduate Studies, Global & Int’l Studies.

OUTREACH ACTIVITIES: Expert commentator on Russia and Caucasus, Washington Post and CSPAN; Symposium presenter, World War I Symposium, Fall 2017; “Sochi 2014: Olympic Games in the Caucasus.” Invited talk for “Sochi Olympics: The Diplomacy of Security,” a policy briefing organized by the US Dept. of State’s Bureau of Intelligence and Research and the National Counter Terrorism Center, Arlington, April, 2013.

DISTINCTIONS: Franklin Research Grant, American Philosophical Society, 2017; Humanities Research Fellowship, Hall Center for the Humanities, 2017; CREES Faculty Service Award, 2015.

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

51. IRINA SIX

100% CREES

Lecturer, Department of Slavic Languages and Literatures (non-tenure)

APPOINTMENT: 2002

DISSERTATIONS & THESES SUPERVISED IN THE PAST 5 YEARS: N/A

EDUCATION: PhD 1988, Russian Linguistics, Friendship of Peoples U.; MA 1983, Philology, Russian as a Second Language, Friendship of Peoples U.

ACADEMIC EXPERIENCE: Lecturer, SLL, 2002-present; Russian Program Coordinator, 2014–present; Academic Program Advisor, 2009-present; Adjunct Faculty, School of Professional & Grad. Studies, Baker U., 2002-2009; Adjunct Asst. Prof., Dept. of Modern Languages, Washburn U.

LANGUAGES: Russian 10, Swahili 4, French 2

PEDAGOGY TRAINING: Educated as Language Teacher

OVERSEAS EXPERIENCE: Russia

CREES COURSES: Russian Language; Russian for the Professions; Business in Russia and Eastern Europe; Post-Soviet Communication.

OF DIFFERENT AREA STUDIES, INTERNATIONAL STUDIES, AND LANGUAGE COURSES TAUGHT: 13

SPECIALIZATION: Business Russian, post-Soviet Communication, linguistic problems in advertising and marketing.

RECENT PUBLICATIONS (1 PUBLICATION TOTAL):

- “Jazyk ruskogo biznesa dlja amerikantsev: opyt korrekcirovki ushebnogo slovaria po Natsionalnomu korpusu ruskogo iazyka.” *Prostranstvo iazyka – prostranstvo kultury*. Moscow, Russia: MARKHI, 2013.
- “Born in the USSR: Searching High and Low for Post-Soviet Identity.” *Ulbardus* 11, 2008.

OUTREACH ACTIVITIES: Frequently invited to give talks to International Trade Council in KC, on “Doing Business in...” REES region; Presented on Russian business language for American learners at the Regional Research and Applied Linguistics Conference, Moscow, Russia, 2013.

DISTINCTIONS: BPI Award, Center for Teaching Excellence, KU, 2016; Fulbright-Hays Group Projects Abroad Program, Fulbright, 2014; Honored by Slavic Undergraduate Students for Teaching Excellence, 2012; CIBER Business Language Research and Teaching Grants for the 2010-2011 academic year, for “Mastering Business Case Discussion: Data Driven Teaching Materials for Intermediate Students of Russian.”

52. MALGORZATA STAMM

100% CREES

Program Assistant, Slavic Library (non-tenure)

APPOINTMENT: 1991

DISSERTATIONS & THESES SUPERVISED IN THE PAST 5 YEARS: N/A

EDUCATION: PhD, Child Language Acquisition, University of Warsaw; MA, Pedagogy, University of Warsaw; MA, Slavic Languages and Literatures, KU.

LANGUAGES: Polish 10, Russian 8, Ukrainian 2, Czech 2

OVERSEAS EXPERIENCE: Poland

CREES COURSES: Intermediate Polish (Polish 204 and Polish 208)

OF DIFFERENT AREA STUDIES, INTERNATIONAL STUDIES, AND LANGUAGE COURSES TAUGHT: 2

SPECIALIZATION: Polish Language and Literature.

RECENT PUBLICATIONS:

- Published numerous book and journal reviews in the field of early childhood education, child pedagogy and language acquisition in Polish pedagogical journals from 1980-1986.

NAT'L/INT'L SERVICE: Recipient of Polish Academy of Science Award, 1980

UNIVERSITY SERVICE: Recipient of the CREES Faculty Service Award

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

53. TSVETAN TSVETANOV

25% CREES

Assistant Professor, Department of Economics (tenure-track)

APPOINTMENT: 2015

DISSERTATIONS & THESES SUPERVISED IN THE PAST 5 YEARS: 3

EDUCATION: PhD 2013, U. of Connecticut; MS 2010, U. of Connecticut; MA 2008, Columbia U.; BA 2006, Vassar College.

ACADEMIC EXPERIENCE: Affiliated Faculty, CREES, 2017-present; Affiliated Faculty, Institute for Policy and Social Research, 2015-present; Affiliated Faculty, Environmental Studies Program, 2015-present; Oswald Scholar, Dept. of Economics, 2015-present; Postdoctoral Assoc., Yale Univ., 2013-2015.

LANGUAGES: Bulgarian 10, Russian 7, German 5

OVERSEAS EXPERIENCE: Bulgaria, Germany

CREES COURSES: Energy Economics (topics discussed include REE region)

OF DIFFERENT AREA STUDIES, INTERNATIONAL STUDIES, AND LANGUAGE COURSES TAUGHT: 1

SPECIALIZATION: Environmental and resource economics; energy economics; applied microeconomics; climate change economics; behavioral economics.

RECENT PUBLICATIONS (5 PUBLICATIONS TOTAL):

- With K. Gillingham. "Hurdles and Steps: Estimating Demand for Solar Photovoltaics," *Quantitative Economics*, forthcoming.
- With K. Segerson. "The Welfare Effects of Energy Efficiency Standards When Choice Sets Matter," *Journal of the Association of Environmental and Resource Economists*, 1, no.1/2 (2014): 233-271.

NAT'L/INT'L SERVICE: Referee for academic journals: Climatic Change, Climate Change Economics, Empirical Economics, Energy Economics, Energy Policy, Journal of the Assoc. of Environmental and Resource Economists. Member, Phi Kappa Phi, 2011-present; Member, Phi Beta Kappa, 2006-present.

DISTINCTIONS: Charles W. Oswald Teaching Award, KU 2018; Weyerhaeuser Research Grant "Energy Efficiency Adoption in New Haven," Yale Center for Business and the Environment, co-PI with Kenneth Gillingham, 2014-2015 (\$40,000); Stanley K. Seaver Fellowship, Univ. of Connecticut, 2013.

54. SVETLANA VASSILEVA-KARAGYOZOVA

100% CREES

Associate Professor, Department of Slavic Languages and Literatures (tenured)

APPOINTMENT: 2006

DISSERTATIONS & THESES SUPERVISED IN THE PAST 5 YEARS: 5

EDUCATION: PhD 2006, Sofia University "Saint Kliment Ochridski," Bulgaria; MA in TESOL 2006, Southern Illinois U. at Carbondale; MA and BA (combined) 1995, Sofia University, Bulgaria

ACADEMIC EXPERIENCE: Assoc. Prof., SLL, 2013-present; Asst. Prof., SLL, 2006-2013.

LANGUAGES: Bulgarian 10, Polish 10, Russian 8, Czech 8

PEDAGOGY TRAINING: MA in TESOL

OVERSEAS EXPERIENCE: Bulgaria, Poland, Italy, Czech Republic

CREES COURSES: Polish and Czech Language, West Slavic Literatures and Civilization, Film Adaptations of West Slavic Literary Works

OF DIFFERENT AREA STUDIES, INTERNATIONAL STUDIES, AND LANGUAGE COURSES TAUGHT: 11

SPECIALIZATION: Polish and Czech language, pedagogy, West Slavic literature, culture and film.

RECENT PUBLICATIONS (4 PUBLICATIONS TOTAL):

- Vassileva-Karagyozova, Svetlana P. *Coming of Age Under Martial Law: The Initiation Novels of Poland's Last Communist Generation*, 2015, (Refereed).
- Vassileva-Karagyozova, Svetlana. *По пътя на барока: рецепция и трансформация на бароковата парадигма в славянските литератури* [In the Footsteps of the Baroque: Reception and Transformation of the Baroque Paradigm in Slavic Literatures]. Sofia, Bulgaria: Sofia University Press, 2013, (Refereed).
- Vassileva-Karagyozova, Svetlana, and Nathan Wood. "The Socialist Prefabs after Utopia: 'Non-Places' or 'Something like Happiness?'" *East European Politics and Societies* 26, no. 3 (2012): 447-453.

NAT'L/INT'L SERVICE: Member of Advisory Board, Writers for Peace Foundation (Gdansk, Poland), 2009-present; Member of American Comparative Literature Assoc., 2017; American Society for Theater Research (ASTR), 2016.

DISTINCTIONS: Choice Magazine's 2016 Outstanding Academic Title Award for the book *Coming of Age under Martial Law: The Initiation Novels of Poland's Last Communist Generation*; KU Humanities GRF Grant, 2010; NEH Summer Stipend, 2010; Hall Center for the Humanities Research Fellowship, Spring 2010; Czech Academy of Sciences and Institute of Czech Literature's exceptional grant for foreign Bohemists for the project Communism through the Eyes of a Child/Adolescent in post-1989 Czech Prose and Film, June 2007.

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

55. THOMAS VOLEK

25% CREES

Associate Professor, School of Journalism (tenured); William Allen White Foundation Teaching Professor
Associate Dean, School of Journalism

APPOINTMENT: 1990

DISSERTATIONS & THESES SUPERVISED IN THE PAST 5 YEARS: 1 MSJ; 2 PhD

EDUCATION: PhD 1991, U. of Minnesota; MA 1985, U. of Wisconsin-Superior; BJ 1973, U. of Minnesota

ACADEMIC EXPERIENCE: Professor, 1998-present, School of Journalism (SoJ); Assoc. Dean, Graduate Studies & Faculty Development, 2009-2014; Track Head, Strategic Communications, 2001–2005; Assoc. Prof., 1996-1998.

LANGUAGES: Russian 4, Spanish 3.

OVERSEAS EXPERIENCE: Russia, Croatia, Kyrgyzstan, Costa Rica, Kyrgyzstan

CREES COURSES: Communications History; International Marketing Communication; International Mass Media.

SPECIALIZATION: Evolving market-based journalism in the Commonwealth of Independent States; international marketing; advertising and public relations; extensive work with U.S. Army units at Fort Leavenworth.

RECENT PUBLICATIONS:

- With Thomas, J., T. Wilson, Eds. *Military-Media Issues*, (2012):1. Lawrence, KS.
- With Thomas, J. Eds. *Military-Media Issues*, (2010):1. Lawrence, KS.

NAT'L/INT'L SERVICE: Developed and co-administered \$50,000 pilot program "Military and the Media" with the U.S. Army Command and General Staff College (CGSC) at Ft. Leavenworth, KS. Project included integrated course of Army majors and KU students, week-long "boot camp" for mid-career journalists at Ft. Leavenworth, and pilot journal publication examining media and military issues. Funded by McCormick Foundation for 3 years.

UNIVERSITY SERVICE: Journal Editor with Jim Thomas for online journal examining issues of the military and media, Collaborative effort of SoJ, CGSC, and McCormick Foundation, 2010-2011.

DISTINCTIONS: Consulted and taught in Russia and Eastern Europe for the U.S. State Dept from 1995-2008 for 4 weeks each year. Co-directed the Journalism School's Media and Military project from 2007-2014. Has received over \$1M in external grant funding – projects funded by U.S. State Dept. Bureau of Public Diplomacy, USAID, Eurasia Foundation and other NGOs.

56. OLEKSANDRA WALLO

100% CREES

Assistant Professor, Department of Slavic Languages & Literature (tenure-track)

APPOINTMENT: 2015

DISSERTATIONS & THESES SUPERVISED IN THE PAST 5 YEARS: 2

EDUCATION: PhD 2013, U. of Illinois at Urbana-Champaign; MA 2004, Pennsylvania State U.

ACADEMIC EXPERIENCE: Asst. Professor, SLL, 2015–present; Program Coordinator, Lecturer and Language, U. of Illinois, 2014- 2015; Visiting Lecturer and Language Program Coordinator, U. of Illinois, 2013-2014.

LANGUAGES: Ukrainian 10, Russian 10, French 5, Polish 2, German 2.

OVERSEAS EXPERIENCE: Ukraine, Germany, Poland.

PEDAGOGY TRAINING: ACTFL 4-day OPI Assessment Workshop, 2017; workshops on assessing oral proficiency (Texas Language Center, Univ. of Texas at Austin), 2011, 2012.

CREES COURSES: Ukrainian Language (all levels); The "Woman Question" in 19th- and 20th-Century East Slavic Literatures; Biography of a City: Kyiv/Kiev/Kijów.

OF DIFFERENT AREA STUDIES, INTERNATIONAL STUDIES, AND LANGUAGE COURSES TAUGHT: 13

SPECIALIZATION: 20th- and 21st-century Ukrainian women's writing, nationalism studies, women's studies, post-colonial approaches in post-Soviet studies; Second language studies.

RECENT PUBLICATIONS (4 PUBLICATIONS TOTAL):

- "The Stone Master": On the Invisibility of Women's Writing from the Soviet Ukrainian Periphery, *EAST/WEST: Journal of Ukrainian Studies* 5, no.1, (2018): 157-180. (Refereed)
- Review of the book *Ludmila Ulitskaya and the Art of Tolerance*, 2015., Elizabeth A. Skomp and Benjamin M. Sutcliffe. *The Russian Review* 75, no. 4 (October 2016): 703-4.
- "Ukrainian Women Between Communism and Postcommunism: Memory and the Everyday of Ideology in Oksana Zabuzhko's *The Museum of Abandoned Secrets*." In *The Everyday of Memory: Between Communism and Postcommunism*, ed. by Marta Rabikowska, 267-289. Oxford: Peter Lang, 2013.

UNIVERSITY SERVICE: Program Faculty, L'viv Summer Language Institute (leads and teaches 6-week intensive Ukrainian language program), 2016–present. Ft. Carson Russian Program Coordinator

DISTINCTIONS: Research Grant, New Faculty General Research Fund at KU, 2015; List of Teachers Ranked As Excellent by Their Students, Univ. of Illinois at Urbana Champaign, 2013-2014; Doctoral Dissertation given Distinction, Doctoral Committee at the Univ. of Illinois, Urbana-Champaign 2013.

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

57. NATHANIEL D. WOOD

100% CREES

Associate Professor of History (tenured)

APPOINTMENT: 2005

DISSERTATIONS & THESES SUPERVISED IN THE PAST 5 YEARS: 7 PhD

EDUCATION: PhD 2004, Indiana U.; MA 1998, Indiana U.; BA 1996, Northwestern State U.

ACADEMIC EXPERIENCE: Assoc. Prof., 2011-present; Asst. Prof., 2005-2010.

LANGUAGES: Polish 8, Czech 4, German 4, Ukrainian 1.

OVERSEAS EXPERIENCE: Poland, Ukraine, Hungary, Austria.

CREES COURSES: Modernity and Identity in East Central Europe; Everyday Communism in Eastern Europe; World War I; From Locomotive to Smart-Phone: Culture Space and Time in the Machine Age.

OF DIFFERENT AREA STUDIES, INTERNATIONAL STUDIES, AND LANGUAGE COURSES TAUGHT: 10

SPECIALIZATION: Poland, Cracow, Habsburg Urbanization, modern Eastern Europe, history of technology, history of cycling, motoring, and aviation, modern Europe.

RECENT PUBLICATIONS (9 PUBLICATIONS TOTAL):

- "Kraków from Afar." *Herito: Heritage, Culture and the Present*, Międzynarodowe Centrum Kultury/International Culture Centre, (27), 2017. (Invited)
- "'A Main Station at One's Front Door': Bicycles, Automobiles, and Dreams of Personal Mobility in Poland, 1885-1939." In *Migration and Mobility in the Modern Age: Refugees, Travelers, and Traffickers in Europe and Eurasia*, A. Walke, J. Musekamp, and N. Svobodny, eds., Indiana University Press, 2016.

NAT'L/INT'L SERVICE: External Reviewer, Polish Science Foundation, 2017; Advisory Council, Cracow City Historical Museum, 2012-2015; Edit. Board, H-Poland Listserv, 2011-2018.

UNIVERSITY SERVICE: KU World War I Commemoration Committee (2013-present); Steering Committee "Everyday Life on the Eastern Front, 1912-1922," 2014-2016.

OUTREACH ACTIVITIES: Speaker, "100th Anniversary of Pittsburgh Agreement" on the creation of Czechoslovakia, 2018; Expert commentary, "Assassination of Archduke Franz Ferdinand and Outbreak of War," on Kansas Public Radio, 2014; Consultant, "All for you, Franz" KU Twitter Project, 2014; Public Lectures: "All for You, Franz? From the Assassination of Archduke Franz Ferdinand to Total War," Spencer Museum of Art and local libraries.

DISTINCTIONS: Medallion and Statuette from Prof. Jacek Majchrowski, Mayor of Krakow, for service on the Council of the Historical Museum of the City of Krakow from 2012-2015; Fulbright Scholar, Warsaw, Poland, 2011; IREX Short-Term Grant, Poland/Ukraine, 2010; CREES Faculty Service Award, 2010.

58. F. MICHAEL WUTHRICH

25% CREES

Assistant Professor, Political Science (tenure-track); Interim Director of Middle East Studies Director of Undergraduate Studies for Global and International Studies;

APPOINTMENT: 2012-2017; re-appointed as tenure-track in 2017

DISSERTATIONS SUPERVISED: None

EDUCATION: PhD 2011, Bilkent University, Turkey; MA 2001, KU; BA 1998, KU.

ACADEMIC EXPERIENCE: Asst. Prof., Political Science, 2017-present; Visiting Asst. Prof., Global and International Studies, 2015-2017; Academic Director, Center for Global and International Studies (CGIS) programs, 2015-2017.

LANGUAGES: Turkish 7, German 2, Farsi 2

OVERSEAS EXPERIENCE: Turkey

CREES COURSES: Intro to International Politics; Interdisciplinary Research Methods for Global Contexts; Intro to Global & Int'l Studies; Nationalism & Nationalisms in Turkey; Iran, Turkey and the Kurds.

OF DIFFERENT AREA STUDIES, INTERNATIONAL STUDIES, AND LANGUAGE COURSES TAUGHT: 11

SPECIALIZATION: Electoral politics and contentious politics of the Middle East and North Africa, with particular expertise in Turkey; Comparative Politics; Interaction of religion, nationalism and politics.

RECENT PUBLICATIONS (6 PUBLICATIONS TOTAL):

- "Changing Media, Party Campaign Strategies, and the Politics of Turkish Elections in Comparative Perspective (Chapter 3)." In *Party Politics in Turkey from a Comparative Perspective*, ed. by Pelin Ayan Musil and Özhan Demirkol. London: Routledge, 2018.
- Review of *The Turkish deep state: state consolidation, civil-military relations and democracy*, Mehtap Söyler. *Democratization* (2016): 1-2. <http://dx.doi.org/10.1080/13510347.2016.1199546>.
- *National Elections in Turkey: People, Politics, and the Party System*. Syracuse U. Press, 2015.

UNIVERSITY SERVICE: Director, Undergraduate Studies for Global and International Studies, 2017-present;

KU Model UN Faculty Adv. Board, 2014-2015; CREES Security Conference (on Turkey) Planning Comm., 2014.

OUTREACH ACTIVITIES: Aysenur Kolivar Pre-Performance Lecture at Lied Center on Turkish politics and society, 2014; Lecture at KU NRC Teachers Workshop on Turkey, 2013.

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

CREES STAFF

1. JUSTYNA BEINEK

100% CREES

Assistant Director, CREES

APPOINTMENT: 2017

EDUCATION: Ph.D. 2001, Slavic Languages and Literatures, Harvard U.; M.A. 1993, Comparative Literature, U of California San Diego; B.A. and M.A. 1990, English, Catholic U. of Lublin, Poland.

ACADEMIC EXPERIENCE: Assoc. Faculty, SLL, KU, 2017-present; Visiting Associate Prof. of Russian and International & Global Studies, Sewanee U., 2014-17; Director of Mellon Globalization Forum, Sewanee U., 2014-17; Asst. Prof., SLL, Indiana U., 2005-2013; Mellon Post-doctoral Fellow, SLL, U. of Toronto, 2003-2005.

LANGUAGES: Polish 10, Russian 8, French 5, Latin 5

OVERSEAS EXPERIENCE: Poland, Russia

CREES COURSES: Understanding Russia and Eastern Europe (regular and online format); Societies and Cultures of Eurasia; Capstone Research Seminar in Russian, East European, and Eurasian Studies.

OF DIFFERENT AREA STUDIES, INTERNATIONAL STUDIES, AND LANGUAGE COURSES TAUGHT: 3

SPECIALIZATION: Polish and Russian literature and culture, comparative literature, world film, gender studies

NAT'L/INT'L SERVICE: Grants reviewer for NEH/NCEER, Kosciuszko Foundation, University of Cambridge (2007-12); Member of Executive Board, Slavica Publishing (2005-13); Member of ASEES, AATSEEL, AWSS, ACLA, MLA, PSA.

DISTINCTIONS: Fulbright Research Grant for the project "The West' in Polish and Russian Cultures," Polish Academy of Sciences, Poland, 2013-2014; Mellon Globalization Forum at Sewanee: The U of the South Global Course Development Grant for "Body/Text in World Film," 2014; Senior Fellowship for a project "Informing Eurasia" at the Davis Center for Russian and Eurasian Studies at Harvard U, 2011-2012; Indiana University Board of Trustees' Excellence in Teaching Award, 2010; NEH/NCEER Collaborative Fellowship for a Gombrowicz guidebook project, 2007-08.

2. LISA GIULLIAN

100% CREES

Outreach Coordinator and Program Specialist, CREES

APPOINTMENT: 2016

EDUCATION: MSW 2002, Social Welfare, KU; BS 1994, Family Science and Russian Studies, Brigham Young U; Advanced Student and Graduate Intern, Russian Language School, Middlebury College, Summers 1998-2000.

LANGUAGES: Russian 6, Czech 4

OVERSEAS EXPERIENCE: Czech and Slovak Republics, Estonia, Russia, Ukraine

SPECIALIZATION: Social welfare; Outreach to K-12 schools and community; Adoption and attachment.

NAT'L/INT'L SERVICE: Co-lead Marathon Club for 150 students, Schwegler Elementary School, 2017-2019; Chair, Families Supporting Adoption, Kansas City chapter, 2008-2010; Education Specialist, Families Supporting Adoption, KC, 2006-2008; Foster Parent for two girls from Russia and Romania, 2004-2005; Community-based volunteer, Czech & Slovak Republics, 1994-1995; English Teacher, Voronezh Forestry Institute, Russia, 1998-1999.

OUTREACH ACTIVITIES: Plan and organize the annual CREES Spring Festival, 2017, 2018; Teach Russian at K-12 schools in KS and MO; Coordinate a foreign language program at the Juvenile Detention Center, KS; Find host families for Open World Program participants from Ukraine, 2017-2018; Presentations on REE topics at Watkins Museum, Lawrence Arts Center, Lawrence Public Library, 2017-2018; Co-organize K-12 Teacher Workshops; Promote and advertise 150+ lectures, conferences, and events annually (that CREES organizes or co-sponsors); Exhibit, *International Women in the Relief Society* (Relief Society is the largest women's organization globally with 7.1 million members in 188 countries and territories), focused on women's service in their communities in Russia, Czech Republic, South America, and Asia, 2017, Lawrence, KS; Provided resettlement services and implemented outreach program for Russian-speaking refugees, Jewish Family Services, 2000-2001.

DISTINCTIONS: Ester Twente Scholar, School of Social Welfare, KU 2001-2002; Outstanding Woman in an Organized Living Group Award, KU, 2001-2002; Resident Assistant of the Year, KU, 2001-2002.

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

3. KURT SCHULTZ

100% CREES

Managing Editor, *The Russian Review* (non-tenure)

APPOINTMENT: 2003

EDUCATION: PhD 1992, Soviet and U.S. Diplomatic History, Ohio State University; MA, U.S. Diplomatic History, Miami University, 1982.

LANGUAGES: Russian 8

OVERSEAS EXPERIENCE: USSR, Russia

RECENT PUBLICATIONS:

- Managing Editor, *The Russian Review*.

Russian Review includes in its articles and book reviews a wide range of viewpoints concerning politics, contemporary culture, gender studies, religion, history, literature, and the fine arts. The geographical focus extends to all the lands of the former Russian/Soviet empire, from Poland to Alaska, the Arctic to Moldova, Ukraine, the Caucasus, and Central Asia. With its large national and international circulation—*Russian Review* is available in over 4000 university libraries—*Russian Review* is among the most-read academic publications about our world area.

4. DARRA STUART

50% CREES

Administrative Associate, Center for Russian, East European and Eurasian Studies

APPOINTMENT: 2017

EDUCATION: BA 2017, Environmental Studies, KU

LANGUAGES: French 7, Hindi 4, Spanish 2

OVERSEAS EXPERIENCE: Australia, France, Israel, Russia, Poland, Austria, Estonia, Italy, Costa Rica

UNIVERSITY SERVICE: University Senate Freshman CLAS Senator, 2014; Multicultural Affairs Committee Representative for the Subcommittee on Retention and Diversity, KU, 2014; Global Awareness Program Student Coordinator, Office of International Programs, KU, 2016-2017.

DISTINCTIONS: KU Honors Scholar, 2017; Ruben Zadigan Environmental Scholarship, 2015, 2016-2017; Ackerman Archaeological Tell es Safi, Gath Fellowship, 2015; KU Global Awareness Program Certification with Honors, 2015; Sara Paretsky Scholarship, 2015, KU Udall Nominee, 2015-2016; Foundation for Biblical Archaeology Scholarship, 2016; KU Fulbright ETA Nominee, 2016; Order of Omega All Greek Honors Society, 2015-2017.

5. CLARE THOMAN

20% CREES

Academic Advisor, Center for Russian, East European and Eurasian Studies

APPOINTMENT: 2017

EDUCATION: MS 2017, Counseling Psychology, KU; BA 2011, Environmental Studies, KU.

LANGUAGES: Spanish 3, Korean 1

OVERSEAS EXPERIENCE: Italy, France, Switzerland, Korea, Philippines, Vietnam, Laos, Thailand, Cambodia, Singapore, Malaysia, Indonesia, Mexico, Guatemala

TRAINING SPECIALIZATION: Graduate Student Advising, 2017-present; Career Counseling, 2016-2017, TOEFL Certification, International TEFL and TOESOL Training, 2011 (60 hour certificate).

NAT'L/INT'L WORK: Culture Oriented Real English Mentors (COREM) Language Institute, English language instructor, Yangsan-si, South Korea, 2013-2015.

UNIVERSITY SERVICE: Graduate Career Coach (practicum), KU Career Center, 2016-2017; Graduate Counselor, KU Counseling Laboratory for the Exploration of Optimal States (CLEOS), 2016; Graduate Assistant Research, KU International Students Psychoeducation and Research Center, 2016-2017.

OUTREACH ACTIVITIES: Presentations on career counseling, resumes, interviewing, networking, online image, career assessments; Hall Center for the Humanities Summer Bootcamp, 2018; ASCEND Career Workshops for STEM Grad Students, 2017-2018; International Career Series presentations, 2017; Tabled at Education Career Fair, International Student Services Information Carnival, and Unionfest.

APPENDIX A: CURRICULUM VITAE AND POSITION DESCRIPTIONS

6. DEBRA BAKER

25% CREES

Accounting Specialist, Shared Service Center

APPOINTMENT: 2017

EDUCATION: BS 1981, Kelley School of Business, KU.

LANGUAGES: German 2

OVERSEAS EXPERIENCE: Germany

WORK EXPERIENCE: Accounting Specialist, process travel and other reimbursements, pay invoices, provide funding, track budgets, 2017-present; Payroll Specialist II, ADT, helped payroll team transition Protection One's payroll to ADT (as both companies merged), 2017; Payroll Specialist II, Protection 1 Security Solutions, part of a payroll team processing multiple payrolls for over 4,000 employees nationwide, 2015-2017, Lawrence, KS; Senior Payroll and Accounting Specialist, Golf Course Superintendents Assoc. of America, 1999-2014.

7. CATHY SWENSON-TUCKER

20% CREES

Grant Coordinator, College and Professional School Shared Service Center

APPOINTMENT: 2010

EDUCATION: BS 1977, Retail Business, U. of Delaware

LANGUAGES: Spanish 1, German 1

OVERSEAS EXPERIENCE: Germany, Greece, Finland, Norway, Denmark, Spain, France, Switzerland, Mexico, Costa Rica, Belgium, Netherlands, Austria, Turkey

WORK EXPERIENCE: Currently the Grant Coordinator for CEAS, CREES, and CLACS; Administered and ensured compliance for the following Peer-to-Peer Grant: "Real News in the U.S. and Russia: Peer-to-Peer Strategies for Fact-Checking and Verification," (\$90,000), U.S. State Dept., 2017-2018; CREES Grant/Financial Coordinator at College and Professional School Shared Service Center, working with multiple international centers and departments, 2014-2017; CREES Grant/Financial Coordinator & Office Manager at CREES full-time, 2010-2014.

UNIVERSITY SERVICE: Employee Recognition Committee 2009-2014.

**APPENDIX B.
COURSE LIST**



Appendix B: Course List

Non-Language Courses		Language Courses			
African & African American Studies.....	2	Humanities.....	9	Bosnian, Croatian, & Serbian.....	18
Anthropology.....	2	International Business.....	9	Persian.....	19
Architecture.....	3	Journalism.....	9	Polish.....	20
Business Administration.....	3	Jewish Studies.....	10	Russian.....	20
Communication Studies.....	3	Law.....	11	Turkish.....	21
Economics.....	4	Linguistics.....	11	Ukrainian.....	21
English.....	4	Musicology.....	11	Uyghur.....	22
Engineering.....	4	Peace & Conflict Studies.....	11	Yiddish.....	22
European Studies.....	4	Political Science.....	12		
Environmental Studies.....	4	Russian & East European Studies.....	13		
Film & Media Studies.....	5	Religious Studies.....	14		
Geography.....	5	Slavic Language & Culture.....	14		
Global & International Studies.....	6	Sociology.....	17		
History of Art.....	7	Women, Gender, & Sexuality Studies.....	18		
History.....	7				
Honors Program.....	9				

CREES Non-Language Courses												
+ Past NRC Support		* Future NRC Support				AY 16-17			AY 17-18			AY 18-19
Course #	Cross Listed Course #	Course Title	% CREES Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	Planned
<i>African & African American Studies</i>												
AAAS 349	REL 350	Islam	25%	3	Brinton	13	0	13	-	-	-	
<i>Anthropology</i>												
ANTH 315	HA 315	Prehistory of Art	25%	3	Radovanovic	25	0	25	32	0	32	X
ANTH 317		Prehistory of Europe	25%	3	Radovanovic	12	0	12	-	-	-	X
ANTH 320	LING 320	Language in Culture & Society	25%	3	Cloete/ Duncan/ Vogt/ Woodin	73	0	73	109	0	109	X
ANTH 321	LING 321	Language in Culture & Society, Hrs	25%	3	Herzfeld	9	0	9	8	0	8	X
ANTH 340		Human Variation & Evolution	25%	3	O'Rourke	-	-	-	59	1	60	X
ANTH 496		Reading & Research	varies	1-6	Crawford/ Radovanovic	1	0	1	1	0	1	X
ANTH 500		Study Abroad Romania	100%	3	Radovanovic	1	0	1	-	-	-	
ANTH 500		Archaeology of Inequality	25%	3	Radovanovic	6	2	8	-	-	-	
ANTH 502	LING 491	Language and the Internet	25%	3	Duncan/Nash	47	2	49	13	0	13	X
ANTH 544		Origins of Native Americans	25%	3	Crawford	10	7	17	-	-	-	
ANTH 605		Mortuary Practices in the Archaeological Record	25%	3	Radovanovic	-	-	-	8	2	10	
ANTH 702		Current Archaeology	25%	3	Radovanovic	0	5	5	-	-	-	
ANTH 703		Current Biological Anthropology	25%	3	Crawford	-	-	-	1	10	11	
ANTH 706	LING 706	Current Linguistic Anthropology	25%	3	Dwyer	0	12	12	-	-	-	X
ANTH 732	LING 732	Discourse Analysis	25%	3	Dwyer	-	-	-	1	8	9	

Appendix B: Course List

CREES Non-Language Courses												
+ Past NRC Support		* Future NRC Support				AY 16-17			AY 17-18			AY 18-19
Course #	Cross Listed Course #	Course Title	% CREES Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	Planned
<i>Anthropology</i>												
ANTH 748		Language Contact	25%	3	Dwyer	0	7	7	-	-	-	
ANTH 896		Graduate Research	varies	1-9	Crawford	-	-	-	0	1	1	
ANTH 897		Internship Research	varies	4-6	Crawford	0	1	1	-	-	-	
ANTH 899		Master's Thesis	varies	1-12	Crawford/Dwyer	0	3	3	0	1	1	X
ANTH 996		Graduate Research	varies	1-9	Crawford/Dwyer	0	5	5	0	7	7	X
ANTH 999		Doctoral Dissertation	varies	1-12	Crawford/Dwyer	0	8	8	0	5	5	X
<i>Architecture</i>												
ARCH 600	HA 393/593	Islamic Art & Architecture	25%	3	Mostafa	4	2	6	-	-	-	
ARCH 899		Thesis or Project Research	varies	1-6	L'Heureux	0	3	3	0	1	1	X
ARCH 999		Doctoral Dissertation	varies	1-9	L'Heureux	0	3	3	0	1	1	X
<i>Business Administration</i>												
BBA 307	IBUS 410	Introduction to International Business	25%	3	Karney	50	0	50	54	0	54	X
BBA 400		Management & Culture Across the Globe	25%	1-5	Karney	-	-	-	15	0	15	X
BBA 500		Individual Research in Business	varies	1-5	Karney	-	-	-	1	0	1	X
<i>Business</i>												
BUS 177		First Year Seminar in Business	varies	3	Karney	-	-	-	19	0	19	
<i>Communication Studies</i>												
COMS 503	SLAV 503	Post-Soviet Communication	100%	3	Six	2	0	2	3	0	3	X

Appendix B: Course List

CREES Non-Language Courses												
+ Past NRC Support		* Future NRC Support				AY 16-17			AY 17-18			AY 18-19
Course #	Cross Listed Course #	Course Title	% CREES Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	Planned
Economics												
ECON 105		Introductory Economics, Hnrs	50%	4	El-Hodiri	34	0	34	26	0	26	X
ECON 505		History of Economic Analysis	25%	3	El-Hodiri	42	0	42	39	0	39	X
ECON 535		Economic History of Europe	25%	3	Epstein	29	0	29	-	-	-	
ECON 550	EVRN 550	Environmental Economics	25%	3	Earnhart	4	0	4	-	-	-	X
ECON 604		International Trade	25%	3	Comolli/Molinas Sosa	25	5	30	26	0	26	X
ECON 605		International Finance	25%	3	Hu	44	0	44	23	0	23	X
ECON 705		Development of Economic Thought	25%	3	El-Hodiri	1	5	6	2	3	5	X
ECON 999		Doctoral Dissertation	varies	1-10	Earnhart/El-Hodiri	0	8	8	0	8	8	X
English												
ENG 328	GIST 203/503 FMS	Iran Through Literature & Film	25%	3	Ahmad	-	-	-	4	0	4	
ENG 590	GIST 750	Lit & Soc in Contemporary Middle East	25%	3	Ahmad	7	0	7	-	-	-	X
Engineering												
ENGR 360		SELF and BLP in Slovenia	100%	1-5	Hedeman	-	-	-	12	0	12	X
European Studies												
EURS 177	HUM 177	How WWI Changed the World	50%	3	Urie	5	0	5	8	0	8	X
EURS 565	PCS 565	The Literature of Human Rights	25%	3	Janzen	2	0	2	-	-	-	X
EURS 604	POLS 643	The European Union	25%	3	Rohrschneider	11	0	11	-	-	-	X
Environmental Studies												
EVRN 320		Environmental Policy Analysis	25%	3	O'Lear	72	0	72	66	0	66	X

CREES Non-Language Courses												
+ Past NRC Support		* Future NRC Support				AY 16-17			AY 17-18			AY 18-19
Course #	Cross Listed Course #	Course Title	% CREES Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	Planned
Environmental Studies												
EVRN 371	GEOG 371 GIST 371	Environmental Geopolitics	25%	3	Reiz	26	0	26	-	-	-	X
EVRN 550	ECON 550	Environmental Economics	25%	3	Earnhart	4	1	5	-	-	-	X
EVRN 624		Independent Study	varies	1-9	O'Lear	-	-	-	1	0	1	X
EVRN 625		Hrs Research in Environmental Study	varies	3	O'Lear	2	0	2	-	-	-	X
Film & Media Studies												
FMS 302	JWSH 361	Jewish Film	25%	3	Schuster	-	-	-	12	0	12	
FMS 302	GIST 203/503 ENG	Iran Through Literature & Film	25%	3	Ahmad	-	-	-	1	0	1	
FMS 322	SLAV 322/622	Soviet & Post-Soviet Russian Cinema	100%	3	Chernetsky	-	-	-	7	0	7	
Geography												
GEOG 100		World Regional Geography	25%	3	Multiple	564	0	564	553	1	554	X
GEOG 102		Principles of Human Geography	25%	3	Multiple	283	0	283	-	-	-	X
GEOG 102		People, Place, & Society	25%	3	Multiple	203	1	204	469	0	469	X
GEOG 371	EVRN 371 GIST 371	Environmental Geopolitics	25%	3	Reiz	6	0	6	-	-	-	X
GEOG 372		Environmental Policy	25%	3	O'Lear	3	0	3	4	0	4	X
GEOG 498		Special Topics in Geography	varies	1-5	O'Lear	1	0	1	-	-	-	X
GEOG 582	GIST 582	Geopolitics & Genocide	25%	3	Egbert	1	2	3	-	-	-	
GEOG 590+	REES 510	Understanding Central Asia	100%	3	Diener	-	-	-	1	1	2	X

CREES Non-Language Courses												
+ Past NRC Support		* Future NRC Support				AY 16-17			AY 17-18			AY 18-19
Course #	Cross Listed Course #	Course Title	% CREES Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	Planned
Geography												
GEOG 898		Readings in Geography	varies	1-4	Diener	0	1	1	-	-	-	X
GEOG 899		Master's Thesis	varies	1-10	Diener/O'Lear	0	4	4	0	1	1	X
GEOG 980		Attachment & Homeland	varies	1-3	Diener	-	-	-	0	5	5	
GEOG 980		Seminar in Geography: Colloquium	varies	1-3	Diener	-	-	-	0	11	11	X
GEOG 998		Research in Geography	varies	1-5	Diener	0	1	1	-	-	-	X
GEOG 999		Doctoral Dissertation	varies	1-10	Diener/O'Lear	0	15	15	0	8	8	X
Global & International Studies												
GIST 203/503	ENG 328 FMS 302	Iran Through Literature & Film	25%	3	Ahmad	-	-	-	2	0	2	
GIST 350		Study Abroad Internship	varies	1-5	Wuthrich	-	-	-	1	0	1	
GIST 371	GEOG 371 EVRN 371	Environmental Geopolitics	25%	3	Reiz	3	0	3	-	-	-	X
GIST 495		Global Internship	varies	3	Wuthrich	9	0	9	11	0	11	X
GIST 529/702	SOC 529/780	Globalization	25%	3	Antonio/Hanley	4	29	33	3	33	36	X
GIST 550	POLS 689/789	Transnational Terrorism	25%	3	Avdan	6	0	6	-	-	-	
GIST 550	SOC 425	Sociology of Global Health	50%	3	Agadjanian	4	0	4	3	1	4	X
GIST 582	GEOG 582	Geopolitics & Genocide	25%	3	Egbert	6	0	6	-	-	-	
GIST 624		Social Movements in the Middle East	25%	3	Wuthrich	-	-	-	0	14	14	
GIST 633/750	POLS 669	Iran, Turkey, & the Kurds	50%	3	Wuthrich	6	10	16	-	-	-	

CREES Non-Language Courses												
+ Past NRC Support		* Future NRC Support				AY 16-17			AY 17-18			AY 18-19
Course #	Cross Listed Course #	Course Title	% CREES Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	Planned
<i>Global & International Studies</i>												
GIST 667	POLS 667 SOC 640	Islam & Politics	25%	3	Wuthrich	-	-	-	4	0	4	
GIST 686	POLS 686	International Human Rights	25%	3	Omelicheva	-	-	-	7	0	7	
GIST 689		Capstone Seminar	varies	3	Finch III	9	0	9	-	-	-	
GIST 701		Approaches to International Studies	varies	3	Wuthrich	0	25	25	0	14	14	X
GIST 710		Interdisciplinary Research Methods Global Context	varies	3	Wuthrich	0	14	14	-	-	-	
GIST 750	ENG 590	Lit. & Soc. in Contemporary Middle East	25%	3	Ahmad	0	1	1	-	-	-	X
GIST 793		Directed Readings	varies	1-5	Wuthrich/Hanley	0	1	1	0	2	2	X
GIST 898		Thesis & Research Project Writing	varies	3	Beinek	-	-	-	0	7	7	
GIST 899		Thesis	varies	1-6	Hanley/Omelicheva/ Wuthrich	0	6	6	0	6	6	X
<i>History of Art</i>												
HA 315	ANTH 315	The Prehistory of Art	25%	3	Radovanovic	23	0	23	26	0	26	X
HA 393/593	ARCH 600	Islamic Art & Architecture	25%	3	Mostafa	36	4	40	-	-	-	
<i>History</i>												
HIST 114		Renaissance to Revolution: Europe 1500-1789	25%	3	Bourlakov/ Corteguera/Olivares	66	0	66	33	0	33	X
HIST 115		French Revolution to the Present: Europe 1789-Present	25%	3	Burks	43	0	43	-	-	-	X
HIST 117		Russia, An Introduction	100%	3	Scott/Holland	40	0	40	43	0	43	X
HIST 177	HNRS 177	Train-iPhone: Machine & Culture	25%	3	Wood	-	-	-	10	0	10	
HIST 334		The Great War: History of WWI	50%	3	Wood	59	0	59	72	0	72	X

CREES Non-Language Courses												
+ Past NRC Support		* Future NRC Support				AY 16-17			AY 17-18			AY 18-19
Course #	Cross Listed Course #	Course Title	% CREES Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	Planned
History												
HIST 335	JWSH 335 WGSS 335	History of Jewish Women	25%	3	Sternberg	6	0	6	4	0	4	X
HIST 340		History of the Second World War	25%	3	Hill/Millet/Neale	71	0	71	73	0	73	X
HIST 341	JWSH 341	Hitler & Nazi Germany	25%	3	Denning/Sternberg	57	0	57	28	0	28	X
HIST 343	JWSH 343	The Holocaust in History	25%	3	Sternberg	15	0	15	41	0	41	X
HIST 344	JWSH 344	Modern Jewish History	25%	3	Sternberg	8	0	8	-	-	-	
HIST 377		Everyday Communism in Eastern Europe	100%	3	Wood	36	0	36	-	-	-	
HIST 378		Beyond the Iron Curtain: Soviet Persp. on the Cold War	100%	3	Scott	-	-	-	35	0	35	
HIST 390	REL 345	Christianity	25%	3	Ketchell/Zimdars-Swartz	5	0	5	10	0	10	X
HIST 510	HUM 505	Europe Today	50%	3	Urie	2	0	2	6	0	6	X
HIST 564		Medieval Russia	100%	3	Levin	-	-	-	25	2	27	
HIST 568		Rise & Fall of the Soviet Union	100%	3	Scott	32	3	35	-	-	-	
HIST 690		Hnrs Course in History	varies	3	Scott	-	-	-	11	0	11	X
HIST 691		Undergraduate History Hnrs Seminar	varies	3	Scott	-	-	-	11	0	11	X
HIST 800		Readings in Medieval Russian History	100%	1-8	Levin	0	1	1	-	-	-	X
HIST 800		Readings in Cold War US 1947-1980	50%	1-8	Farber	0	1	1	-	-	-	
HIST 800		Readings in Soviet Military History	100%	1-8	Kipp	0	1	1	0	1	1	X
HIST 800		Readings in Korea, Vietnam, & the Cold War	50%	1-8	Lewis	0	1	1	-	-	-	

CREES Non-Language Courses												
+ Past NRC Support		* Future NRC Support				AY 16-17			AY 17-18			AY 18-19
Course #	Cross Listed Course #	Course Title	% CREES Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	Planned
History												
HIST 800		Readings in Russian Orthodox Culture	100%	1-8	Levin	-	-	-	0	2	2	X
HIST 800		Readings in Russian & Soviet Empire	100%	1-8	Scott	-	-	-	0	1	1	X
HIST 800		Readings in Modernity & Identity in Central Europe	100%	1-8	Wood	-	-	-	0	1	1	
HIST 801		Colloquium in National Identity in Europe	varies	1-6	Wood	0	9	9	0	6	6	X
HIST 998		Portfolio Preparation	varies	1-6	Levin	-	-	-	0	1	1	
HIST 999		Doctoral Dissertation	varies	1-12	Levin/Wood	0	20	20	0	13	13	X
Honors Program												
HNRS 177	HIST 177	Train-iPhone: Machine & Culture	25%	3	Wood	-	-	-	10	0	10	
HNRS 190		Freshman Honors Seminar	varies	1	Greenberg/Karney	20	0	20	-	-	-	X
HNRS 495		Honors Directed Study	varies	1-3	El-Hodiri	-	-	-	2	0	2	X
Humanities												
HUM 177	EURS 177	How WWI Changed the World	50%	3	Urie	10	0	10	9	0	9	X
HUM 505	HIST 510	Europe Today	50%	3	Urie	4	1	5	3	0	3	X
International Business												
IBUS 410	BBA 307	Introduction to International Business	25%	3	Huang/Karney/Kim	124	0	124	60	0	60	X
IBUS 462/731		Comparative & Cross-Cultural Management	25%	3	Galindau/Karney	33	4	37	0	1	1	X
Journalism												
JOUR 590		International Journalism	25%	3	Barnett/Vu	57	0	57	30	0	30	X
JOUR 613		International Strategic Communication	25%	3	Bang/Barnett	35	0	35	35	0	35	X

CREES Non-Language Courses												
+ Past NRC Support		* Future NRC Support				AY 16-17			AY 17-18			AY 18-19
Course #	Cross Listed Course #	Course Title	% CREES Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	Planned
<i>Jewish Studies</i>												
JWSH 107	REL 107	Living Religions of the West	25%	3	Lollar	4	0	4	-	-	-	
JWSH 107	REL 107	Jews, Christians, Muslims	25%	3	Lollar/Zahn	-	-	-	33	0	33	X
JWSH 311		Narratives of Jewish Life	25%	3	Perelmutter	6	0	6	-	-	-	
JWSH 318	SLAV 318	Jews & Slavs in Eastern Europe	100%	3	Perelmutter	1	0	1	-	-	-	
JWSH 325	REL 325	Introduction to Judaism	25%	3	Schuster	13	0	13	-	-	-	
JWSH 327		Jewish Secular Culture	25%	3	Perelmutter	0	0	0	25	0	25	X
JWSH 335	HIST 335 WGSS 335	History of Jewish Women	25%	3	Sternberg	2	0	2	2	0	2	X
JWSH 338/ 600	LING 338	Languages of the Jews	50%	3	Perelmutter	5	2	7	-	-	-	
JWSH 339	LING 339	Languages of the Jews, Hnrs	50%	3	Perelmetter	3	0	3	-	-	-	
JWSH 341	HIST 341	Hitler & Nazi Germany	25%	3	Denning/Sternberg	4	0	4	5	0	5	X
JWSH 343	HIST 343	The Holocaust in History	25%	3	Sternberg	4	0	4	2	0	2	X
JWSH 344	HIST 344	Modern Jewish History	25%	3	Sternberg	3	0	3	-	-	-	
JWSH 361	FMS 302	Jewish Film	25%	3	Schuster	-	-	-	9	0	9	
JWSH 490		Directed Study in Jewish Studies	25%	3	Sternberg/Welch/ Younger	2	0	2	2	0	2	X
JWSH 600		LGBTQIA + Jewish Cultures	25%	3	Perelmutter	-	-	-	0	1	1	X
JWSH 601		Senior Seminar in Jewish Studies	varies	3	Perelmutter	1	0	1	3	0	3	X

Appendix B: Course List

CREES Non-Language Courses												
+ Past NRC Support		* Future NRC Support				AY 16-17			AY 17-18			AY 18-19
Course #	Cross Listed Course #	Course Title	% CREES Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	Planned
Law												
LAW 864		Advanced International Trade Law	25%	3	Bhala	1	11	12	-	-	-	
LAW 879		Comparative Law	25%	3	Head	-	-	-	0	7	7	
LAW 944		International Trade Law	25%	3	Bhala	1	15	16	0	26	26	X
LAW 945		International Commerce & Investment	25%	3	Head/Ho	0	19	19	0	16	16	X
LAW 974		Public International Law	25%	3	Head	-	-	-	0	18	18	
Linguistics												
LING 320	ANTH 320	Language in Culture & Society	25%	3	Cloete/Duncan/ Vogt-Woodin	62	0	62	40	0	40	X
LING 321	ANTH 321	Language in Culture & Society, Hrs	25%	3	Herzfeld	5	0	5	6	0	6	X
LING 338	JWSH 338/600	Languages of the Jews	50%	3	Perelmutter	7	0	7	-	-	-	
LING 339	JWSH 339	Languages of the Jews, Hrs	50%	3	Perelmutter	1	0	1	-	-	-	
LING 491	ANTH 502	Language & the Internet	25%	3	Duncan	-	-	-	6	0	6	
LING 706	ANTH 706	Current Linguistic Anthropology	25%	3	Dwyer	0	2	2	-	-	-	X
LING 732	ANTH 732	Discourse Analysis	25%	3	Dwyer	-	-	-	0	1	1	
Musicology												
MUSC 650		Music in Vienna & Prague	50%	1-3	Nedbal	-	-	-	0	1	1	
MUSC 940		Song/Symphony in Russia	100%	3	Wong	0	13	13	-	-	-	
Peace & Conflict Studies												
PCS 565	EURS 565	The Literature of Human Rights	25%	3	Janzen	9	0	9	-	-	-	X

CREES Non-Language Courses												
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Course #	Cross Listed Course #	Course Title	% CREES Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	Planned
<i>Political Science</i>												
POLS 150/850		Introduction to Comparative Politics	25%	3	Multiple	268	0	268	272	13	285	X
POLS 170		Introduction to International Politics	25%	3	Multiple	245	0	245	224	1	225	X
POLS 171		Introduction to International Politics, Hnrs	25%	3	Arwine	28	0	28	33	0	33	X
POLS 370		Contemporary Issues in International Politics	25%	3	Arwine	21	0	21	-	-	-	
POLS 493		Directed Readings	varies	1-3	Omelicheva	-	-	-	1	0	1	X
POLS 498		Honors Thesis	varies	3-6	Rohrschneider	1	0	1	-	-	-	X
POLS 643	EURS 604	The European Union	25%	3	Rohrschneider	13	0	13	-	-	-	X
POLS 660		Politics & Problems of Developing Countries	25%	3	Reich	22	1	23	22	2	24	X
POLS 661		Politics of the Middle East	25%	3	Wuthrich	-	-	-	33	3	36	
POLS 667	GIST 667 SOC 640	Islam & Politics	25%	3	Wuthrich	-	-	-	16	1	17	
POLS 669	GIST 633/750	Iran, Turkey, & the Kurds	50%	3	Wuthrich	11	3	14	-	-	-	
POLS 672		International Political Economy	25%	3	Webb	26	2	28	26	2	28	X
POLS 673		International Organization	25%	3	Arwine	50	6	56	28	23	51	X
POLS 675		Russian Foreign Policy	100%	3	Omelicheva	19	6	25	-	-	-	
POLS 682		Trfc, Org. Crime, & Terr.: US Gov. Rsp.	50%	3	Omelicheva	-	-	-	0	9	9	
POLS 686	GIST 686	International Human Rights	25%	3	Omelicheva	-	-	-	15	0	15	
POLS 689/789	GIST 550	Transnational Terrorism	25%	3	Avdan	21	4	25	-	-	-	

CREES Non-Language Courses												
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Course #	Cross Listed Course #	Course Title	% CREES Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	Planned
<i>Political Science</i>												
POLS 689/789		International Migration	25%	3	Avdan	-	-	-	11	1	12	
POLS 870		International Relations	50%	3	Omelicheva	0	7	7	0	8	8	X
POLS 899		Thesis	varies	1-6	Omelicheva/Rohrschneider	0	2	2	0	3	3	X
POLS 955		Politics of Advanced Industrial Societies	varies	3	Rohrschneider	-	-	-	0	6	6	
POLS 970		Foreign Policy Analysis	50%	3	Omelicheva	0	7	7	-	-	-	
POLS 972		Theories International Conflict	25%	3	Avdan	0	4	4	-	-	-	X
POLS 993		Directed Readings	varies	1-5	Omelicheva	0	1	1	0	2	2	X
POLS 999		Doctoral Dissertation	varies	1-15	Omelicheva/Rohrschneider	0	16	16	0	14	14	X
<i>Russian & East European Studies</i>												
REES 110+		Understanding Russia & East Europe	100%	3	Beinek/Redford	15	0	15	9	0	9	X
REES 111+		Understanding Russia & East Europe, Hnrs	100%	3	Beinek/Redford	7	0	7	2	0	2	X
REES 220+		Societies & Cultures of Eurasia	100%	3	Finch III/Redford	10	1	11	5	0	5	X
REES 221+		Societies & Cultures of Eurasia, Hnrs	100%	3	Finch III/Redford	4	0	4	2	0	2	X
REES 492+		Research Methods in Russian & East European Studies	100%	3	Finch III	2	0	2	5	0	5	X
REES 496+		Research Seminar in Russian & East European Studies	100%	3	Finch III	2	0	2	3	0	3	X
REES 499+		Research Seminar in Russian & East European Studies, Hnrs	100%	3	Finch III	-	-	-	1	0	1	
REES 510+	GEOG 590	Understanding Central Asia	100%	3	Diener	-	-	-	4	3	7	X

CREES Non-Language Courses												
+ Past NRC Support		* Future NRC Support				AY 16-17			AY 17-18			AY 18-19
Course #	Cross Listed Course #	Course Title	% CREES Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	Planned
<i>Russian & East European Studies</i>												
REES 799+		Directed Readings in Russian & East European Studies	100%	1-5	Chernetsky	0	1	1	0	1	1	X
REES 895+		Language Institute in L'viv, Ukraine	100%	3	Wallo	-	-	-	3	0	3	X
REES 897		Research	100%	1	Levin	-	-	-	0	1	1	
REES 898+		Seminar in Russian & East European Studies	100%	3	Mizumura/ Wuthrich	0	4	4	0	2	2	X
REES 899+		Capstone Research Seminar REES	100%	3	Beinek/Finch III/ Lagotte	0	7	7	0	3	3	X
<i>Religious Studies</i>												
REL 107	JWSH 107	Living Religions of the West	25%	3	Lollar	28	0	28	-	-	-	
REL 107	JWSH 107	Jews, Christians, Muslims	25%	3	Lollar/Zahn	32	0	32	73	1	74	X
REL 325	JWSH 325	Introduction to Judaism	25%	3	Schuster	13	0	13	-	-	-	
REL 345	HIST 390	Christianity	25%	3	Ketchell/Zimdars-Swartz	9	0	9	6	0	6	X
REL 350	AAAS 349	Islam	25%	3	Brinton	20	0	20	-	-	-	X
REL 425		Religion & Film	25%	3	Lollar	6	0	6	-	-	-	
REL 525		Jews & Christians	25%	3	Zahn	-	-	-	1	4	5	
REL 800		Readings	varies	1-4	Lollar	0	1	1	-	-	-	X
<i>Slavic Language & Culture</i>												
SLAV 140		Introduction to Russian Culture	100%	3	Kokobobo/Noble	13	0	13	19	0	19	X
SLAV 141		Introduction to Russian Culture, Hnrs	100%	3	Kokobobo/Noble	2	0	2	2	0	2	X
SLAV 148		Introduction to Slavic Folklore	100%	3	Karpusheva/ Perelmutter	34	0	34	27	0	27	X

CREES Non-Language Courses												
+ Past NRC Support		* Future NRC Support				AY 16-17			AY 17-18			AY 18-19
Course #	Cross Listed Course #	Course Title	% CREES Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	Planned
<i>Slavic Language & Culture</i>												
SLAV 149		Introduction to Slavic Folklore, Hrs	100%	3	Perelmutter	12	0	12	17	0	17	X
SLAV 230		Vampire in Literature, Film, & Television	100%	3	Kokobobo	8	0	8	-	-	-	
SLAV 316		Peoples & Cultures of SE Europe Through Film	100%	3	Dickey	-	-	-	10	0	10	
SLAV 317		Peoples & Cultures of SE Europe Through Film, Hrs	100%	3	Dickey	-	-	-	1	0	1	
SLAV 318/679	JWSH 318	Jews & Slavs in Eastern Europe	100%	3	Perelmutter	2	1	3	-	-	-	
SLAV 320		Graphic Novels as Memory: Holocaust & Communism	100%	3	Vassileva-Karagyozyova	-	-	-	7	0	7	
SLAV 322/622	FMS 322	Soviet & Post-Soviet Russian Cinema	100%	3	Chernetsky	-	-	-	4	4	8	
SLAV 330		Russian Business Culture	100%	3	Six	16	1	17	17	0	17	X
SLAV 340		Intro. to Lang. & Peop. Russia & E.-Cen. Europe	100%	3	Greenberg	-	-	-	9	0	9	
SLAV 341		Intro. to Lang. & Peop. Russia & E.-Cen. Europe, Hrs	100%	3	Greenberg	-	-	-	1	0	1	
SLAV 370/570		War & Violence in Russian Literature & Film	100%	3	Kokobobo	9	6	15	-	-	-	
SLAV 379		Europe of Regions & Ethnic Minorities	100%	1-3	Borowski	7	0	7	-	-	-	
SLAV 379		Video Games Russia: Collective Memory & Play	100%	1-3	Grumbles	-	-	-	10	0	10	
SLAV 379		Communities in Russia & America	100%	1-3	Kokobobo	-	-	-	2	0	2	
SLAV 495		Senior Capstone Seminar	100%	3	Dickey/Perelmutter	1	0	1	2	0	2	X
SLAV 499		Honors Thesis	100%	3	Perelmutter	1	0	1	-	-	-	X
SLAV 503	COMS 503	Post-Soviet Communication	100%	3	Six	8	0	8	4	0	4	X

CREES Non-Language Courses												
+ Past NRC Support		* Future NRC Support				AY 16-17			AY 17-18			AY 18-19
Course #	Cross Listed Course #	Course Title	% CREES Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	Planned
<i>Slavic Language & Culture</i>												
SLAV 508		South Slavic Literature & Culture	100%	3	Dickey/Swanton	6	0	6	0	1	1	X
SLAV 510		The Russian Literary Genius	100%	3	Kokobobo	4	0	4	8	0	8	X
SLAV 512		The Russian Novel & Digital Humanities	100%	3	Kokobobo	0	5	5	-	-	-	
SLAV 516		Love, Lust, & Liberty: Polish and Czech Film Adaptations	100%	3	Vassileva-Karagyozeva	0	1	1	4	2	6	X
SLAV 522		The Grammatical Categories of Russian	100%	3	Dickey	8	6	14	-	-	-	X
SLAV 526		Pragmatics of Slavic Languages	100%	3	Perelmutter	-	-	-	3	8	11	
SLAV 530		Introduction to Russian Poetry	100%	3	Chernetsky	-	-	-	4	1	5	
SLAV 540		Lang. & Iden. in East-Central Europe & Former Soviet U.	100%	3	Greenberg	-	-	-	1	4	5	
SLAV 561		Readings in Slavic Language: Russian	100%	1-6	Six	2	0	2	-	-	-	
SLAV 564		The "Woman Question" in 19th Century Russian Literature	100%	3	Wallo	2	8	10	-	-	-	
SLAV 600		Biography of the City: Kyiv/Kiev/Kijow	100%	3	Wallo	1	5	6	-	-	-	X
SLAV 626		Cultural Impact of Ottoman Empire on the South Slavs	100%	3	Dickey	0	4	4	-	-	-	
SLAV 660		The Russian Novel in the Age of Realism	100%	3	Kokobobo	1	8	9	-	-	-	
SLAV 675		Readings in Slavic Studies	100%	1-3	Multiple	0	4	4	0	7	7	X
SLAV 678		Readings in Slavic Linguistics	100%	1-6	Dickey/Perelmutter	0	2	2	0	2	2	X
SLAV 679		Slavic Pedagogy	100%	1-6	Wallo	-	-	-	0	1	1	
SLAV 679		South Slavic Literature	100%	1-6	Dickey	-	-	-	0	1	1	

CREES Non-Language Courses												
+ Past NRC Support		* Future NRC Support				AY 16-17			AY 17-18			AY 18-19
Course #	Cross Listed Course #	Course Title	% CREES Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	Planned
<i>Slavic Language & Culture</i>												
SLAV 679		Turkish Culture & Linguistics	100%	1-6	Predolac	-	-	-	0	1	1	X
SLAV 679		Russian Theater & Film of the 1960s	100%	1-6	Vassileva-Karagyozeva	-	-	-	0	1	1	
SLAV 710		Introduction to Slavic Language & Linguistics	100%	3	Greenberg	0	5	5	-	-	-	
SLAV 712		Russian Poetry: 20th Century	100%	3	Chernetsky	-	-	-	0	6	6	
SLAV 726		Chekhov	100%	3	Kokobobo	-	-	-	0	7	7	
SLAV 740		Introduction to Graduate Studies in Slavic Languages & Literature	100%	3	Linden	0	4	4	-	-	-	X
SLAV 754		Seminar in Slavic Verbal Aspect	100%	3	Dickey	-	-	-	0	6	6	
SLAV 824		Proseminar: Methods of Teaching Slavic Languages I	100%	1-3	Wallo	-	-	-	0	7	7	
SLAV 999		Dissertation	100%	1-9	Multiple	0	16	16	0	8	8	X
<i>Sociology</i>												
SOC 130		Comparative Societies	25%	3	Multiple	173	0	173	152	0	152	X
SOC 131		Comparative Societies, Hnrs	25%	3	Wright	-	-	-	14	0	14	X
SOC 425		Sociology of Global Health	50%	3	Agadjanian	26	0	26	52	0	52	X
SOC 500		Sociological Theory	25%	3	Najafizadeh	12	0	12	-	-	-	
SOC 529/ 780	GIST 529/702	Globalization	25%	3	Antonio/Hanley	37	5	42	33	3	36	X
SOC 640	POLS 667 GIST 667	Islam & Politics	25%	3	Wuthrich	-	-	-	3	0	3	
SOC 780		Globalization, Gender, & Development	25%	3	Najafizadeh	0	9	9	-	-	-	

CREES Non-Language Courses												
+ Past NRC Support		* Future NRC Support				AY 16-17			AY 17-18			AY 18-19
Course #	Cross Listed Course #	Course Title	% CREES Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	Planned
<i>Sociology</i>												
SOC 891		Individual Master's Readings	varies	1-6	Hanley	-	-	-	0	1	1	X
SOC 899		Thesis	varies	1-8	Hanley	-	-	-	0	1	1	X
SOC 991		Individual Doctoral Readings	varies	1-6	Agadjanian/Hanley	0	4	4	0	4	4	X
SOC 999		Dissertation	varies	1-12	Hanley	0	9	9	0	4	4	X
<i>Women, Gender, & Sexuality Studies</i>												
WGSS 335	HIST 335 JWSH 335	History of Jewish Women	25%	3	Sternberg	2	0	2	2	0	2	X

CREES Language Courses												
+ Past NRC Support		* Future NRC Support				AY 16-17			AY 17-18			AY 18-19
Course #	Cross Listed Course #	Course Title	% CREES Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	Planned
<i>Bosnian, Croatian, & Serbian</i>												
BCRS 104		Elementary Bosnian/Croatian/Serbian I	100%	5	Pirnat-Greenberg	8	0	8	2	0	2	X
BCRS 105		Elementary Bosnian/Croatian/Serbian I,	100%	5	Pirnat-Greenberg	-	-	-	1	0	1	X
BCRS 108		Elementary Bosnian/Croatian/Serbian II	100%	5	Pirnat-Greenberg	5	0	5	1	1	2	X
BCRS 109		Elementary Bosnian/Croatian/Serbian II,	100%	5	Pirnat-Greenberg	-	-	-	1	0	1	X
BCRS 204		Intermediate Bosnian/Croatian/Serbian I	100%	3	Pirnat-Greenberg	2	0	2	5	0	5	X
BCRS 208		Intermediate Bosnian/Croatian/Serbian II	100%	3	Pirnat-Greenberg	2	0	2	4	0	4	X
BCRS 380		Intensive Croatian	100%	6	Dickey	0	2	2	1	0	1	X

CREES Language Courses												
+ Past NRC Support		* Future NRC Support				AY 16-17			AY 17-18			AY 18-19
Course #	Cross Listed Course #	Course Title	% CREES Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	Planned
<i>Bosnian, Croatian, & Serbian</i>												
BCRS 504		Advanced Bosnian/Croatian/Serbian I	100%	3	Karabatic	0	1	1	-	-	-	X
BCRS 508		Advanced Bosnian/Croatian/Serbian II	100%	3	Dickey	-	-	-	1	1	2	
BCRS 675		Readings in Bosnian/Croatian/Serbian	100%	1-6	Pirnat-Greenberg	3	2	5	1	0	1	X
<i>Persian</i>												
FARS 110+		Elementary Farsi I	100%	5	Ahmad	3	0	3	-	-	-	
PERS 110+*		Elementary Persian I	100%	5	Ahmad	-	-	-	5	0	5	X
PERS 120+*		Elementary Persian II	100%	5	Ahmad	2	0	2	-	-	-	
PERS 120+*		Elementary Iranian/Dari/Tajik Persian II	100%	5	Ahmad	-	-	-	4	0	4	
FARS 210+		Intermediate Farsi I	100%	3	Ahmad	3	0	3	-	-	-	
PERS 210+*		Intermediate Persian I	100%	3	Ahmad	-	-	-	1	0	1	X
FARS 220+		Intermediate Farsi II	100%	3	Ahmad	3	0	3	-	-	-	
PERS 220+*		Intermediate Persian II	100%	3	Ahmad	2	0	2	-	-	-	
PERS 220+*		Intermediate Iranian/Dari/Tajik Persian II	100%	3	Ahmad	-	-	-	1	0	1	
FARS 310+		Advanced Farsi I	100%	3	Ahmad	0	1	1	-	-	-	
PERS 310+*		Advanced Persian I	100%	3	Ahmad	-	-	-	1	0	1	X
FARS 320+		Advanced Farsi II	100%	3	Ahmad	3	0	3	-	-	-	
PERS 320+*		Advanced Persian II	100%	3	Ahmad	1	1	2	-	-	-	

CREES Language Courses												
+ Past NRC Support		* Future NRC Support				AY 16-17			AY 17-18			AY 18-19
Course #	Cross Listed Course #	Course Title	% CREES Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	Planned
Persian												
PERS 593*		Readings in Modern Persian Literature	100%	1-3	Ahmad	1	0	1	-	-	-	
Polish												
PLSH 104		Elementary Polish I	100%	5	Borowski	-	-	-	3	2	5	X
PLSH 108		Elementary Polish II	100%	5	Borowski	-	-	-	2	2	4	
PLSH 204		Intermediate Polish I	100%	3	Vassileva-Karagyozyova	1	1	2	-	-	-	X
PLSH 208		Intermediate Polish II	100%	3	Borowski	1	1	2	-	-	-	
PLSH 504		Advanced Polish I	100%	3	Vassileva-Karagyozyova	2	0	2	1	1	2	X
PLSH 508		Advanced Polish II	100%	3	Vassileva-Karagyozyova	-	-	-	0	1	1	
Russian												
RUSS 104		Elementary Russian I	100%	5	Grumbles/Husieva/Karabatic/Six	35	2	37	32	1	33	X
RUSS 108		Elementary Russian II	100%	5	Husieva/Six	27	2	29	24	1	25	X
RUSS 110		Intensive Elementary Russian	100%	10	Multiple	16	1	17	22	1	23	X
RUSS 204		Intermediate Russian I	100%	5	Savchenko/Six	23	2	25	21	1	22	X
RUSS 208		Intermediate Russian II	100%	5	Grumbles/Shea/Six	21	2	23	17	0	17	X
RUSS 212		Second Year Russian I	100%	3	Lakhmitko/Lysenko	-	-	-	12	0	12	X
RUSS 216		Second Year Russian II	100%	3	Lakhmitko/Lysenko	-	-	-	12	0	12	X
RUSS 250		Continuing Russian I	100%	3	Lakhmitko/Lysenko/Wallo	11	0	11	21	0	21	X
RUSS 252		Continuing Russian II	100%	3	Lakhmitko/Lysenko/Wallo	11	0	11	21	0	21	X

Appendix B: Course List

CREES Language Courses												
+ Past NRC Support		* Future NRC Support				AY 16-17			AY 17-18			AY 18-19
Course #	Cross Listed Course #	Course Title	% CREES Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	Planned
Russian												
RUSS 504		Advanced Russian I	100%	3	Six	9	2	11	7	2	9	X
RUSS 508		Advanced Russian II	100%	3	Husieva	10	1	11	6	3	9	X
RUSS 512+*		Russian for the Professions I	100%	3	Karpusheva/Six	15	1	16	8	1	9	X
RUSS 516+*		Russian for the Professions II	100%	3	Karpusheva/Six	3	0	3	7	2	9	X
RUSS 604		Contemporary Russian Culture	100%	3	Six	1	2	3	-	-	-	
RUSS 616		Stylistics	100%	3	Six	-	-	-	4	0	4	
RUSS 675+		Readings in Russian	100%	1-6	Dickey/Six	7	5	10	1	2	3	X
Turkish												
TURK 104+*		Elementary Turkish I	100%	5	Predolac	2	0	2	3	1	4	X
TURK 108+*		Elementary Turkish II	100%	5	Predolac	-	-	-	4	0	4	
TURK 204+*		Intermediate Turkish I	100%	3	Predolac	3	1	4	-	-	-	X
TURK 208+*		Intermediate Turkish II	100%	3	Predolac	1	1	2	-	-	-	
TURK 675+*		Advanced Conversation & Written Turkish	100%	3	Predolac	5	0	5	7	0	7	X
Ukrainian												
UKRA 104+		Elementary Ukrainian I	100%	5	Wallo	4	2	6	3	0	3	X
UKRA 108+		Elementary Ukrainian II	100%	5	Wallo	4	2	6	2	0	2	X
UKRA 204+		Intermediate Ukrainian I	100%	3	Wallo	-	-	-	0	1	1	X
UKRA 208+		Intermediate Ukrainian II	100%	3	Wallo	-	-	-	0	1	1	

CREES Language Courses												
+ Past NRC Support		* Future NRC Support				AY 16-17			AY 17-18			AY 18-19
Course #	Cross Listed Course #	Course Title	% CREES Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	Planned
<i>Ukrainian</i>												
UKRA 675+		Readings in Ukrainian Language	100%	1-6	Wallo	3	1	4	4	0	4	X
<i>Uyghur</i>												
UYGR 101+		Elementary Uyghur I	100%	3	Momin/Snider	0	2	2	0	1	1	X
UYGR 102+		Elementary Uyghur II	100%	3	Momin/Gulina	0	2	2	0	1	1	X
UYGR 201+		Intermediate Uyghur I	100%	3	Momin/Snider	0	1	1	0	3	3	X
UYGR 202+		Intermediate Uyghur II	100%	3	Momin/Gulina	0	1	1	0	3	3	X
<i>Yiddish</i>												
YDSH 490		Independent Study	100%	1-3	Perelmutter	-	-	-	0	1	1	X

**APPENDIX C.
PERFORMANCE MEASURES
FORMS**

KU CENTER FOR RUSSIAN, EAST
EUROPEAN & EURASIAN STUDIES
College of Liberal Arts
& Sciences

APPENDIX C. PERFORMANCE MEASURES FORM

Project Goal Statement 1: Promote Russian, East European & Eurasian languages and studies to K-16 students in the Heartland to cultivate competent global citizens									
Performance Measure	Activities	Data Indicators	Frequency	Data Source	BL	T1	T2	T3	T4
1.1. Increase K-16 knowledge of REES language opportunities by hosting 4 REES Language Festivals on the KU campus	i. Promote REES Language Festival through 3 campus and 3 residence promotional events	a. Numbers of promotional events held	Annual	Institutional records including event attendance sheets	0	6	12	18	24
	ii. Contact, recruit, and confirm 4 student groups for festival participation	a. Number of student groups for participation in language festival	Annual	Institutional records including e-mail correspondence	0	4	8	12	16
		b. Number of student groups agreeing to participate in festival	Annual	Institutional records including e-mail correspondence	0	4	8	12	16
	iii. Host one annual Language Festival on the KU campus	a. Number of annual Language Festivals held	Annual	Institutional records including event attendance sheets	0	1	2	3	4
1.2. Increase awareness of REES languages during 4 World Languages Fairs to generate high school student pipeline (cumulatively) for language and area studies	i. Hold at least 2 meeting with collaborating area studies centers' language coordinators to plan World Languages Fair	a. Number of meetings held	Annual	Institutional records including meeting minutes	0	2	4	6	8
	ii. Contact and confirmation of at least 3 area high school administrators committing to bringing students to World Languages Fair	a. Number of school administrators contacted to create interest in World Languages Fair	Annual	Institutional records including e-mail correspondence	0	4	8	12	16
		b. Confirmations received from schools attending World Languages Fair	Annual	Institutional records including e-mail correspondence and on-line registration forms	0	3	6	9	12
	iii. Host one annual World Languages Fair with clear objectives on how to improve yearly effectiveness and increase high school participation	a. Number of Language Fairs hosted annually	Annual	Institutional records including promotional material including events attendance register	0	1	2	3	4
		b. Exit results of one survey administered to all participating school administrators and at least 20% of participating high school students	Annual	Institutional records including survey administered	0	1	2	3	4

APPENDIX C. PERFORMANCE MEASURES FORM

Project Goal Statement 1: Promote Russian, East European & Eurasian languages and studies to K-16 students in the Heartland to cultivate competent global citizens									
Performance Measure	Activities	Data Indicators	Frequency	Data Source	BL	T1	T2	T3	T4
1.3 Advance REES curricular products at KU by developing 4 interdisciplinary team-taught seminars with KU’s Professional Schools (cumulatively)	i. Inform faculty about interdisciplinary team-taught curricular product opportunities by means of 1 information session per year	a. Number of information sessions hosted	Annual	Institutional records including promotional material	0	1	2	3	4
	ii. Recruit and pair faculty into 1 interdisciplinary team per year	a. Number of faculty recruited	Annual	Institutional records including confirmation e-mail/ agreements	0	2	4	6	8
		b. Number of teams formed	Annual	Institutional records including confirmation e-mails	0	1	2	3	4
	iii. Create at least one interdisciplinary curricular unit designed around REES- related content	a. Number of curricular products designed	Annual	Institutional records including curricular products provided	0	1	2	3	4

APPENDIX C. PERFORMANCE MEASURES FORM

Project Goal Statement 2: Collaborate with Minority Serving Institutions (MSI) and Community Colleges (CC) to broaden global competency									
Performance Measure	Activities	Data Indicators	Frequency	Data Source	BL	T1	T2	T3	T4
2.1. Assist in the development of internationalized curricula for MSIs and CC by hosting Educator Training Initiatives (ETIs) on partner campuses	i. Meet with at least 8 (cumulative) MSI and CC partners to plan and design ETIs	a. Number of meetings held with MSI and CC administrators/faculty to establish viable collaborations toward ETIs	Annual	Institutional records including minutes from meetings	0	2	4	6	8
		b. Number of planning meetings	Annual	Institutional records including minutes from meetings and programs designed	0	1	2	3	4
	ii. Host at least one ETI annually (Y1-4)	a. Number of workshops hosted	Annual	Institutional records including workshop attendance sheets	0	1	2	3	4
	iii. Determine effectiveness of workshops by administering at least one post-ETI survey	a. Results from administered surveys to all ETI participants	Annual	Institutional records including survey, one per ETI	0	1	2	3	4
2.2. Support professional development of faculty at MSI and CC by providing 12 travel stipends to regional and national REES conferences (cumulative)	i. Contact and recruit faculty at 3 regional MSI and 3 CC to attend annual Central Slavic, Midwest Slavic, and ASEES conferences	a. Number of faculty at MSIs and CCs contacted	Annual	Institutional records	0	6	12	18	24
		b. Number of contacted faculty who confirmed interest in attending meetings	Annual	Institutional records	0	6	9	12	15
	ii. Administer financial assistance to faculty for conference attendance	a. Number of MSI and CC faculty attending Central Slavic, Midwest Slavic, and ASEES conferences	Annual	Institutional records	0	3	6	9	12
2.3. Provide international experience by awarding 4 faculty development grants for participation in KU REES region study abroad programs (cumulative, 1 grant, annually)	i. Contact and recruit faculty at 3 regional MSIs and 3 CCs, annually, for possible participation in SA programs	a. Number of faculty contacted	Annual	Institutional records including e-mail correspondence	0	3	6	9	12
		b. Number of faculty recruited	Annual	Institutional records including e-mail correspondence	0	1	2	3	4
	ii. Support travel of 4 faculty members	b. Faculty participating in SA program	Annual	Institutional records	0	1	2	3	4

APPENDIX C. PERFORMANCE MEASURES FORM

Project Goal Statement 3: Reach out and extend awareness of Russian, East European & Eurasian studies and languages in Heartland educational spaces									
Performance Measure	Activities	Data Indicators	Frequency	Data Source	BL	T1	T2	T3	T4
3.1. Promote awareness of REES languages and area studies by designing and implementing at least 10 (cumulative) “Let’s Speak REES Languages” events	i. Contact at least 10 local libraries and 10 K-12 institutions to develop potential schedule of events	a. Number of libraries/ local schools contacted to allow for prospective meetings	Annual	Institutional records including minutes from meetings	0	5	10	15	20
		b. Number of meetings held leading to scheduled events.	Annual	Institutional records including minutes from meetings	0	2	4	6	8
	ii. In partnership with local schools and libraries, host at least 10 (cumulative) “Let’s Speak REES Languages” events	a. Number of events hosted	Annual	Institutional records including event programs and advertisements	0	2	4	8	10
3.2. Advance REES language awareness in rural Kansas communities through annual World Languages Fair “On the Road” events	i. Hold at least 3 meetings with 4 KU REES Language Instructors and students to coordinate and plan “On the Road” events (annual, cumulative)	a. Number of meetings held.	Annual	Institutional records including minutes from meetings	0	3	6	9	12
	ii. Initiate contact with one college in Kansas to host “On the Road” event (annual, cumulative)	a. Number of contacts established	Annual	Institutional records including minutes from meetings	0	1	2	3	4
	iii. Host four “On the Road” events in rural Kansas to expand attendees’ awareness of REES languages	a. Number of events hosted	Annual	Institutional records including attendance records and event programs	0	1	2	3	4
		a. Brief exit interviews with at least 20% of attendees to gauge growth in awareness of REES Languages	Annual	Institutional records including exit interview questionnaire	0	0	1	0	2

APPENDIX C. PERFORMANCE MEASURES FORM

Project Goal Statement 3: Reach out and extend awareness of Russian, East European & Eurasian studies and languages in Heartland educational spaces									
Performance Measure	Activities	Data Indicators	Frequency	Data Source	BL	T1	T2	T3	T4
3.3. Incorporate REES awareness into the professional development of the region’s community health professionals by facilitating 2 “Global Learning Collaboratives”	i. Establish contact with at least 12 (cumulative) community health partners/workers to plan and participate in Global Learning Collaboratives	a. Number of partnerships secured	Y1; Y4	Institutional records including minutes from meetings	0	3	6	9	12
	ii. Facilitate 2 (cumulative) events (Y1, Y4)	a. Number of events facilitated	Y1; Y4	Institutional records including attendance records and event programs	0	1	0	0	2
	iii. Determine Global Learning Collaborative success by administering pre- and post-surveys to all participants	a. Results from administered pre- and post-surveys to capture participants’ awareness of REES region	Y1; Y4	Institutional records including survey	0	0	2	0	4

**APPENDIX D.
LETTERS OF SUPPORT**



June 19, 2018

Title VI National Resource Center and
Foreign Language and Area Studies Programs
U.S. Department of Education
Washington D.C

Dear Title VI Reviewers:

I write to express the enthusiastic support of the College of Liberal Arts and Sciences for the application of the Center for Russian, East European, and Eurasian Studies (CREES) for Title VI / NRC funding, and to confirm our continuing commitment of funding for the center.

As the flagship institution of higher education in the state of Kansas, the University of Kansas—and the College of Liberal Arts and Sciences—is committed to excellence in international education in order to prepare its students for a globalized and interconnected world.

In support of CREES' continuing efforts toward K-14 outreach, the promotion of research on Russia, Eastern Europe, and Eurasia, the development of accessible, affordable study abroad options, and the sustaining and further development of a top-notch program in less commonly taught languages of the Russia/Eastern Europe/Eurasia region, the College of Liberal Arts and Sciences has committed the following continuing institutional support during all years of the grant period:

- salary plus benefits annually for an Assistant Director
- salary plus benefits annually for a .5 FTE Outreach Coordinator
- salary plus benefits annually for an instructor to teach undergraduate methods and a capstone course
- salary plus benefits annually for an Office Manager for CREES (to be shared with the Center for Latin American and Caribbean Studies)
- funds for administrative supplements, summer salary, research funds, and travel for the Director and Assistant Director for CREES (this figure is in addition to any funds distributed from the regular CLAS travel award fund for faculty and the university's professional development funds for staff)
- funds annually to support *The Russian Review* (academic journal)
- funds annually for student hourly program assistants
- funds annually for instructional technology
- funds annually to support promotional efforts to maximize outreach outcomes
- funds to cover operating costs and provide program support

Title VI National Resource Center and
Foreign Language and Area Studies Programs
June 19, 2018
Page 2

If the Title VI / NRC grant application is successful, we will in addition take over the salary of the seed hire in interdisciplinary approaches to cybersecurity shared between a social sciences or humanities department in the College and the School of Engineering in the proportions indicated in the Title VI / NRC budget submitted by CREES: \$70,000 / 1.0 FTE plus 35% fringe, conducting a search in year one (2018-2019) and hired for year two (2019-2020) of the grant period. Funding in years two and three of the grant period, 50% NRC funding and remainder KU funding; in year four, 25% NRC funding and remainder KU funding; KU fully funds after grant period.

Please consider these commitments as an indication of KU's strong and continuing support for area and international studies.

Sincerely,



Clarence Lang
Interim Dean
College of Liberal Arts and Sciences



11 June 2018

To: US Department of Education

Dear Title VI Reviewers,

Donnelly College continues to welcome a partnership with the University of Kansas and would like to thank the following KU Centers:

- CLACS (Center for Latin American and Caribbean Studies),
- CREES (Center for Russian, East European, and Eurasian Studies),
- CEAS (Center for East Asian Studies), and
- KASC (Kansas African Studies Center)

Together with these Centers, Donnelly College created the Global Studies Symposium, the pilot of which took place on April 12, 2018. This project was immensely valuable to Donnelly students and faculty, who visited the KU campus, gave presentations, and attended talks by KU students and faculty.

Here at Donnelly, we have a special concern for our most deeply marginalized students who want to and deserve to benefit from a liberal education. Through the interest and support of these KU centers, many of our students are able to pursue activities, events, and academics that can enrich their lives and prepare them for a more stable future. We hope that a continuous and extended partnership with KU through its areas studies centers will provide valuable guidance through this process. We also hope that their request for a Title VI grant is met with success.

Please feel free to contact me, Msgr. Stuart Swetland, President, (sswetland@donnelly.edu) with any questions about this collaboration.

Sincerely,

Msgr. Stuart W. Swetland
President



JOHNSON COUNTY
COMMUNITY COLLEGE

12345 College Blvd. • Overland Park, KS • 66210-1299

June 19, 2018

Dear Colleagues,

I write in support of the Title VI NRC applications from the Center for East Asian Studies, Center for Latin American and Caribbean Studies, Center for Russian, East European and Eurasian Studies, and Kansas African Studies Center at the University of Kansas. Johnson County Community College (JCCC) is looking forward to working with all the aforementioned area studies centers at the University of Kansas in support of developing and implementing JCCC's Global Distinction Program.

JCCC's Global Distinction Program's goal is to develop a program to prepare students to live and work in an interdependent and multicultural world, by better understanding the diversity and complexities of the global community. Criteria will be drawn up and applied to designate globally focused courses. The Global Distinction Program will encompass globally focused courses and activities that students participate in and a capstone project. The compilation of coursework, activities and capstone project, will triangulate in a strong assessment process around the College's new social awareness Institutional Learning Outcomes. This project will especially emphasize developing more globally focused courses in career technical education and STEM. Assistance from KU's area studies centers in faculty development in curriculum design for this will greatly aid JCCC in this regard.

To achieve these goals, we have mapped out a two-year plan in conjunction with the Office of International Programs and the Area Studies Centers at the University of Kansas to work with two 10 person cohorts STEM and Career/Technical faculty to internationalize their courses by adding international content and activities designed to deepen students' intercultural competency. To achieve these aims, we will partner with KU's Area Studies Centers and Office of International Programs to develop and hold a series of 4 workshops in each of two years. Those workshops will be on 1. Intercultural competency, 2. Goal based course design, 3. Identifying global content, and 4. Assessment of global competencies. Each cohort will participate in all four workshops over the course of a year, and the goal will be for each participating faculty member to globalize one course.

At the end of the two-year project, we will collaborate with KU's area studies centers to put on a workshop on "Internationalizing the Curriculum" for faculty from other community colleges and four-year colleges in the region that will present replicable dimensions of the JCCC globalizing the curriculum initiative.

We are very appreciative of the partnership with KU's Area Studies Centers both for their willingness to help us to develop and implement these activities, but also because of the support for JCCC faculty that they have written into their NRC grants.

Sincerely,



Tom Patterson
Director, International Education



June 7, 2018

Dr. Vitaly Chernetsky, Director
Center for Russian, East European & Eurasian Studies
University of Kansas
1440 Jayhawk Boulevard
Lawrence, KS 66045

Dr. Chernetsky:

This letter is to confirm the partnership and collaboration of the Midwest Institute consortium (MIIE) for the University of Kansas, Center for Russian, East European & Eurasian Studies' Title VI proposal to the U.S. Department of Education for the 2018-2022 period.

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

In particular, we look forward to collaborating in supporting week-long workshops for community college faculty to develop curriculum modules for course-infusion, as well as, provide professional development.

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

With best regards,

A handwritten signature in black ink that reads "Theo S. Sypris". The signature is written in a cursive, flowing style.

Theo Sypris, Director

June 4, 2018

RE: University of Kansas CREES application for US DoE Title VI Grant

To Whom it May Concern:

As faculty members at a community college, or a federally designated minority serving institution, or a university of higher learning in the states of Arkansas, Kansas, Missouri, Nebraska, or Oklahoma, we would like to express our commitment to working with the KU Center for Russian, East European & Eurasian Studies.

Many of us have established strong connections to KU CREES and are adjunct or affiliate faculty members able to access KU's extensive Slavic library collection and regularly attend conferences, lecture series, and workshops. Others have engaged CREES with sustainable outreach events and programming including film festivals, public lectures, and classroom visits. And some of us have just recently begun to work with CREES and look forward to building a strong collaborative relationship over the next four years. But in the end, all of us have benefited and will continue to benefit from having a Title VI funded National Resource Center at the University of Kansas for the study of Russia, Eastern Europe & Eurasia.

We recommend the continued support of CREES at the University of Kansas. Their resources and programming enhance our educational goals, provide access to languages not commonly taught in our states, and help increase our students' global competency, ensuring a strong and knowledgeable citizenry throughout the Great Plains Region.

Respectfully,



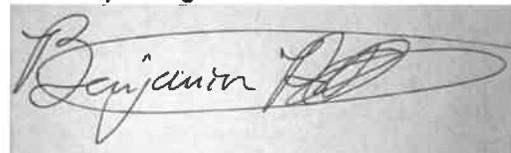
Brett Chloupek
Assistant Professor of Geography
Northwest Missouri State University



Paula Console-Şoican
Assistant Professor of English
Donnelly College



Edward Holland
Assistant Professor of Geography
University of Arkansas



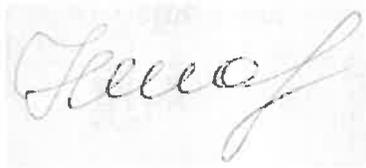
Benjamin Peters
Associate Professor of Media Studies
University of Tulsa



Lesley A. Rimmel
Associate Professor of History
Oklahoma State University



Tatiana Scanlan
Adjunct Professor of Russian
Johnson County Community College



Nadia Shapkina
Assistant Professor of Sociology
Kansas State University



Michelle Smirnova
Assistant Professor of Sociology
University of Missouri, Kansas City



Olha Tytarenko
Assistant Professor of
Practice of Russian
Department of Modern
Languages and Literatures
University of Nebraska-
Lincoln

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

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

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[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

NRC BUDGET

SECTION C - Budget Narrative (Detailed Budget)
University of Kansas Center for Russian, East European and Eurasian Studies
Comprehensive National Resource Center
August 15, 2018 - August 14, 2022

Note: AP = Absolute Priority; CP = Competitive Priority; FCP=FLAS Competitive Priority

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority	Cross Reference with Narrative
1. PERSONNEL							
Institutionally supported salaries							
Director - Vitaly Chemetsky	-	-	-	-	-		Sec.B, p. 6-7, 9-10; F, p. 23; G, p. 28; H, p. 35; I, p. 44, 46; J, p. 48; Table B.1, p. 9; D.3, p. 19; I.1, p. 42
Assistant Director - Justyna Beinek	-	-	-	-	-		Sec.B, p. 7, 9-10; H, p. 35; J, p. 48; Table D.3, p. 19
Office Manager - Darra Stuart	-	-	-	-	-		Sec.B, p. 8; 6, p. 25; Table D.3, p. 19
Graduate Advising specialist - Clare Thoman (shared with other Area Studies centers)	-	-	-	-	-		Sec.B, p. 8; Table D.3, p. 19
Shared Service Center staff (percentage of effort for HR, Finance & Grant specialists)	-	-	-	-	-		Sec.B, p. 8; Table D.3, p. 19
A. Salaries							
i. Administrative Salaries	0	0	0	0	\$0		
SUBTOTAL Administrative Compensation	\$0	\$0	\$0	\$0	\$0		
ii. Language Instruction							
Instructional Assistants							

NRC BUDGET

Note: AP = Absolute Priority; CP = Competitive Priority; FCP=FLAS Competitive Priority							
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority	Cross Reference with Narrative
Language 1: Turkish							
Lecturer - Esra Predolac							
\$36,683/.75 FTE, (40% fringe), (includes 2% annual increase, Yrs 2,3,4), 33% NRC	12,228	12,473	12,722	12,976	\$50,399	AP, FCP2	Sec. A, p. 2; B, p. 11; C, p. 17; G, p. 26, 28, 33-34; H, p. 39; Table C.2, p. 15; G.1, p. 26
SUBTOTAL Language 1: Turkish	\$12,228	\$12,473	\$12,722	\$12,976	\$50,399		
Language 2: Tajik/Persian							
Lecturer - Razi Ahmad							
\$42,979/1.0 FTE, (35% fringe), (includes 2% annual increase Yrs 2,3,4), 25% NRC	10,745	10,960	11,179	11,403	\$44,287	AP, FCP2	Sec. A, p. 2; G, p. 20, 28, 34; H, p. 39; Table G.1, p. 26
SUBTOTAL Language 2: Tajik/Persian	\$10,745	\$10,960	\$11,179	\$11,403	\$44,287		
Language 3: Russian Language for the Professions							
Lecturer - Irina Six							
1 course per semester @ \$6,000, (1.0 FTE, 35% fringe), (includes 2% annual increase Yrs 2,3,4)	12,000	12,240	12,485	12,735	\$49,460	AP, FCP2	Sec. A, p. 2; F, p. 24; G, p. 27-29, 31; H, p. 35
SUBTOTAL Language 3: Russian for the Professions	\$12,000	\$12,240	\$12,485	\$12,735	\$49,460		
Language Curriculum Development : New Instructional Materials & Courses							
Awards for developing online instructional materials for teaching LCTLs, Yrs 1, 4, 2/yr @ \$2,500; 40% fringe	5,000	-	-	5,000	\$10,000	AP, FCP2	Sec. A, p. 2; B, p. 11; D, p. 17; G, p. 26, 33
SUBTOTAL Language Course Development	\$5,000	\$0	\$0	\$5,000	\$10,000		

NRC BUDGET

Note: AP = Absolute Priority; CP = Competitive Priority; FCP=FLAS Competitive Priority							
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority	Cross Reference with Narrative
Language Across Curriculum Discussion Sections for non-SLL REES courses							
<i>Discussion sections for non-SLL REES courses to introduce language to non-language courses</i>							
SLL Faculty assist with on-line module \$1,250/yr; 40% fringe	1,250	1,250	1,250	1,250	\$5,000	AP, FCP2	Sec. A, p. 2, 4; G, p. 28, 34
Non-SLL Faculty assist with on-line module \$1,250/yr; 35% fringe	1,250	1,250	1,250	1,250	\$5,000	AP, FCP2	Sec. A, p. 2, 4; G, p. 28, 34
SUBTOTAL Language Across Curriculum	\$2,500	\$2,500	\$2,500	\$2,500	\$10,000		
Directed Language Study for FLAS recipients							
Individualized language instruction for CREES FLAS recipients during Academic Year; (2/year x \$1,500) 40% fringe; Yr 1,2,3,4	3,000	3,000	3,000	3,000	\$12,000	AP, FCP1,2	Sec.A, p. 1-6
SUBTOTAL Directed Language Study	\$3,000	\$3,000	\$3,000	\$3,000	\$12,000		
SUBTOTAL Language Instruction Salaries	\$45,473	\$41,173	\$41,886	\$47,614	\$176,146		
iii. Non-Language Instruction							
Seeded position Assistant Professor in Cybersecurity							
\$70,000/1.0 FTE, (35% fringe), (includes 2% annual increase year 4), Yr 2,3 - 50% NRC; Yr 4 -25% NRC	-	35,000	35,000	17,850	\$87,850	AP, CP1	Sec.A, p. 1, 4-5; C, p. 16; F, p. 24; H, p. 36; I, p. 45; K, p.50; Table I.1 , p. 42
New area studies competitive course development awards, 1/yr @ \$2,500; 35% fringe	2,500	2,500	2,500	2,500	\$10,000	AP	Sec.A, p. 1-6; F, p. 23-24
New area studies competitive online/hybrid course development awards, 1/yr @ \$2,000; 35% fringe	2,500	2,500	2,500	2,500	\$10,000	AP	Sec.A, p. 1-6; B, p. 7-8; D, p. 18; E, p. 22; H, p. 36; I, p. 45

NRC BUDGET

Note: AP = Absolute Priority; CP = Competitive Priority; FCP=FLAS Competitive Priority							
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority	Cross Reference with Narrative
Development of new REES online 1 CH survey course to be open to non-KU students, \$2,500; 35% fringe	2,500	-	-	-	\$2,500	AP	Sec.A, p. 1-6; B, p. 8; D, p. 18; E, p. 22
Team-teaching grants for pairing faculty in CLAS and prof. schools, 1/yr @ \$2,500; 35% fringe	2,500	2,500	2,500	2,500	\$10,000	AP, CP2	Sec.A, p. 1-6; B, p. 8-9; C, p.16; F, p. 23-25; H, p. 35, 40; Table C.1, p. 14
SUBTOTAL: Non-Language Instruction Salaries	\$10,000	\$42,500	\$42,500	\$25,350	\$120,350		
iv. Outreach Personnel							
Outreach Coordinator - Lisa Giullian, \$25,892/.75 FTE, (40% fringe), (includes 2% annual increase , Yrs 2,3,4), 33% NRC	8,545	8,716	8,890	9,068	\$35,219	AP, CP, FCP	Sec. A, p. 1-6; B, p. 7; C, p. 11, 13-14; D, p. 18-19; I, p. 40-47
Outreach Graduate Student Assistant, \$12.50/hr x20 hrs/wk x 34 wks, (7% fringe)	8,500	8,500	8,500	8,500	\$34,000	AP, CP, FCP	Sec.A, p. 1-6; I, p. 40-47
Student Hourly Position to support Center, \$10/hr x10 hrs/wk x 34wks, (7% fringe)	3,400	3,400	3,400	3,400	\$13,600	AP, CPI	Sec. A, p. 1-6; I, p. 40-47
SUBTOTAL: Outreach Personnel Salaries	\$20,445	\$20,616	\$20,790	\$20,968	\$82,819		
v. Library							
Student position to create online tutorials for CREES related area databases							
\$10.00/hr x 10 hrs/wk x 30 wks/yr, (7% fringe)	3,000	-	-	3,000	\$6,000	AP, CPI	Sec. A, p. 1-6; E, p. 21-22
SUBTOTAL:Library Salaries	\$3,000	\$0	\$0	\$3,000	\$6,000		
SUBTOTAL: SALARIES	\$78,918	\$104,289	\$105,176	\$96,932	\$385,315		

NRC BUDGET

Note: AP = Absolute Priority; CP = Competitive Priority; FCP=FLAS Competitive Priority							
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority	Cross Reference with Narrative
2. FRINGE BENEFITS							
i. 35% Faculty & Staff (.90 to 1.0 FTE)	11,898	23,433	23,595	17,758	\$76,684		
ii. 40% Faculty & Staff (.50 to .89 FTE)	12,009	10,176	10,345	12,518	\$45,048		
iii. 7% Student	1,043	833	833	1,043	\$3,752		
SUBTOTAL: FRINGE BENEFITS	\$24,950	\$34,442	\$34,773	\$31,319	\$125,484		
TOTAL SALARIES & FRINGE	\$103,868	\$138,731	\$139,949	\$128,251	\$510,799		
3. TRAVEL							
i. Foreign Travel							
Director or Assistant Director travel to research new study abroad program(s) (airfare @ \$1,250 + per diem @ \$92/day + lodging @ \$158/day x 7 days)	3,000	-	-	3,000	\$6,000	AP, CP	Sec. D, p. 19; F, p. 25; G, p. 26-27; H, p. 38-40
CREES Librarians' travel to collect materials (Russia, Belarus, Ukraine) (airfare @ \$1,700 + per diem @ \$90/day + lodging @ \$128/day x 5 days)	2,790	-	-	-	\$2,790	AP, CP1	Sec. E, p. 20-22
CREES Librarians' travel to collect materials (Poland, Czech Republic, Slovakia, Georgia) (airfare @ \$1,700 + per diem @ \$90/day + lodging @ \$128/day x 5 days)	-	-	-	2,790	\$2,790	AP, CP1	Sec. E, p. 20-22
Outreach Coordinator conference/development trip to the REES region (airfare @ \$1,700 + per diem @ \$90/day + lodging @ \$128/day x 5 days)	2,790	-	-	-	\$2,790	AP, CP	Sec. I, p. 40-47
MSI/CC faculty stipends for participation in KU study abroad programs in REES region (2/yr)	6,000	-	-	6,000	\$12,000	AP, CP	Sec. A, p. 1-6; I, p. 47; K, p. 50
Subtotal: Foreign Travel	\$14,580	\$0	\$0	\$11,790	\$26,370		

NRC BUDGET

Note: AP = Absolute Priority; CP = Competitive Priority; FCP=FLAS Competitive Priority							
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority	Cross Reference with Narrative
ii. Domestic Travel							
Director/Assistant Director to professional meetings (airfare @ \$260 + per diem @ \$60/day + lodging @ \$125/day x 4 days) x 2 trips/yr	2,000	2,000	2,000	2,000	\$8,000		Sec. A, p. 1-6
Director/Assistant Director to on-site NRC/FLAS meeting (airfare @ \$400 + per diem @ \$60/day + lodging @ \$125/day x 4 days)	1,140				\$1,140		Sec. A, p. 1-6
Center staff travel to professional meetings & training (airfare @ \$260 + per diem @ \$60/day + lodging @ \$125/day x 3 days) x 2 trips/yr	1,630	1,630	1,630	1,630	\$6,520		Sec. A, p. 1-6
Outreach Coordinator's Local & Regional Travel (est 2,500mi/yr @ \$.545/mi + per diem @ \$60/day x 6days)	1,723	1,723	1,723	1,723	\$6,892	AP, CP	Sec. A, p. 1-6; I, p. 40-47
Performance based instruction & proficiency testing workshop travel, Yrs 1,4 (airfare @ \$400 + per diem @ \$60/day + lodging @ \$125/day x 4 days + \$400 registration fee) x 2 trips/yr @\$1540 each	3,080	-	-	3,080	\$6,160	AP, FCP2	Sec. A, p. 1-6; G, p. 26-34
MSI/CC faculty stipends for REES conference participation (3 trips/yr @ \$750)	2,250	2,250	2,250	2,250	\$9,000	AP, CP	Sec. A, p. 1-6; B, p. 11; K, p. 50
Center associated faculty travel awards for research & professional meetings (10 trips/yr @ \$500)	5,000	5,000	5,000	5,000	\$20,000	AP, CP2	Sec. A, p. 1-6; B, p. 11
CREES Language Faculty/Instructor travel awards for professional meetings and training (4 trips/yr @ \$600)	2,400	2,400	2,400	2,400	\$9,600	AP, FCP2	Sec. A, p. 1-6; G, p. 26-34
Librarians REES conference participation	1,000	1,000	1,000	1,000	\$4,000	API	Sec. A, p. 1-6; E, p. 20-22
Subtotal: Domestic Travel	\$20,223	\$16,003	\$16,003	\$19,083	\$71,312		
TOTAL: TRAVEL	\$34,803	\$16,003	\$16,003	\$30,873	\$97,682		

NRC BUDGET

Note: AP = Absolute Priority; CP = Competitive Priority; FCP=FLAS Competitive Priority							
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority	Cross Reference with Narrative
4. EQUIPMENT							
5. SUPPLIES							
i. Library Supplies and Materials							
Library acquisitions: General collection; Russian, Ukrainian, Balkan, Slavic & South Slavic collections; Central Asian and Caucasus collections	8,000	4,000	4,000	4,000	\$20,000	AP, CP, FCP2	Sec. A, p. 1-6; E, p. 20-22
ii. Center Supplies and Materials							
Outreach instructional materials & supplies	500	500	500	500	\$2,000	AP, CP	Sec. A, p. 1-6; I, p. 40-47
Faculty support (manuscript mailing, photocopies)	500	500	500	500	\$2,000		Sec. B, p. 11
Outreach material publication and distribution	500	500	500	500	\$2,000	AP, CP	Sec. I, p. 40-47
Supplies for conferences, workshops & FLAS events (advertising, promotion, supplies)	1,250	1,250	1,250	1,250	\$5,000	AP, CP	Sec. A, p. 1-6; J, p. 47-49
Russian Review Journal support (supplies & postage for sending out books to reviewers)	800	800	800	800	\$3,200	AP, CP2	Sec. A, p. 1-6; C, p. 11, 16; D, p. 20
Main office, printing, photocopy, mailing, office supplies, Center membership in professional associations	3,500	3,500	3,500	3,500	\$14,000		Sec. A, p. 1-6
TOTAL: SUPPLIES	\$ 15,050	\$ 11,050	\$ 11,050	\$ 11,050	\$48,200		
6. CONTRACTUAL							
7. CONSTRUCTION							

NRC BUDGET

Note: AP = Absolute Priority; CP = Competitive Priority; FCP=FLAS Competitive Priority							
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority	Cross Reference with Narrative
8. OTHER							
Program Enhancements							
i. Consortial Support							
CESSI support (Central Eurasian Studies Summer Institute, UW-Madison) \$1,000/yr	1,000	1,000	1,000	1,000	\$4,000	AP	Sec. A, p. 1-6; G, p. 26, 34; K, p. 50
Johnson County Community College (JCCC) initiative to internationalize their career/tech and STEM curriculum through a series of scaffolded workshops (with other KU NRCs)	1,000	1,000	-	-	\$2,000	AP, CP1	Sec. A, p. 1-6; I, p. 44; K, p. 50
Support for the School of Languages, Literatures, and Cultures for LCTL language coordination (with other KU NRCs); \$5,000/year	5,000	5,000	5,000	5,000	\$20,000	AP, FCP2	Sec. A, p. 1-6; D, p. 17; G, p. 29, 33
ASEEES Annual conference support \$1,000/yr	1,000	-	-	-	\$1,000	AP, CP1	Sec. A, p. 1-6
Support (\$2,500) for week-long curriculum workshops	2,500	-	-	-	\$2,500	AP, CP	Sec. A, p. 1-6; I, p. 47; K, p. 50
Subtotal: Consortial Support	\$ 10,500	\$ 7,000	\$ 6,000	\$ 6,000	\$29,500		
ii. Conferences							
<i>Reassessing global legacies of the geopolitical changes during the long 1960s (with other KU NRCs)</i>						AP, CP	Sec. A, p. 1-6; I, p. 43
Airfare for speakers @ \$300 x 5	-	-	1,500	-	\$1,500		
Lodging for speakers (\$125/day x 3 days) x 5	-	-	1,875	-	\$1,875		
Per diem for speakers (\$60/day x 3.5 days) x 5	-	-	1,050	-	\$1,050		
Travel stipends for CC/MCI faculty (2 @ \$500)	-	-	1,000	-	\$1,000		
Women & gender in Russian culture conference/workshop (with KU Slavic Dept.), with same expense structure as the 1960s conference	5,425	-	-	-	\$5,425	AP, CP	Sec. A, p. 1-6; I, p. 43

NRC BUDGET

Note: AP = Absolute Priority; CP = Competitive Priority; FCP=FLAS Competitive Priority							
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority	Cross Reference with Narrative
Cybersecurity & REES region conference (in partnership with KU Graduate Military Programs), with same expense structure as the 1960s conference	-	5,425	-	-	\$5,425	AP, CP1	Sec. A, p. 1-6; C, p. 16; F, p. 24
Subtotal: Conferences	\$ 5,425	\$ 5,425	\$ 5,425	\$ -	\$16,275		
iii. Travel for Visiting Speakers							
Speaker travel for CREES events & brownbags (airfare @ \$250 + lodging @ \$100/day x 2 + per diem @ \$60/day x 2.5 days) x 5	3,000	3,000	3,000	3,000	\$12,000	AP, CP	Sec. A, p. 1-6
Scholar Access awards for faculty at MSIs and CCs in the Midwest 2/yr @ \$2,000	4,000	4,000	4,000	4,000	\$16,000	CP1	Sec. A, p. 1-6; B, p. 11; K, p. 50
Subtotal: Travel for Visiting Speakers	\$ 7,000	\$ 7,000	\$ 7,000	\$ 7,000	\$28,000		
iv. Workshops and Events							
School visits, teacher conferences, annual K-12/K-16 workshops on annual themes	1,000	1,000	1,000	1,000	\$4,000	AP, CP 2	Sec. A, p. 1-6; B, p. 10; C, p. 11; I, p. 40-47
CREES spring festival support (community outreach event)	300	300	300	300	\$1,200		Sec. I, p. 46-47
REES Language Festival support (targeting on-campus populations)	500	500	500	500	\$2,000	AP, CP 2	Sec. A, p. 1-6
Honoraria for teachers' lesson plans, book budget for teacher workshops on REE culture	2,000				\$2,000	AP2, CP2	Sec. A, p. 1-6; I, p. 43, 47
Post-conference teacher workshops (women & Russian culture, global 1960s)	2,000	-	-	2,000	\$4,000	AP, FCP2	Sec. A, p. 1-6; I, p. 40-47
<i>Joint outreach activities (with other KU NRCs - CEAS, CLACS, & KASC):</i>							
NPR Postcards From Abroad \$500/yr	500	500	500	500	\$2,000	AP, CP1	Sec. A, p. 1-6; I, p. 41-42

NRC BUDGET

Note: AP = Absolute Priority; CP = Competitive Priority; FCP=FLAS Competitive Priority							
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority	Cross Reference with Narrative
Global Studies Symposium with Donnelly College and other MSIs & CCs (with other KU NRCs)	1,000	1,000	1,000	1,000	\$4,000	AP, CP	Sec. A, p. 1-6; I, p. 43, 47; K, p. 50
Publicity/marketing (\$500) and travel support (\$500) for KU World Languages Fair	1,000	1,000	1,000	1,000	\$4,000	AP, CP	Sec. A, p. 1-6; I, p. 44-45, 47
Mileage support (\$500) for taking the World Language	500	500	500	500	\$2,000	AP, CP	Sec. A, p. 1-6; I, p. 44-45, 47
Subtotal: Workshops and Events	\$ 8,800	\$ 4,800	\$ 4,800	\$ 6,800	\$25,200		
v. Evaluations							
Language Assessment							
OPI/OPIc testing of REES students (\$70 per test for OPIc; \$139 per test for OPI; 5 tests/yr. estm. @ 4 OPIc + 1 OPI/year = \$419)	419	419	419	419	\$1,676	AP2	Sec. A, p. 2; G, p. 27-34
Outreach Assessment							
Center for Public Partnerships and Research (CPPR) to support evaluation of outreach and programming (with other KU NRCs - CEAS, CLACS, & KASC) \$10,000/yr	10,000	10,000	10,000	10,000	\$40,000		Sec. A, p. 5; C, p. 13-15
External Evaluator (with other KU NRCs - CEAS, CLACS, & KASC) \$1,000	-	-	1,000	-	\$1,000		Sec. A, p. 5; C, p. 13-15
Subtotal: Evaluations	\$ 10,419	\$ 10,419	\$ 11,419	\$ 10,419	\$42,676		
TOTAL: OTHER	\$ 42,144	\$ 34,644	\$ 34,644	\$ 30,219	\$141,651		
9. TOTAL DIRECT COSTS	\$195,865	\$200,428	\$201,646	\$200,393	\$798,332		
10. INDIRECT COSTS 8%	\$ 15,669	\$ 16,034	\$ 16,132	\$ 16,031	\$63,866		
11. TRAINING STIPENDS: (See Foreign Language and Area Studies Fellowship (FLAS) Detailed Budget)							
12. TOTAL COSTS (9-11)	\$ 211,534	\$ 216,462	\$ 217,778	\$ 216,424	\$862,198		

FLAS BUDGET

<p align="center">Foreign Language and Area Studies Fellowship (Training Stipends) Detailed Budget University of Kansas Center for Russian, East European & Eurasian Studies August 15, 2018 - August 14, 2022</p>						
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Cross Reference with Narrative
<p>Note: All CREES FLAS are awarded in Less Commonly Taught Languages (Bosnian-Croatian-Serbian, Czech, Polish, Russian, Slovene, Tajik, Turkish, Ukrainian, Uyghur, & Yiddish). Bold are LCTL priority languages. See Sec.10 & Sec.11.B.1-2 for Competitive Priority 1 & 2 information.</p>						
Academic Year						
1. Graduate Foreign Language and Area Studies						
7 Institutional payments @ \$18,000	126,000	126,000	126,000	126,000	\$504,000	Sec. J-K, pp 47-50
7 Subsistence payments @ \$15,000	105,000	105,000	105,000	105,000	\$420,000	Sec. J-K, pp 47-50
Subtotal Graduate Foreign Language and Area Studies	\$231,000	\$231,000	\$231,000	\$231,000	\$924,000	Sec. J-K, pp 47-50
2. Undergraduate Foreign Language and Area Studies						
2 Institutional payment @ \$10,000	20,000	20,000	20,000	20,000	\$80,000	Sec. J-K, pp 47-50
2 Subsistence payment @ \$5,000	10,000	10,000	10,000	10,000	\$40,000	Sec. J-K, pp 47-50
Subtotal Undergraduate Foreign Language and Area Studies	\$30,000	\$30,000	\$30,000	\$30,000	\$120,000	Sec. J-K, pp 47-50
Subtotal Academic Year	\$261,000	\$261,000	\$261,000	\$261,000	\$1,044,000	Sec. J-K, pp 47-50

FLAS BUDGET

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Cross Reference with Narrative
Summer						
1. Graduate Foreign Language and Area Studies						
4 institutional payments @ \$5,000	20,000	20,000	20,000	20,000	\$80,000	Sec. J-K, pp 47-50
4 subsistence allowances @ \$2,500	10,000	10,000	10,000	10,000	\$40,000	Sec. J-K, pp 47-50
Subtotal Graduate Foreign Language and Area Studies	\$30,000	\$30,000	\$30,000	\$30,000	\$120,000	Sec. J-K, pp 47-50
2. Undergraduate Foreign Language and Area Studies						
3 institutional payments @ \$5,000	15,000	15,000	15,000	15,000	\$60,000	Sec. J-K, pp 47-50
3 subsistence allowances @ \$2,500	7,500	7,500	7,500	7,500	\$30,000	Sec. J-K, pp 47-50
Subtotal Undergraduate Foreign Language and Area Studies	\$22,500	\$22,500	\$22,500	\$22,500	\$90,000	Sec. J-K, pp 47-50
Subtotal Summer	\$52,500	\$52,500	\$52,500	\$52,500	\$210,000	Sec. J-K, pp 47-50
TOTAL FLAS FUNDING REQUESTED	\$313,500	\$313,500	\$313,500	\$313,500	\$1,254,000	Sec. J-K, pp 47-50