

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

**APPLICATION FOR GRANT
UNDER THE**

IFLE Fiscal Year (FY) 2014 National Resource Centers

CFDA # 84.015A and 84.015B

PR/Award # P015A140069 P015B140069

Indiana Univ/Trustees

AE B
Russia - C

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

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): _____ * Other (Specify): _____		
* 3. Date Received: _____		4. Applicant Identifier: _____
5a. Federal Entity Identifier: _____		5b. Federal Award Identifier: _____
State Use Only:		
6. Date Received by State: _____		7. State Application Identifier: _____
8. APPLICANT INFORMATION:		
* a. Legal Name: Trustees of Indiana University		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 356001673		* c. Organizational DUNS: 0060467000000
d. Address:		
* Street1: 509 E. 3RD ST.		
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* City: Bloomington		
County/Parish: Monroe		
* State: IN: Indiana		
Province: _____		
* Country: USA: UNITED STATES		
* Zip / Postal Code: 47401-3654		
e. Organizational Unit:		
Department Name: Russian & East European Inst.		Division Name: COAS
f. Name and contact information of person to be contacted on matters involving this application:		
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Application for Federal Assistance SF-424

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015A/84015B

CFDA Title:

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

*** 12. Funding Opportunity Number:**

EDGRANTS-053014-001/EDGRANTS-053014-002

* Title:

Office of Postsecondary Education; National Resource Centers Program and Foreign Language and Area Studies Fellowships Program

13. Competition Identification Number:

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Title VI: Russian & East European Institute National Resource Center (NRC) Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="631,499.00"/>
* 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="631,499.00"/>

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

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

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

- Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

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

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: 

* Date Signed:

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

1. Project Director:

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

Address:

* Street1:
Street2:
* City:
County:

* State: * Zip Code: Country:

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

* Email Address:

2. Novice Applicant:

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

Yes No

3. Human Subjects Research:

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

Yes No

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

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

No Provide Assurance #(s), if available:

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

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

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

APPLICATION TYPE

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

FLAS-ELIGIBLE LANGUAGES
Performance-Based Instruction
FY 2014 – 2017

- A FLAS-Eligible language marked “Y” means that the language is currently available and students can apply for fellowships. Languages marked “Y” should be substantiated by the course list and the faculty biographical information.
- You may request FLAS eligibility for additional languages at any time during the 4-year grant cycle by submitting the justification, course description, and the instructor’s CV.

Language	Eligible Now? Y/N
Bosnian	Y
Croatian	Y
Czech	Y
Estonian	Y
Greek	Y
Hungarian	Y
Polish	Y
Romanian	Y
Russian	Y
Serbian	Y
Tatar	Y
Ukrainian	Y
Yiddish	Y



Indiana University
Russian and East European Institute
Grant Application for the
National Resource Center
And
Foreign Language and Area Studies Fellowships Program
2014-2018
CFDA No. 84.015 A & B

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Indiana University – REEI – Title VI Proposal 2014-2018

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The Russian and East European Institute at Indiana University - ABSTRACT

REEI aims to develop and implement programs to make a significant impact on the nation, on our region, on the internationalization of secondary and higher education, and on the quality of scholarship and teaching at Indiana University. REEI's unparalleled variety of languages and depth of area-study expertise, its long outreach experience, and its strong contacts with US and foreign institutions and across our own campus enable us to devise innovative and substantive activities in pursuit of the Title VI priorities in 2014-18.

In accordance with the *Absolute Priority* we plan a coordinated effort to develop international and area studies knowledge in Indiana's schools; the hires of a permanent instructor in a priority language (BCS) and a scholar of Caucasus Studies; an international experience for minority students at IU; a new workshop series on "Russia and China in the World;" and more. These programs, and our extant academic resources, enable us to produce FLAS graduates prepared to exploit their training in valuable careers. In accordance with the *FLAS Priorities*, the majority of our awards will be in priority languages, and we will incorporate financial need into our selection process.

In answer to *NRC Competitive Priority 1*, REEI is developing programs with MSI/Title III institutions in Indiana and elsewhere, and increasing focus on such institutions in ongoing collaborations. We meet the challenge of *NRC Competitive Priority 2* to forge comprehensive programs with the School of Education, where a postdoctoral fellow will devise new curricular solutions and help implement outreach programs; we will also take the Russian Olympiada to new levels nationwide and reach out to K-12 Russian teachers and their students. Finally, REEI continues its efforts to forge closer ties with business, military, and media constituencies that need access to international expertise.

List of Abbreviations and Acronyms	
AATSEEL	American Association of Teachers of Slavic and East European Languages
ACLS	American Council of Learned Societies
ACTFL	American Council of Teachers of Foreign Languages
ACTR	American Council of Teachers of Russian
AI	Associate Instructor
ANTH	IU Department of Anthropology
AV	audio-visual
ASEEES	Association for Slavic, East European, and Eurasian Studies
AWSS	Association for Women in Slavic Studies
AY	academic year
BCS	Bosnian/Croatian/Serbian
CC	Community College
CEEP	Center for Evaluation and Education Policy
CELTIE	IU Center for Language Technology and Instructional Enrichment
CEUS	IU Central Eurasian Studies Department
CIA	Central Intelligence Agency
CIBER	IU Center for International Business Education and Research
CIC	Committee for Institutional Cooperation
CIEE	Council for International Education Exchange
CITL	IU Center for Innovative Teaching and Learning
CLE	IU Center for Language Excellence
College/ COLL	IU College of Arts and Sciences
CPP	Competitive Preference Priority
CRL	Center for Research Libraries
DEMA	IU Office of Diversity, Equity, and Multicultural Affairs
DLI	Defense Language Institute
DoE	Department of Education
DoS	Department of State
FAFSA	Free Application for Federal Student Aid
FAO	(Army) Foreign Area Officer
FERPA	Family Educational Rights and Privacy Act
FL	Foreign Language
GA	Graduate Assistant
GLLC	Global Living and Learning Center
GRAD	Graduate student
HBCUs	Historically Black Colleges and Universities
HIST	IU Department of History
HONS	IU Hutton Honors College

HS	high school
ICAB	Internationalization Collaborative Across Bloomington
ICCI	The Institute for Curriculum and Campus Internationalization
IHE	institution of higher education
ILL	Interlibrary Loan
ISIP	Indiana State Internationalization Plan
INION	Russian Academy of Science Bibliographies
IREX	International Research and Exchanges Board
ISU	Indiana State University
Ivy Tech	Indiana Vocational and Technical Community College
IU	Indiana University
IUSB	Indiana University-South Bend
LCTL	Less-Commonly Taught Languages
MAT	Master of Arts in Teaching
MSI	Minority-Serving Institutions
NGO	non-governmental organization
NNSA	National Nuclear Security Administration
NSA	National Security Agency
OPI	Oral Proficiency Interviews
OSCE	Organization for Security and Cooperation in Europe
OVPIA	IU Office of the Vice-President for International Affairs
POLS	IU Department of Political Science
REE	Russian and East European
REEI	IU Russian and East European Institute
SEE	Slavic and East European
SGIS	IU School of Global and International Studies
Slavic/ SLAV	IU Department of Slavic and East European Languages and Cultures (formerly the Department of Slavic Languages and Literatures)
SPEA	IU School of Public and Environmental Affairs
SoE	IU School of Education
SWSEEL	IU Summer Language Workshop (formerly the Summer Workshop in Slavic and East European Languages)
T6	Title VI
U	University
UG	Undergraduate student
UIUC	University of Illinois Urbana-Champaign
UNC	University of North Carolina
USRF	United States-Russia Foundation
WEUR/ EURO	IU Institute for European Studies (formerly West European Studies)

Russian and East European (REE) studies have flourished at Indiana University (IU) for seven decades, with consistent and generous university support. The Russian and East European Institute (REEI) is a comprehensive area studies center, training undergraduate (UG) and graduate (GRAD) students, supporting the teaching and research of over 80 faculty, and – as befits a public university in the heart of the Midwest – reaching out to broad and diverse communities to foster the study and practice of the languages, and knowledge of the cultures, politics, societies, and economies of our region. Teacher training and pedagogy support are central to our mission, which includes sensitivity to the diverse ways that students, faculty, and community members might approach our region, whether for the first time or as a professional interest. Our networks of students, alumni, K-12 teachers and community allies provide us nationwide and international reach. REEI’s success in its mission has brought with it unwavering support from IU. That support is poised to take on significant new dimensions in IU’s newly established School of Global and International Studies (SGIS). Title VI (T6) funds will substantially broaden and deepen the impact of REE studies at Indiana.

1. Institutional Commitment to Russian and East European Area Studies

1A) Institutional financial and other support; Center operation. IU investment in REEI exclusive of space and maintenance exceeds \$8.75M in the current fiscal year (see Table 1). SGIS has created several administrative positions that support international programs in general and T6 operations in particular, including an Associate Dean for International Programs and a 3-person fiscal office. IU funds 100% salary for 3 full-time permanent staff positions and one half-time director in REEI. The university provides all fee remissions and health insurance, plus 3 salaries for REEI’s 5 graduate assistants (GAs). REEI’s suite of rooms in the main classroom building on campus includes offices for permanent staff, work stations for GAs, meeting space,

and storage for extensive language and audio-visual (AV) resources. In August 2015, REEI will move into a new building for international programs, now under construction near the main library. REEI will be located near departments and centers with which it shares common interests, and will thus be able to deepen collaboration and cooperation. REEI will retain its space allocation, while students and faculty will benefit from state-of-the-art language labs, distance learning facilities, conference rooms, and classrooms. **1Aii) Teaching staff.** The salary data in Table 1 show IU’s robust support for teaching staff. Strong institutional commitment is demonstrated by 11 new hires in REE studies over the past T6 cycle (Section 3A). REEI’s T6 grant contributed directly to a hire in Religious Studies in 2011-13. The creation of SGIS ensures IU’s commitment to sustaining faculty strength at current levels.

Table 1: Quantification of University Commitment (2013-14)	
Faculty salaries (salary multiplied by % time devoted to REE studies for faculty with % time listed in Appendix)	\$3937809
Fringe benefits (salary above x 43.72 % fringe rate)	\$1,721,610
REE SWSEEL salaries + fringe	\$221,950
Library salaries and fringe	\$531,874
Library acquisitions and operating budget	\$307,924
REEI Administrative salaries + R600 instructor/ fringe	\$331,830
CELTIE salaries+fringe+operating expenses (REE activities)	\$42,593
SGIS fiscal/admin staff salary+fringe (for REE activities)	\$33,124
Faculty travel, research, and other enhancement	\$123,118
Polish Studies Center admin salaries+fringe	\$20,652
Student support: 51 GRAD x avg. \$25,700/4 UG x\$8568	\$1,092,525
Out-of-state tuition waiver for SWSEEL	\$383,721
REEI supplies and expenses	\$22,052
TOTAL	\$8,770,782

1Aiii) Library resources, detailed in Section 5, were recently ranked the best among all US universities by the Association of College and Research Libraries. The university supports the work of the Slavic bibliographer with 5

staff and generously funds acquisitions. **1Aiv) Institutions abroad.** IU’s strong linkages with REE institutions are listed in Table 2. Identifying Hungary, Poland, and Russia as strategic priorities for international partnerships, IU has recently renewed and expanded its ties with each of these countries. **1Av) Outreach activities.** IU pays 100% of the salary of the REEI Associate Director/Outreach Coordinator, fully funds coordinating offices for government and media

Table 2: Institutions Abroad and Exchanges			
Program	Country	Focus	Exchange
Gyorgy Ranki Chair	Hungary	Faculty	N
Fulbright Visiting Chair	Hungary	Faculty	N
Gyula Rezler Scholarship	Hungary	Hungarian GRAD - Sociology	N
OVPIA: Warsaw University	Poland	Faculty/GRAD	Y
OVPIA: Jagiellonian University	Poland	Faculty/GRAD	Y
Maurer School of Law: Warsaw University	Poland	Faculty/ GRAD – Law	Y
Maurer School of Law: Jagiellonian University	Poland	Faculty/ GRAD – Law	Y
Higher School of Economics	Russia	Faculty	Y
Higher School of Economics (beginning 2015)	Russia	GRAD – History	Y
Kazan Federal University (beginning 2016)	Russia	Faculty/ GRAD	Y
IU Kelley School of Business: Saint Petersburg State University (began 2013)	Russia	GRAD – Business	Y
Fulbright International Education Administrator Program (2013, 2014)	Russia	Russian Education Administrators	N
Tyumen' State University	Russia	GRAD: Environmental Science	N
US Russia Foundation and Gaidar Institute (began 2014)	Russia	Faculty	N
Saint Petersburg State University Faculty of Journalism (beginning 2016)	Russia	UG and GRAD reporting course – Journalism	N
IU School of Education: Macedonian Ministry of Education	Macedonia	Teacher	Y
OVPIA: University of Zagreb	Croatia	GRAD	Y
IU Kelley School of Business: University of Zagreb	Croatia	GRAD – Business	N
OVPIA: South-East European University	Macedonia	GRAD	Y
OVPIA: National School for Political Science and Public Administration	Romania	Faculty/ GRAD	Y
OVPIA: University of Bucharest	Romania	GRAD	N
OVPIA: Romanian Ministry of Education	Romania	GRAD	N

relations, and supports outreach to local Polish, Hungarian, and Russophone communities. **1A vi & 1B) Student support.** In 2013-14, more than 50 REE graduate students in REEI, Slavic, History, Political Science, and other units, including professional schools, received stipend/tuition support from IU. The Office of the Vice President for International Affairs (OVPIA), the Graduate School, the College of Arts and Sciences (and many College units), and the REEI Mellon Endowment fund student research and travel. IU provides a renewable scholarship for entering freshmen who commit to the study of an Eastern European language. IU also matches the income from new endowments for UG study abroad, including one for Poland established in 2013. Guaranteed resident tuition rates to all students in the summer intensive

language program make it one of the most affordable programs of its kind.

2. Quality of Curriculum Design. 2Ai-ii) UG instruction, appropriateness and quality. REEI

offers a minor in REE studies (15 credit hours or 5 courses) and a minor in REE Studies with language certification (15 credit hours plus 2 years of an area language); 75% of current students opt for the minor with language certification. We have awarded 191 UG minors in the last decade (a dramatic increase); 16 currently enrolled students have declared their intention to seek the minor. We also offer BA options through the Slavic Department (30 majors) and International Studies (where currently 13 majors study REE languages; each requires at least 3 years of foreign language (FL) study. Slavic offers a major with two tracks: a 35-credit Russian track and a 34-credit East European track (Czech, Polish, Romanian, or BCS). Slavic also offers a minor (23 students currently, a 15% increase over 2009) and secondary teacher certification for Slavic languages.

In 2011–12 IU implemented general education standards that bolstered the international focus of UG education by requiring students to complete one of 3 options: 1) language study through the 4th semester, 2) two courses (6 credit hours) in World Cultures, or 3) an international experience including an approved study abroad program or internship of at least 6 credit hours. All REE FL courses and most introductory REE courses have been approved to fulfill these requirements.

2Aiii) Graduate instruction. The REEI master’s degree (MA) requires two interdisciplinary courses (a comprehensive readings seminar and a thesis writing seminar), proficiency in an area language, and 24 credit hours or 8 courses distributed across 4 disciplinary groupings (history/geography, social sciences, literature, and socio-cultural). In fall 2013 students could choose from about 40 content courses. Each student must write and defend an interdisciplinary essay

that includes in-depth research in an area FL. The REEI MA is offered as a dual or joint degree with 7 professional school options (Media, School of Public and Environmental Affairs [SPEA], Business, Informatics [2 degrees], Public Health, and Law); those with with Public Health, Media, and Law were approved in the last 4 years. A dual MA/MS in Security Informatics is set to be approved in 2014. Our most popular dual degree is with SPEA, which enhances a student's area training with professional skills such as policy analysis or environmental protection. In 2011, History added an MA with a focus on the REE area, that has graduated 6 students, with 4 more to matriculate in Fall 2014. Currently REEI has 21 actively enrolled MA students, including 8 dual degree students. Slavic offers a Master of Arts in Teaching (MAT) and secondary teaching certification programs for pre-college Russian language teachers in conjunction with the SoE. REEI offers a PhD minor, requiring 3-5 3-credit hour courses drawn from at least 3 disciplines outside the student's home department. To date, REEI has awarded 147 graduate certificates or PhD minors to students in 14 disciplines.

2Aiv) Appropriateness and quality of graduate program. REEI's rigorous programs are tailored to meet national goals and student needs. We have introduced two new programs in response to requests from the Army (12-month MA, created in 2013, with 1 currently enrolled student and 1 incoming student) and the Air Force (non-degree graduate certificate, created in 2014). Graduates embark on careers in teaching, research, government, business, and non-governmental organizations (see details in Section 9D); student success in national grant competitions also testifies to the excellence and relevance of IU's programs. Over the past cycle more than 45 students from 9 units on campus have won major national and international awards including Fulbright-Hays, Fulbright, IREX, Title VIII/American Councils, US Department of State (DoS) Critical Language Scholarships, Gilman, Boren, Eurasian Foundation, and Alfa

fellowships to study and conduct research in 12 different REE countries. **2Av) Disciplinary and professional breadth.** REE coursework is offered in 18 College degree programs and 7 professional schools; dual degrees are listed in 2Aiii. 31% of AY FLAS awards have gone to professional school students in the current T6 cycle, and the remaining fellowships to graduate and UGs in 6 different College departments. **2Bi) Academic and career advising.** The REEI Assistant Director for Student Services advises graduate students and maintains detailed records for each student from admission through graduation. She is able to call on a large network of

Table 3: REEI Advising Opportunities 2013/2014		Attendance
Academic	REEI Networks! Academic topics	40
	College Major Fair Expo	1600
	One-on-One academic advising	50
	Fulbright and Fulbright Hays Interest Contacts	150
	Explore Majors and More Fair	250
	REEI/EURO Open House	4
Career	REEI Networks! Career topics	26
	International Government Work	69
	CIA Information Session	82
	Slavic and East European Career Night	22
	Information Session with an Army Linguist	9
	Fall Career and Internship Fair	1394
	Winter Career and Internship Fair	897
	Information sessions: NSA and NNSA	7
	Peace Corps Info Sessions and (18) other events	633
Total	5233	

alumni volunteers to mentor current students as they plan their professional futures. She monitors the international and domestic job market related to the region and sends electronic notice of new opportunities to alumni every 2 weeks, and to students daily. The results of this investment in advising

are clear from career placement data (section 9D) and the number of REEI students selected for competitive internship programs such as that of the DoS (2 in Summer 2013). Table 3 lists advising sessions organized by REEI in the last year to inform students of opportunities. In Fall 2013, REEI created the REEI Networks! Series to provide students with information on funding, internships, and other opportunities, as well as academic and career planning assistance; and to provide touch-points for a more stable sense of community. 5 events per semester drew up to 15 students per event. REEI and other IU T6 centers work with the Career Development Center on a

series of international career development and networking sessions. REEI and Slavic hold an annual Slavic and East European Career Night. A full-time professional staff member of SGIS (Jennifer Ashcraft, bio #91) advises REEI UG minors.

2Bii-iii) Formal IU research and study abroad; Access to other institutions' programs. IU UG/GRAD students can conduct research and study abroad in 8 REE countries through pre-approved arrangements (see locations and enrollments in the course list). In addition to these formal arrangements that send up to 60 students abroad per year, another 10–20 students annually receive funding from OVPIA or REEI to travel abroad for research, study, or internships. IU is an institutional member of the Council for International Education Exchange (CIEE). In the past 3 years, 90 IU UGs (up 11% over the last cycle) have studied in Prague, Budapest, and St. Petersburg through CIEE. REEI also regularly sends students on other programs such as the Duke University-St. Petersburg summer Russian program and the University of Kansas-L'viv Ukrainian summer program.

3. Quality of Non-Language Instructional Program. 3Ai) Quality and Variety of

Disciplines. IU offers courses in 23 disciplines and schools, covering all countries of the region (see course list). IU demonstrates balanced strengths in courses devoted 100% to the region: 34 courses focus solely on Eastern Europe; 35 courses on Russia and Ukraine (1 on Crimea); 2 courses wholly on Ukraine; 12 on the former Soviet region; 2 on Central Asia and the Caucasus; and 11 on the region as a whole. We offer 238 courses total, including courses with less than 100% REE content – an increase of almost 20 courses over last cycle; new hires will further increase this number. REE faculty teach in many departments ranked in the top 25 in the country, including Business, Education, History, Law, Library Science, Music, Political Science, Sociology, and SPEA. **3Aii) Area courses in professional schools.** REE courses in professional

schools are listed in an appendix. SPEA teaches 11 courses (e.g. Post-Cold War Espionage Challenge), Business 12 (e.g. Public Policy and the International Economy), Education 2, Journalism 3, Library Science 4, Law 2 (e.g. Milosevic Trial) and Music 8 (e.g. Music of Russia; Roma through History, Music, and Film). A priority for the next 4 years is to increase coverage of REE studies in SoE courses through module creation and curriculum development.

3B) Depth of specialized course coverage in one or more disciplines. IU boasts notable coverage of Russian and East European history (34 courses in the last 5 semesters); transition economics/government finance (4 courses); political science (21 courses); and literature (29 courses in REE film, literature and culture). Students can pursue in-depth study of the Islamic peoples of Russia and Southeastern Europe (3 faculty teach 4 courses), as well as comparative studies of Russia and Central Asia (9 faculty teach 11 courses). Students benefit every year from the added depth offered by visiting faculty from Russia, Poland, Hungary, and other REE countries. IU students with specialized REE interests find a wealth of possibilities in advanced coursework in the areas listed above and many others. Depth of coverage is enhanced by a rich variety of student cultural organizations: the Russian Cultural Association, Dobro Slovo Honor Society, Czech Club, Baltic and Finnish Student Association, Polish Cultural Association, Hungarian Cultural Association, Ukrainian Studies Association, and Romanian Studies Association organize conferences, film series, discussions, and celebrations which serve to develop and sustain a deep engagement with REE languages and cultures among IU students.

3C) Interdisciplinary courses. Interdisciplinary instruction is at the heart of REEI's mission. The REEI MA requires two comprehensive interdisciplinary courses: Introductory Proseminar and Interdisciplinary Colloquium. Recently, students in these courses have pursued interests ranging from early Russian printing to Estonian language policy, from Russian nuclear doctrine

to minority online discourse in Moldova. Our course offerings, many of which incorporate interdisciplinary perspectives, are listed in full in Appendix B. Table 4 lists recent examples of

Course Number	Course Title	Faculty (affiliation)	Semester	Enrollment	Interdisciplinarity
COLL-E104	Oil, Islam, and Geopolitics	Bovingdon (CEUS)	Fall 2012	117	History, politics, international studies
GLLC-G210/ HONS-H234	Vampires in European and American Culture	Holdeman (Slavic)	Fall 2012/ Fall 2013	10/20	Cultural studies, history, literature
ANTH-L400/ L600 CEUS- R399/R599	Language and Identity in Central Eurasia	Graber (CEUS)	Spring 2014	16	Anthropology, area studies, politics, history
CEUS-R349/ R549 REEI-R300/ R500 WEUR- W405/W605	Economy, State, and Society: Contemporary Hungary	Benczes (CEUS)	Spring 2014	8	Economics, Politics, cultural studies, history
HIST-D201/ POLS-Y200	Democratic Revolutions: Fall of Communism	Kenney (HIST)	Spring 2014	20	Politics, history
HIST-D300 REEI-R300	Anna Karenina: Culture, Society, and Politics in Imperial Russia	Eklof (HIST)	Spring 2013	20	Politics, cultural studies, sociology, history, literature
POLS-Y348	The Politics of Genocide	Bielasiak (POLS)	Fall 2013/ Fall 2013	120/99	Politics, history, law
SLAV-P223	Introduction to Polish Culture	Nizyńska (SLAV)	Spring 2014	40	Cultural studies, literature, history, politics
SLAV-R229	Russian Folktales	Shrager (SLAV)	Spring 2013	13	Literature, history, cultural studies

successful interdisciplinary courses on a variety of topics that attract UGs and GRADs from departments and professional schools across the university.

3Di) Sufficient non-language faculty. REEI's more than 80 area studies faculty (biographies in appendix) staff a comprehensive array of courses. New faculty in 2010-14 include Cravens (Czech language and culture; bio #32), Duncan (SPEA, Russian tax policy; bio #75), Dunn (Geography and International Studies, Poland and Georgia; bio #14), Emery (Russian literature; bio #33), Friedman (Second Language Studies, Ukraine; bio #82), Graber (Central Eurasian Studies, Siberia; bio #4), Melnyk (Ukrainian culture; bio #38), Michelson (Religious Studies, Russian Orthodoxy; bio #31), Niżyńska (Polish literature; bio #39), Shackelford (Business, cybersecurity; bio #51), Shardakova (Russian Language Program Director, Russian culture; bio

#40), and Valentino (Slavic literature; bio #44). A generous new endowment will lead to the hire of a Central European historian in 2014-15. REEI course development grants have added new offerings in Religious Studies (Russian Orthodoxy), Anthropology (Medical Anthropology), and History (Anna Karenina: Tolstoy, Chekhov, and Daily Life in Russia). In this grant cycle, REEI seeks to address a significant student demand by seeding a hire in Caucasus Studies in 2015-16.

3Dii) Pedagogy training. Graduate assistant instructors (AIs) undergo campus-wide and departmental pedagogical training before their teaching assignments. Several departments (e.g. History, Anthropology, Political Science) provide courses in teaching methods and offer workshops throughout the semester for continued mentoring. The History Learning Project, which includes REEI faculty and graduate students, has earned international recognition for its success in identifying and removing learning bottlenecks. Faculty observe and comment on AI performance, and departments keep a record of these evaluations, used to guide pedagogical training. Advanced graduate students with strong AI evaluations have the opportunity to teach their own UG courses. The Center for Language Technology and Instructional Enrichment (CELTIE) and the Center for Innovative Teaching and Learning (CITL) annually organizes a series of training workshops for faculty and AIs, on topics ranging from course design and assessment to learning technologies and student engagement strategies.

4. Quality of Language Instruction. 4Ai) Instruction in area languages. IU leads all other REE programs in number of FLs taught. Our Slavic and Central Eurasian Studies (CEUS) Departments (Uralic and Altaic languages) offer more FLs through the advanced level than any other institution. IU's Summer Language Workshop (commonly and hereafter referred to as SWSEEL), one of the nation's leading summer intensive FL programs, provides the equivalent of an entire year of FL training in an 8-week course of 184 contact hours for Russian and 160

contact hours for other East European languages. IU annually offers academic year (AY) instruction in at least 10 LCTLs of the region. REEI administers AY FLAS funding for Russian, BCS, Czech, Estonian, Hungarian, Polish, Romanian, Ukrainian, Yiddish, and Modern Greek.

Table 5: Language Enrollments Fall 2013				
	1 st	2 nd	3 rd	4 th plus
REEI languages				
Russian	69	32+	14	17*
BCS	8	6	6	0
Czech	12**	0	0	0
Polish	16	10	5**	0
Romanian	5	7	1	0
Yiddish	3	5	0	0
Shared REEI/EURO language				
Modern Greek	22	9	0	0
Shared REEI/CEUS languages				
Estonian	0	0	1	0
Hungarian	6	3**	2	0
+ includes Directed Reading participants				
*10 fourth yr and 7 fifth yr				
**includes CIC participation				

Students can also enroll in Old Church Slavonic; many REE students also avail themselves of the opportunity to study Finnish, Kazakh, Mongolian, Persian, Turkish, Uyghur, or Uzbek. Individual tutoring is offered in several more regional languages (Slovak, Bulgarian, Ottoman Turkish, Chaghatay, and 2 Siberian languages, Evenki and Buryat). Over the last 5 years, IU has provided students at institutions in the Committee on Institutional Cooperation (CIC) with internet-mediated instruction in Elementary

Czech, Intermediate Hungarian, and Advanced Polish, and Advanced Yiddish. For over 60 years, SWSEEL has usually led summer programs by providing the largest menu of courses. Summer 2013 saw intensive instruction in 16 languages, 6 with REEI FLAS funding—Russian, BCS, Georgian, Polish, Romanian, and Ukrainian—as well as 8 Central Asian languages and Arabic. Discontinuation of the Title VIII program reduced the number of FLs offered in 2014, but we expect to restore many over the next 4 years by soliciting additional sources of support.

4Aii) Enrollments. Table 5 details Fall 2013 enrollments that total 250 students (207 for REEI languages, 31 for shared REEI/EURO language, 12 for shared REEI/IAUNRC languages).

Summer 2013 SWSEEL enrollment totaled 218, including 86 IU students, 104 students from other US universities, 3 international students, and 26 non-students. REEI encourages IU students to enroll in AY, semester, and summer language programs at other institutions for

advanced level study abroad; up to a dozen IU students per year do so. IU students also study Estonian, Latvian, and Lithuanian in the Baltic Studies Summer Institute (BALSSI), which REEI supports as a consortial member. **4Bi) Levels of language training.** Among the REEI FLAS-supported FLs, 6 years of training are offered in Russian, and 3 years in BCS, Estonian, Hungarian, Polish and Romanian. Many of our students also pursue advanced training in a Central Asian language at IU. **4Bii) Disciplinary courses taught in area languages.** IU offers opportunities for students to develop professional functionality in Russian. Content-based courses for students at the advanced level include Political Russian and Business Russian, a 5th/6th-year level course introduced in Spring 2014 with an enrollment of 16 students from Business and other units, and taught exclusively in Russian. In 2014-15 analogous courses in Russian Modernism (for students in musicology, art history, and literary studies) and Russian for Social Sciences will be offered, doubling our offering of topic-focused courses that also address development of speaking, listening, writing, reading skills in Russian. A Russian for Media Specialists course is planned as well. Courses beyond the 4th-year level place particular emphasis on developing sophisticated, domain-appropriate, self-expressive skills. An instructor in Geography teaches a course in Russian (either Russia and Its Neighbors or Environmental Issues in Russia) every year for advanced students. In the last 4 years, discipline-specific courses with substantial components in Romanian and Hungarian have also been offered.

4Ci) Language faculty. IU AY faculty for REEI-FLAS-supported languages include 17 regular appointments (Russian, Czech, Greek, Hungarian, Romanian, Ukrainian, Yiddish) and 3 visiting faculty (BCS, Polish, and Russian). Director of the Russian Language Program Shardakova, SWSEEL Director Stern-Gottschalk (bio #42), and Central Eurasian Studies Language Coordinator Kivik (bio #6) are active in pedagogy training and curriculum development. As

detailed below, a permanent lectureship in BCS is a critical need. SWSEEL hires native speakers who are trained as language instructors and hold AY positions at various domestic and foreign institutions of higher education (IHEs – see chart in appendix). In the next grant cycle, REEI will target its support for priority languages offered in SWSEEL.

4Cii) Pedagogy training and performance-based instruction. All FL instructors receive annual pedagogical training in performance-based instruction at on-campus workshops and lectures, and through attendance at national meetings. The Russian language curriculum in its entirety is articulated year-to-year in accordance with ACTFL proficiency principles with clearly stated proficiency goals across linguistic modalities for each year of study. Before working as language AIs, Slavic graduate students must complete advanced-level FL training and, in most cases, a semester-length course in Methods of Russian Language Instruction that emphasizes performance-based methodologies. They also complete a workshop prior to start of academic year under direction of Shardakova, assisted by seasoned AI peers. Continued training of instructors takes place in biweekly group and individual meetings with the language coordinator, class observation with coordinator feedback, and visits of AIs to peer-taught classes. Slavic AIs also avail themselves of bi-annual methodological “share fairs” for all IU language departments, other workshops organized by CELTIE (e.g. on “flipped classroom” and other innovations in FL instruction), and use of REEI’s FL pedagogy library. In addition, many Slavic AIs undertake coursework in second language acquisition and specialized areas of FL pedagogy. REEI-funded pedagogy workshops for SWSEEL teachers are conducted by prominent specialists in FL teaching methodology (e.g., Thomas Garza, U of Texas; Laurie Iudin-Nelson, Luther College) who also review the program by conducting a series of class visits, writing up reports thereon, and sharing observations and suggestions for improvement with the instructor and the SWSEEL

Director. In May 2013, REEI offered a four-day ACTFL (American Council on the Teaching of Foreign Languages) Russian Oral Proficiency Interview (OPI) workshop led by Irina Dolgova (Yale University) for a group of 10 teachers that included IU Slavic and SWSEEL instructors of Russian and Slavic grad students. Currently, SWSEEL instructors Clark (bio #96), Doludenko (bio #97), Simonchyk (bio #104), and Zotova (bio #107); Slavic faculty Shardakova and Melnyk; and REEI staff/SWSEEL Russian teacher M. Trotter (bio #89) are certified to conduct OPIs in Russian, while SWSEEL instructors V. Trotter (bio #105) and Zanon (bio #106) and Slavic instructor Asher (bio #45) are completing the Russian OPI certification process. Varga (bio #9) is a certified Interagency Language Roundtable tester for Hungarian. Those faculty and AIs who are not certified OPI testers for the languages will have the opportunity to undergo the appropriate training through workshops organized by the Center for Language Excellence (CLE).

4Di) Quality of performance-based instruction. The high quality of performance-based instruction is reflected in well-designed proficiency-oriented curricula for all participating FL programs and in the solid expertise of teaching faculty who strive to engage students in innovative and exciting ways, including peer-to-peer online collaboration, scrapbook projects, and the like. IU's classes in REE FLs consistently receive outstanding ratings on student course evaluations. Student achievements in pre- and post-testing noted below (4Diii), and the number of awardees in the American Council of Teachers of Russian (ACTR) National Post-secondary Essay Contest (7 in 2014), are further evidence of excellence. Reviews of its FL instruction curriculum and practices have resulted in major instructional grants to SWSEEL by agencies such as IIE/US Dept. of Defense (total \$1,842,248 for 2010-14), US DoS (total \$1,055,082 for 2011-13), and American Council of Learned Societies (ACLS) (total \$122,799 for 2009-12). Quality is continuously monitored by pre- and post-course testing and expert review.

4Dii) Resources for language teaching. At IU the technology classroom (fully multimedia-equipped with audio, video, computer, and Internet) is standard. The new international studies building will add nearly 40 new classrooms with state-of-the-art equipment in multimedia pedagogy and remote access for distance learning in the language labs. IU pays to make 24-hour Russian-language programming via *NTV-America* available to all campus offices and dormitories. REE FL instructors consistently utilize CELTIE's recently reorganized and reequipped FL laboratory to design courses, monitor students' oral skills, and prepare class activities that incorporate music, television, film, and software for all levels of FL learning. IU's CITL also enhances FL instruction through various grants, such as one that will support development of computer-based tests in the 2nd-year Russian course. The recently-established CLE will provide additional resources for promoting FL instruction on the IU campus, organizing proficiency-oriented professional development, promoting best practices in teaching and assessment and exploring new stimulating ways of teaching and learning languages. Within REEI itself, a pedagogy library numbers approximately 100 books on FL teaching methodology and area languages. Since Fall 2010, REEI has sponsored a series, "On Russia in Russian," that features 8-10 annual lectures and informal talks delivered in Russian by native speakers to diverse audiences of UGs/GRADs who study Russian, native Russian-speaking students, as well as faculty and members of the public at large, both native and non-native speakers. The 45-minute talks, followed by 30 minutes of discussion and Q/A, have covered such topics as advertising, environmental activism, reforms in Russian education, and Byelorussian-Russian relations. *Azbuka*, a children's program in Russian as a foreign language that is part of the larger Bridges project for child foreign language instruction, provides UG Russian majors with the chance to share their knowledge of Russian and interest in Russian culture by teaching the

language to children under the supervision of both a trained FL methodologist and expert in Russian language. As a supplement to FL classes, Slavic, REEI, and CEUS also sponsor FL table/coffee hours in 6 REE languages, theatrical performances, and talent shows.

4Diii) Language proficiency requirements. For the MA and graduate certificate, REEI requires demonstrated proficiency rather than accumulated course credit; students must score the equivalent of ACTFL Intermediate Mid for their chosen REE language of expertise. AY and summer FLAS recipients for Russian are tested at the beginning and end of the funded study period through an OPI conducted by ACTFL-certified testers. Nearly all students who start with proficiency in the ACTFL Novice range complete funded language study in the Intermediate range over the course of AY FL study (or equivalent in the summer). Most of those who begin with proficiency in the Intermediate or Advanced range improve by one sublevel over the same period while some move into the next higher range. In this grant cycle, we will work with the CLE to develop new tools to assess FL teaching.

5. Strength of Library. 5A) Relative strength of library holdings. The Slavic and East

Slavic monograph acquisitions	\$115,693
Slavic serial acquisitions	\$177,255
Hungarian/Baltic/Central Asian acquisitions	\$55,260
Binding and supplies (approximate)	\$8,856
Staff salaries (including fringe)	\$531,874
Staff travel and professional development	\$2,850

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

reached 700,000 bound volumes at the beginning of this AY (almost 10% of the full research collection), with the largest concentration of materials in Russian, Polish, Czech and Ukrainian. The most recent ranking placed the IU SEE collection 8th among academic research libraries and 2nd largest in the Midwest. IU subscribes to around 2000 serial titles, including newspapers, placing it in the top 10 libraries nationally for total SEE serial titles. 90% of monographs and

serials are in area FLs. An important area of growth has been Russian language publications about Islam in Russia. Accessible to any user on the shelf or through inter-library loan (ILL), the SEE collection contains important non-print materials (microfiche, microfilm, on-line items) covering national bibliographies, art, history, and literature, including: over 5,000 pre-revolutionary Russian book and journal titles in the series *Russian History and Culture*; the *Stalin Digital Archive*, a collection of over 400,000 pages of Russian archival documents related to Stalin; the 19th-century Polish newspaper *Czas*; the complete pre-revolutionary Russian series *Sbornik geograficheskikh, topograficheskikh i statisticheskikh materialov po Azii*; *Dissent in Poland*, a collection of documents from the Karta archive; the online index to the *Russian Academy of Sciences Bibliographies (INION)*; the *Universal Database of Russian Newspapers/Journals*; *Central and East European Online Library*, a full-text database of over 1,100 current scholarly journals published in 33 countries; the database *Muslims in Russia*; a complete collection of *Newspapers of the Russian Revolutionary Era*; records of the US State Department on the internal affairs of Albania, Bulgaria, Czechoslovakia, Hungary, Poland, Yugoslavia, and Romania; the newspaper *Universul* (1918–29) and the card catalog of the Soviet Union's Communist Party archives. The REEI video library of over 1500 documentary and feature films is available on-campus and for outreach. Special collections at IU that cover REE studies include: the personal papers of writers like the Russian Aleksandr Amfiteatrov and the Romanian Norman Manea at the Lilly Library; many rare items in the IU Central Asian Archive, including 1,000 microfilm reels of 19th–20th century Russian publications; recordings and transcripts of fieldwork done in Russia, Romania, Ukraine, and Kazakhstan at the Center for the Study of History and Memory; 350 recorded interviews of Jews in Ukraine, Moldova, Romania, and Slovakia at the Jewish Studies Program's Archive of Historical and Ethnographic Memories;

and the Library of the Trade Union Movement of Warsaw, Poland. The collection benefits from several cooperative acquisition programs and exchanges: the IU SEE collection has been investing in an in-depth Slovenian collection (2nd largest in the US), while U Michigan, U Chicago, Michigan State U, and Kansas U do likewise for BCS, Macedonian, Baltic, and Ukrainian, respectively. Major online indexes were acquired cooperatively with other Midwestern Slavic centers. IU is a member of the Center for Research Libraries (CRL) consortium Slavic and East European Microform Project and maintains exchange agreements with 34 libraries in the region, including the national libraries of Russia, Ukraine, the Czech Republic, Poland, Slovakia, Slovenia, Bulgaria, Romania, and several prominent university libraries. **5Ai) Institutional support for acquisitions and staff.** In 2009–14 the SEE budget increased by 21.8%. A full-time Slavic bibliographer maintains the collection and provides instructional support (teaching a graduate course on Slavic Bibliography annually), aided by a GA and hourly student employees. Another librarian devotes half time to Hungarian, Baltic, and Central Eurasian collection development. Permanent library staff in Law, SPEA, Music, History, Anthropology, and other subject areas develop REE content in their disciplinary collections. The library employs 5 Slavic catalogers. REEI fosters communication between the library and the faculty and students by including the Slavic bibliographer on the REEI Executive Committee. The large university investment and recognized staff expertise attract private donations and external funding. The Frederick Banda Endowment provides a permanent annual budget of over \$10,000 for Hungarian collections.

5B & Bi) Student access to materials at other institutions. Interlibrary Loan (ILL) is free of charge for materials borrowed from other libraries. In 2013–14 IU patrons borrowed 31,401 items through ILL. Faculty and graduate students may also freely use the services of the member

libraries of the CIC and borrow research materials from the CRL for extended periods of time.

Access to IU holdings for researchers from other institutions. Anyone may conduct research within the open stacks of the IU Libraries research collection. Regular lending privileges are extended to all affiliates of the university and residents of the state of Indiana. Among the top 10 US libraries in number of items lent to other libraries, in 2013–14 IU lent 34,468 items through ILL. In this grant cycle library faculty will develop, with the support of REEI and other T6 centers, a web portal to facilitate curricula internationalization by providing broad and free access to area and global/international studies resources for small liberal arts colleges, Minority Serving Institutions (MSIs), and community colleges (CCs). This portal will have resource sections for all area/global/international studies disciplines, and will be expanded during the grant to include research guides, web archives, and other content.

6. Quality of Staff Resources. 6Ai) Qualifications of teaching and professional staff. The great majority of REEI-affiliated tenure-track faculty conduct original research in REE languages; other affiliated faculty, though not qualified in area languages, consider REE cases in comparison with other world regions (chart in Appendix). Notable awards won by REEI faculty in the last 3 years include Outstanding Junior Faculty Award to Shackelford; a Collaborative Research Grant from the National Endowment for the Humanities for Valentino; and a Fulbright Award at the Moscow Higher School of Economics for Bianco (bio #71). Most recently, Polish translator Bill Johnston (bio #11) received a Guggenheim Fellowship. Recent high-profile appointments reflect REEI prominence in IU's SGIS: the current Associate Dean (Maria Bucur, bio #17) is a former REEI Director; the new Dean, Lee Feinstein, is a former US Ambassador to Poland; while two new Professors of Practice in SGIS, Senator Richard Lugar and Representative Lee Hamilton, have REE interests. Senator Lugar (REEI's newest affiliate)

conducted a workshop on contemporary Georgia for REE faculty and graduate students in April 2013. REEI Director Padraic Kenney (bio #19) has led the institute since July 2011. A historian of Poland and Central Europe, Kenney also directs the Polish Studies Center (since 2010), and was President of the Polish Studies Association in 2005-10. He studied in the USSR in 1984, has spent some five years researching and teaching in Poland since 1986, and has also conducted research in Hungary, the Czech Republic, Slovakia, Slovenia, and Ukraine. Associate Director Mark Trotter supervises the staff and oversees outreach activities, grant management and reporting. With professional training and background in FL education, Trotter has near-native proficiency in Russian and excellent command of Hungarian. He worked in Hungary (1993–2004) as a FL teacher trainer and in Russia (2004–2007) as resident director of the Russian Flagship program. He has taught Russian in SWSEEL since 1998, and has served on the ACTR Board of Directors since 2012. Assistant Director for Student Services Emily Liverman (bio #90) supervises student recruitment, advising, and internship and career placement. Liverman has been the resource guide compiler for the Association of Women in Slavic Studies (AWSS) since 2012, and has served as one of the organization’s three active list managers since 2013. She is pursuing a graduate certificate in Higher Education and Student Affairs, is language qualified in Russian, and has traveled to the REE region. **6Aii) Professional development.** A rich variety of professional development opportunities is available to IU faculty and staff. IU tenured/tenure-track faculty are entitled to a semester of paid research leave every 7th year. Most departments offer annual travel funds; OVPIA offers additional funds for overseas travel and research, language study, and short-term exchanges with overseas institutions. The \$50,000 annual yield on the REEI Mellon endowment supports faculty research and international conference participation specific to our region, with over 50 awards during the current cycle. REEI staff

members enroll tuition-free in courses on higher education administration, technology, and language and area studies.

6Aiii) Commitment to teaching, supervision, and advising of students. Standard teaching assignment is 4 courses/year for tenure-track faculty and 6 for non-tenure-track faculty. As noted earlier, IU is home to a number of nationally recognized initiatives for instructional enhancement. A recently appointed Executive Director of Academic Advising demonstrates the centrality of advising to IU's instructional mission. REEI faculty commit a substantial portion of their time to directing individual readings courses, language tutorials, and UG honors theses, master's theses, and PhD dissertations. Our faculty members enthusiastically participate in the REEI community through student advising and individual project supervision, from acceptance into the program to graduation. Every year, over 20 faculty oversee completion of REEI MA essays to ensure maintenance of high academic standards.

6Bi-ii) Faculty representation in center oversight; Adequacy of staffing and oversight. The REEI Executive Committee is composed of faculty from our principal arts and sciences units (e.g. History, Slavic, Political Science, Anthropology, Economics), the Slavic bibliographer, and representatives from the professional schools (e.g. Education, Business, SPEA, and Law). The committee meets each semester to set policy. Once a year, the entire REEI faculty meets for a general review of Institute affairs. The REEI office system has been used as a model for other academic units on campus, and its success is recognized by its peers. REEI completes its Title VI projects on time and on budget. The addition of a College-wide T6 fiscal office assures compliance with regulations and coordination among units. The selection of previous REEI Director Bucur-Deckard as Associate Dean indicates the prominence of the Institute within the university. Current director Kenney was recently selected to the Council of National Resource

Center Directors. Kenney is also a current candidate for President of the Association for Slavic and East European Studies (ASEEES); REEI Executive Committee member Sarah Phillips (bio #1) serves as AWSS Treasurer and has been nominated to the ASEEES Board of Directors.

6C) Non-discrimination. REEI has a strong record of non-discrimination and has consistently been in compliance with Equal Opportunity Employment and Affirmative Action university policies. The Institute advertises faculty and staff openings to members of the AWSS and in publications of other professional organizations that serve underrepresented groups. REEI regularly employs 2-3 women among its 4 GAs. One 2014 graduate is a Native American, and several recent graduates are first-generation college students. A FLAS recipient for 2014-15 is Asian-American; one of the offers of admission in 2014 was accepted by an African-American woman. Over 33% of REEI faculty members are women, including 9 full professors, and we ensure that gender and other aspects of diversity are adequately addressed in the formation of decision-making committees in the institute and affiliated units. REEI proactively accommodates the needs of students with disabilities, and is hosting a mobility-impaired Russian Fulbright scholar on campus in 2014-15. The REEI website was recently redesigned to improve access for visually-impaired users. In 2014 REEI created a scholarship to recruit FL students who are of the first generation in their family to attend college, and awarded it to 2 recipients. In the most recent cycle our Assistant Director has visited universities in Washington, DC and New Orleans to recruit minority students. Finally, REEI is developing a program to recruit journalism faculty at Historically Black Colleges and Universities (HBCUs) to travel to St. Petersburg as part of an exchange with Russian journalism faculty. REEI will also participate in a campus-wide effort to offer underrepresented students an international experience in their freshman year.

7. Outreach. REEI operates a comprehensive outreach program for local, regional, and national

constituencies (Table 7). In this section we describe our current and future programming; Section 8 discusses funding requests in more detail. **7i) Elementary and secondary.** REEI has worked closely with the SoE, Slavic, and History Department on outreach to K–12 social studies teachers and Russian teachers nationwide. We maintain regular contact with these teachers through meetings of regional and national teacher professional organizations, mailings of our free triquarterly newsletter that features a 1-2 page “Outreach Notes” section in each issue, ongoing correspondence with teachers who have previously used our services, listservs, and circulation of instructional materials from our AV library. **Social studies, world history, and geography.** In collaboration with SoE faculty (Terrence Mason, bio #57)/staff and other T6 centers on campus REEI has provided presentations of REE perspectives on issues that figure in the Indiana Standards for World History and Geography at 29 workshops held over the last 7 years for high school (HS)/middle school teachers across Indiana (over 650 participants). The presentations are composed and delivered by advanced doctoral students with specialization in the REE area. Since 2007, SoE faculty and staff have provided methodological guidance to supplement the content presentations. In summer 2014, the materials from all of these workshops will be made available on a nationwide comprehensive website. The Joint Area Studies International Outreach Coordinator (IOC) arranges for REEI faculty and GRADs to guest lecture at schools across the nation on REE topics via distance education technology (10 schools and 479 students and their teachers in the current cycle) and helps to disseminate information about our REEI outreach activities at major regional and national K–12 educators conferences. Since 2006, the SoE Cultural Immersion Project, to which REEI provides cultural and linguistic orientation, has sent 10 pre-service K–12 teachers to a school in Tomsk, Russian for 2-month student teaching assignments. Students have hailed from IU and six other IHEs, including IU-South Bend (IUSB)

Table 7: Selected Outreach Activities, 2013-14				
<i>Activity</i>	<i>Target</i>	<i>Impact per year</i>	<i>Faculty/Staff participation</i>	<i>Example</i>
Bloomington community-based Russian and Polish language programs	preK-6	30+ local children	SoE faculty/doctoral student provide methodological guidance and assessment,	Polish Preschool (heritage learners), Rosinka Program in Russian Language and Culture (heritage learners), Azbuka (for learners of Russian as FL)
Teacher Training Workshops (1-2 day) Indiana standards for HS Geography/ World History	K-12	87 teachers regional (W Lafayette, Chesterton, Charlestown)	Advanced PhD students/REEI Outreach Coordinator/SoE specialist present REE content on a chosen standard, in consultation w History faculty, and MS/HS classroom applications	“Religions in Russia: Identity, Culture, and Politics”
Russian Culture Day	K-12	6 teachers/4 schools: 132 students regional	Slavic language faculty/ REEI outreach coordinator. Present on Russian lang. & culture to pre-college Russian classes	Chicago, Lafayette, Merrillville, Muncie 2013-14
ACTR Olympiada of Spoken Russian	K-12	1100+ students in 13 states	REEI outreach coordinator/ SWSEEL Russian faculty serves as national co-chair	Competition in Russian lang. for all levels
Annual academic conference/workshop or roundtable (1-3-days)	Post Sec.	50-100 faculty and students/event; proceedings filmed and posted on website	Faculty from professional schools (Law, Business, Journalism, Infomatics) and the College serve as moderators and discussants alongside specialists invited from outside the university	“Cyberpolitik in the Post-Communist Era: The International Politics of the Internet, Cyberspace, and Cybersecurity”
Business publications analyzing trade between Indiana and REE countries	Business	Posted on IU CIBER website in Fall 2013, 89 views as of 5/31	IU CIBER Director of Economic Analysis	“US and Indiana Trade Patterns with the BRICS Countries and Other (Often Overlooked) Emerging Markets”
Pre-departure orientation for WTHR (MNBC affiliate Indianapolis) on-location features about Russia life that aired during coverage of Sochi Olympic Games; post-production assistance	Media	11 human interest stories on aspects of contemporary Russian culture and society, broadcast on Indianapolis major local newscasts throughout Olympic games in February 2014	Faculty/REEI outreach coordinator advanced grad students provide linguistic, cultural, historical background and logistical support	“Preserving Russia’s Classical Music through the Violin”; “Inside Chernobyl”; “Birthplace of the Matryoshka”
Background and commentary on Ukraine crisis for broadcast, online, and print media	Media	7 interviews, one OpEd piece	REEI director/history faculty Kenney	“Why Poland Cares So Much About Ukraine” in International New York Times/March 2014

and Indiana State University (ISU), both of which are Title III-designated. **Pre-college Russian language instruction.** REEI provides robust support for K–12 Russian instruction at local, regional, and national levels. Since 2009 REEI has coordinated a K–6 children’s program in Russian for heritage speakers of the language, in which enrollment has grown from 6 to 15. A Polish heritage children’s program that currently serves 12 children has operated with REEI support since Fall 2012. Since 2012, REEI has participated alongside other IU T6 centers in the Bridges: Children, Languages, World project. Winner of the Paul Simon Award for the Promotion of Language and International Studies, Bridges provides FL and culture instruction to young learners in community settings and offers professional development opportunities for IU students of Less-Commonly Taught Languages (LCTLs) who serve as instructors and volunteers. Under the Bridges aegis, REEI supports Azbuka, an exploratory program in Russian for children aged 7 to 11 which has taught 45 children to date. We work closely with 6 HS programs in Indiana and Illinois through class visits and presentations on Russian language and culture by IU faculty and staff, and by provision of funding, logistical support, and materials for extra-curricular enhancements and workshops on language teaching methods. In 2009 REEI revived the Illinois-Indiana Regional Olympiada of Spoken Russian. Since 2010 REEI has coordinated the regional competition with the financial and logistical support of our T6 counterparts at U Chicago and U Illinois, Urbana-Champaign (UIUC). Participation has swelled from an initial 29 to 75 at the most recent competition, held at UIUC in March. This success will enable each state to hold its own competition beginning in 2015, with IU hosting in Indiana.

Minority and disadvantaged students figure prominently in REEI’s support for K-12 Russian. Most contestants in the Illinois-Indiana Olympiada are African-American or Hispanic, as are most students in 3 of the 6 HS Russian programs that benefit from REEI’s direct involvement.

Through direct mail and listserv announcements to more than 130 pre-college Russian teachers across the country, REEI informs HS Russian students of our summer/AY language offerings and scholarship opportunities. The Russian K-12 listserv also alerts pre-college Russian teachers to professional development opportunities and other matters of professional interest. In 2006 REEI launched the Armstrong Scholarship for incoming UGs who commit to the study of an REE language. The 13 recipients of the scholarship to date hail from Indiana and 3 other states; among them are a current PhD student in Slavic, a Summer FLAS recipient, a recent graduate who spent a year in study abroad in Ukraine and Russia, and 2 students who have volunteered in the aforementioned Azbuka children's Russian program. In the current cycle, M. Trotter was elected to serve on the Board of Directors of ACTR and authored an article about IHE collaboration with pre-college Russian programs published in ASEES NewsNet. Since 2011, Trotter has also served as National Co-Chair for the ACTR Olympiada of Spoken Russian. In that capacity he provides consultation to the chairs of regional competitions in 12 states from Alaska to the East Coast, collects competition results, distributes prizes, and supervises the implementation of modifications to competition rules and procedures. Student participation has risen to over 1100 (a 10% increase) over the last 2 years.

7ii) Postsecondary. REEI serves postsecondary teachers and students through free loan of AV and other curricular materials, teacher training workshops and conferences at IU, visits to other campuses by IU faculty members, newsletter publication, and support for study of REE languages. Over the last five years, REEI has arranged to fund over 200 UGs/GRADs and faculty, both from IU (102) and from dozens of IHEs across the United States (100), for intensive study of REE languages at SWSEEL; another 11 IU and 77 non-IU ROTC students have studied Russian with support directly administered by SWSEEL.

Since 1999, IU faculty have produced a series of “Roundtables on Post-communism” to investigate the consequences of the fall of communism and the end of the Cold War by discussing the post-communist world within the framework of a particular issue. IU’s Center for International Business Education and Research (CIBER) records these events on video so that they can be accessed from the CIBER and REEI websites. In 2015 this program will give way to a new series: “Russia, China and the World” will focus on Russian/Chinese political, economic, and cultural involvements with, in successive years, Africa, the European Union, Central Asia, and the Middle East. REEI and the East Asian Studies Center will serve as principal organizers. In addition to this series, REEI will continue to sponsor a wide variety of guest lectures, workshops, cultural performances and other educational events initiated by faculty members relevant to curriculum and of interest to our constituencies. And as we seek to connect REE Studies to global issues, we join other IU T6 centers in a 4-year campuswide project, Critical Area Studies in the Global Era, that will have national significance for the future direction of postsecondary area studies in the US.

Over the past cycle, REEI has supported 2 programs of IU’s Center for the Study of Global Change. The Institute for Curriculum and Campus Internationalization (ICCI) annually provides an intensive 4-day workshop on internationalizing campuses, curriculum, and courses to some 60 faculty, staff, and administrators from a variety of IHEs. Responding to growing interest and attendance, ICCI will shape its marketing and programming to emphasize teams from MSIs and CCs. Strongly supporting this priority, REEI participates by sponsoring talks at ICCI by REEI faculty on a variety of topics. Second, REEI is a partner in the Internationalization Collaborative Across Bloomington (ICAB), which brings together faculty and staff from IU and Ivy Tech (our local CC) to share ideas, pedagogies, and expertise. ICAB raises awareness and interest in

internationalization as an essential part of the UG experience, building faculty collaboration across disciplines and campuses, encouraging reflective assessment of international teaching and learning. Through ICCI, this internationalization model can be disseminated nationwide. REEI intends to deepen its involvement in this important program over the next four years.

As described in Section 8, REEI intends in this grant cycle to expand its commitment to developing and enhancing the curricular presence of REE area/languages studies at historically underserved institutions through two major initiatives: a Russia-focused collaboration with faculty (particularly but not only in Social Work) at ISU, and an exchange of journalism faculty from HBCUs in the US Southeast and IHEs in Northwest Russia as an initial step in the development of a more robust commitment to REE studies at the US institutions involved. Finally, we join other REE centers across the country in a nationwide collaborative program to support course development grants aimed at increasing the curricular presence of REE at CCs and MSIs nationwide.

7iii) Business, media, general public. REEI has collaborated with IU CIBER on the production of guides to business in Hungary and trade between Indiana and the REE countries (among others). REEI spurred the development of a Business Russian course offered for the first time in Spring 2014. During the current cycle REEI faculty Varga led a group of IU business students on a two-week study tour of Hungary/Croatia as part of an Emerging Markets course. REEI also provided support for a major conference on International Public Economic Theory in 2011 that featured panels relevant to REE economic and institutional reforms. REEI works closely with the university media relations office to provide media advisories on important events in our region and update the information on faculty experts in the university's web-based directory for use by media outlets. The current proposal includes plans to expand REEI's outreach to business,

described in Section 8. In response to the ongoing Ukraine crisis, REEI organized two well-attended symposia. Several faculty members, and especially REEI Director Kenney, advised journalists and provided analysis of the events in print and broadcast interviews. In April, REEI co-sponsored a roundtable discussion at the public library on media coverage of the Ukraine crisis, featuring REEI faculty Eklof (bio #18) and Diana Sokolova, a native of Russia and doctoral student in Journalism; the event was broadcast on Bloomington's Community Access Television. In the current cycle REEI has organized pre-departure workshops for dozens of participants in trips to Poland sponsored by the CANDLES Holocaust Museum and Education Center (Terre Haute, IN). These workshops attracted local government officials, journalists, K-12 teachers, students and parents. Over the last 4 years, REEI organized and funded visits of, among others, Russian journalist/environmental activist Artemiy Troitsky, former ambassador to the Russian Federation Jack Matlock, and celebrated Croatian author Slavenka Drakulic, each of whom was featured in hour-length interviews, conducted by REEI faculty, on WFIU, the local NPR affiliate radio station. Our MSI journalism initiative mentioned above will also contribute to increased media and community awareness of Russia. REEI annually staffs an information booth at the Defense Language Institute (DLI) fair in Monterey, CA, where we promote opportunities for advanced language and area studies at IU to military personnel and consult with instructors from the Army's critical language program. Through SWSEEL, REEI works with the ROTC Strategic Languages and Cultures Program, which since 2007 has provided 20-25 cadets annually with intensive training in Russian and Central Asian languages and cultures. Through various outlets (Internet, newspapers, radio) we notify thousands of members of the general public in Indiana about REE cultural and educational events in the area every week. In addition to our heritage-language programs, we support East European heritage organizations statewide

with funding and logistical assistance in celebrating national holidays and commemorations.

8. Program Planning and Budget. 8A) Quality of Activities and relation to NRC purpose.

REEI seeks to leverage its unparalleled breadth and depth of area and language coverage, as well as its geographical location, to advance the overall and specific goals of the NRC program. The **Absolute Priority (Goal #2 in the PMF)** coincides with our core mission. Our ongoing curriculum and program development, our innovative FL programs, and our sustained, wide-ranging outreach activities all enable us to deliver training in REE languages and area studies to teachers at the pre-college and college level. In the last cycle, programs have included course development grants for new FL and area-studies courses, support of faculty teaching Education students, training of UGs to teach in our Bridges Program, teacher training workshops in underserved school districts, and various projects with the SoE (described under Competitive Preference Priority 2 [CPP2]).

To improve FL teaching for IU students, we ask support for a faculty position in a priority language, BCS, which currently relies on precarious and somewhat problematic partial funding from the Croatian government. Converting this to a permanent position (after one more year of partial support in Year 1) will enable it to contribute fully to program goals. Mindful of national security demands, we also request support for the creation of an interdisciplinary faculty position in Caucasus Studies, allowing future and current teachers to learn about this critical region. The search to fill this position would take place in Year 2, and the faculty line would transition to full College support by the end of Year 4. This request links with our request to support a priority Caucasus language at SWSEEL. We also seek to support the teaching of Ukrainian, Romanian, and BCS at SWSEEL, at a time when those languages have assumed increased importance. During the AY, we will continue to support advanced (4th year and above) study of language for

all FLAS recipients. As we expand and deepen our curriculum development and language instruction, we will benefit from IU's nationally-recognized assessment programs as well as pre- and post-testing and surveys of participants. This proposal requests support for CLE, which will work with Slavic, CEUS, and REEI to provide pre- and in-service K-12 Russian teachers and REE FL faculty with training and certification in proficiency-based assessment; we also wish to provide grants to K-12 teachers to take part in professional development activities under the auspices of SWSEEL and CLE.

The Russian Olympiada is a valuable tool to sustain and promote K-12 interest in Russian. As IU assumes organization of the Indiana Russian Olympiada, we request funding to provide honoraria for judges, arrange cultural entertainment, and offset the costs of travel from distant school districts; we also seek support for Trotter's travel to assist Russian teachers and students in launching competitions in states that currently lack an Olympiada (e.g. North Carolina, Connecticut, Oregon, Georgia, Missouri, Arizona). Continuing our commitment to training in-service teachers in REE studies, we plan to support a K-12 area studies workshop program for teachers in underserved areas, aligned with the ISIP program detailed in CPP2. We also request funds to enhance an ongoing Peer-to-Peer US-Russian K-12 educators exchange for in-country study of Russian folklore and customs.

REEI continues its work to build faculty and student expertise and to share this expertise with the wider public, other scholars, and college/HS students. Support from Title VI will allow us not only to bring prominent experts in a variety of fields to IU to meet with students and faculty, but will also make the same opportunities available to students at SWSEEL. New initiatives for which we seek support in this grant cycle include a workshop cycle on the global roles of Russia and China; an outreach-linked conference on "The Russian Revolution and its

(Global) Descendants;” and support for REE-focused content at a Sustainable Development Symposium in Year 4. With other centers, we are launching a 4-year exploration of “Critical Area Studies in the Global Era,” in which scholars from IU and elsewhere will explore the continued relevance of area studies and share their findings with colleagues and the interested public nationwide. We will continue to support student/faculty research, travel, and the dissemination of research with grant funds and with institutional funds, and to build critical library resources, with a view toward raising community and student interest in the region. Our support of a GA in the library, as well as support for library initiatives to create new teaching resources, will contribute to this priority by furthering students’, teachers’, and public access to the rich international collections at Indiana.

Competitive Preference Priority 1 (CPP1; Goal #1 in PMF) allows REEI to work closely with colleagues at other institutions to advance area knowledge at MSIs. In the next grant cycle, REEI will develop ties with ISU, working with ISU area studies faculty on a Russia Initiative that aims to internationalize curriculum through creation of REE modules for existing classes, development of language training appropriate for the campus, and contribution to the student-centered collaborative research of the ISU Department of Social Work. This collaboration will feature REEI cosponsorship of an ISU-based symposium on Social Welfare in Russia, drawing upon expertise at ISU and IU in a variety of disciplines and targeted at the diverse student body in the Department of Social Work, in Spring 2016. This will in turn incubate development of REE curriculum that we will support with funds for materials and guest lectures in Years 3-4. REEI has also received a grant from the United States-Russia Foundation (USRF), focusing on Economics Education. A group of young economics faculty from Russia will visit IU this Fall, and will meet with ISU faculty to learn about their curriculum and pedagogy.

REEI will create and supervise an exchange for Journalism faculty at IHEs in Northwest Russia and in HBCUs in the American US. We have applied for funding from the US DoS Peer-to-Peer Dialogue Program, and are asking for support in this grant as well. 5 faculty from Russian journalism programs will travel to Bloomington in 2014-15, and 5 faculty from accredited journalism/communications units in HBCUs will travel to St. Petersburg in 2015. We have begun discussions with 4 schools (Jackson State U [MS], North Carolina Agricultural & Technical State U, Hampton U [VA], and Norfolk State U [VA]), and invited their faculty to submit proposals. Activities in Russia will include meeting with peers to learn about journalism pedagogy and practices, conducting comparative research, and sharing results at a joint conference. In Years 2-4 we will help exchange faculty to build on the experience and to expand the presence of REE in curricular/extracurricular activities in their programs. With T6 support, we will provide funds for curricular internationalization to exchange participants. REEI will track the long-term impact of this exchange on faculty and curriculum at the home institutions.

These 2 programs are only the most prominent of a host of related initiatives, which include a joint effort (with REE NRCs nationwide) to offer course development grants to scholars at MSIs; the ICCI program, for which REEI seeks to share speaker fees and administrative costs; support of summer curriculum workshops of the Midwest Institute for International and Intercultural Education, which attracts CC and MSI/Title III faculty (workshop topics include e.g. Global Trade, Finance, and Interdependence in summer 2018); and development of case studies by MSI faculty in REE business, in collaboration with IU's CIBER. In this proposal we also request funds that will support a more substantive REE regional role in ICAB activities by enabling REEI to design a REE Themester at Ivy Tech Bloomington in Spring 2016. The REE Themester will involve at least 3 lectures, 2 co-curricular programs, and 1 panel of international students

from the particular region. Preparation for the Themester will occur in Fall 2015, during which REEI will lead a 3-hour workshop for Ivy Tech faculty on the REE region and on specific recommended pedagogy. REEI is eager to use the experience of these programs to develop ongoing collaborations with MSIs in our region and beyond. Thus, we intend that the REEI-ISU collaboration will expand to other IU units after this grant cycle and become a sustainable part of IU activities. For example, we will begin working with our colleagues at IUSB to explore similar programs there.

CPP1 is integral to the educational objectives of IU, which is endeavoring specifically to introduce more minority students to international experience. REEI requests support for a course development grant in Year 1 to support a faculty member who will lead a small group of first-year minority students (from the Hudson and Holland Scholars Program) to Budapest in Spring 2015 or 2016 to study diversity issues in the REE region.

Teacher training in area studies/LCTLs is a core mission of REEI. In response to **Competitive Preference Priority 2 (CPP2, Goal # 3 in PMF)**, REEI is expanding and deepening its collaboration with IU's SoE. In collaboration with other T6 centers, and with the support of the College and the SoE, REEI will co-fund a Postdoctoral Fellow who will: work with Education and area studies faculty to expand student access to Global Gateway, the study abroad program in SoE; create international modules and materials for SoE courses (including a Global Gateway pre-service teacher training visit to Tomsk, Russia); and develop programs such as licensures in World Languages, an international certificate for UG pre-service teachers, and a BA/MEd. degree for FL/area studies majors. In addition, the postdoctoral fellow will offer input to the Indiana State Internationalization Plan (ISIP – see below).

The collaboration with the SoE is one of REEI's joint initiatives with other centers to

internationalize education at all levels and throughout Indiana. The ISIP project involves state government, local school districts, CCs, and IU faculty affiliated with NRCs in the development of an internationalization plan for Pre-K-12 and college students across the state, enhancing access to area studies and FL learning and professional development opportunities for students and teachers. This activity will enable REEI to continue to promote knowledge of REE content and means of teaching it among K-12 teachers. Over the next 4 years, ISIP will develop and implement internationalization plans in 4 urban school districts in Indiana; one of these, South Bend, is a racially diverse community served by IUSB. REEI seeks funding for the coordinator of ISIP, as well as funding to support area studies workshops for K-12 teachers in a number of other underserved school districts around the state.

As noted above, the Bridges program offers Bloomington schoolchildren the opportunity to learn Russian and other LCTLs; the languages are taught by IU students who gain valuable teaching skills. In support of both our heritage language K-12 programs and the Bridges program this proposal seeks funding over the next grant cycle that will help offset the costs of materials, instructor/coordinator salaries, as well as salary for an SoE specialist in heritage language and early FL education who will provide methodological guidance and develop an assessment model for K-6 foreign language instruction.

Outreach to Business, Military, Media, and the Public (Goal #4 in PMF). REEI's comprehensive outreach programs, detailed in Section 7 and here, spread IU's knowledge and know-how in the REE field to a variety of constituents. We request support for two outreach-related GAs whose activities relate to all our goals: one whose work will focus entirely on our outreach programs, and one whose task will be to enhance and update our website to allow us to reach as many of our constituents as possible; we also seek support for summer hourly assistance

and for outreach materials, including growth of the REEI library, and for a workshop on “Doing Business in Russia” to be held for the Indianapolis business community in Year 2. Our permanent staff engages in outreach to heritage, K-12, IHEs, business and military constituents; we ask support for travel to recruit students and to monitor outreach programs.

8Bi) Timeline of proposed activities toward strengthening of program by end of grant period. Our activities are focused toward completion during the grant cycle in 4 ways. Seeded positions will become permanent by the end of the 4 years. Next, many activities (such as the creation of course modules, certificates, and licensures) will be created and implemented over the course of the grant cycle. Other activities, such as collaboration with MSIs, are intended to evolve over the course of the grant into longlasting partnerships, seeding sustained focus on REE in their curricula. Finally, many outreach activities must continue unabated after the grant cycle, yet to new generations of students, on the solid foundations laid by activities in this grant cycle.

8Bii) Effective use of resources and personnel. REEI’s ability to make use of grant funds is dramatically increased by the sustaining synergies in SGIS. In the next grant cycle, REEI will work closely with its fellow area studies centers at IU and nationwide, and with other academic units on campus to maximize results and minimize costs, combining rather than duplicating efforts as we work to achieve key T6 objectives in outreach, FL and area studies instruction, and resource development. Joint teacher training workshops, collaborative curriculum development, and shared outreach activities allow REEI to make the best use of grant funds. This is especially true in summer FL instruction. SWSEEL is IU’s most cost-effective contribution to the nation’s supply of advanced FL speakers. FLAS fellowships requested in this application guarantee support for many students in that program. Even without fellowship funding SWSEEL is inexpensive, as IU guarantees in-state tuition to all students (approx. \$300/credit hour in 2014).

Because SWSEEL attracts top students from IHEs nationwide, REEI annually assists the US DoE in gathering and awarding leftover FLAS funds from other T6 institutions to ensure that all available federal funds are used to increase the nation's supply of language specialists. **8C)**

Reasonable costs. In the proposed budget, every effort has been made to choose effective and reasonable solutions to the challenges of area studies and FL training. We employ cost-saving methods whenever possible. For example, our heritage language instruction programs impose small fees on parents to cover some non-academic supplies; the budget reflects a plan to shift some program costs away from grant funds. Many of our outreach activities, as well as our work with SoE, are built collaboratively to utilize the resources of our IU colleagues most effectively. The same is true for our scholarly activities, such as the conferences planned for the next grant cycle. These are also examples of seeking varied sources of funding. We plan to apply for funds from additional sources within and beyond the university for the majority of funding for our "Social Welfare" conference in Year 2, or the conference on "The Russian Revolution and its Descendants" in Year 4. The latter conference will also draw upon the expertise and resources of many other centers and departments at IU. 2 major priority-related activities beginning in Year 1 are also addressed through grantwriting, one successful (from USRF) and the other pending (from DoS Peer-to-Peer Dialogue). The generous and increasing university support detailed in Section 1 allows REEI to keep this budget reasonable.

8D) Long-term impacts on IU's UG, GRAD, and professional programs. By the end of the next grant cycle, thanks to the combined support from Title VI and IU, REEI students will have stable and permanent access to high-quality teaching in BCS, in addition to the many other area FLs taught during the AY and at SWSEEL. Expertise in critical regions such as the Caucasus will be greatly enhanced. Students in the IU SoE will learn within a more fully internationalized

curriculum, in courses within and outside their school. Thanks to CLE, more teachers will have the language certification necessary for proficiency-based assessment. International experience will have become standard for minority students in the Hudson and Holland Scholars Program. Professional development in REEI, in SGIS, and elsewhere on campus, enhanced by new library acquisitions, faculty research travel, and exchange of ideas at conferences and workshops, will produce high quality students capable of applying their knowledge and experience as teachers, in government service, in business, in media, and in many other careers. Finally, our work with MSIs and with K-12 teachers around the state and country, will shape the way our students and faculty understand the value of FL and area expertise.

9. Impact and Evaluation. 9Ai) Impact on university, community, region, and nation. The impact of REEI's program can be seen throughout this proposal: enrollment data are in the course list and in Tables 4 and 5; graduate placement data appear below in 9D; participation in REEI's many outreach programs is discussed in Section 7. Faculty members, students, and members of the community know about REEI and turn to us for assistance with travel, foreign visitors, special projects, grant proposals, and reference questions. Our weekly calendar reaches over 1100 people; more than 2000 subscribe to our newsletter. More than 50 teachers borrow from our video collection yearly, for classroom screening to thousands of students. Campus-wide interest in REE is such that student groups and university officials often invite leading figures from the region and major REE policy-making experts to IU. In recent years IU hosted well-attended visits by the ambassadors to the US from Poland and Estonia; Russian film director Vadim Abdrashitov, Russian novelist Maya Kucherskaya and many other creative, scholarly, and professional visitors.

REE-focused students from various departments go on to graduate school in area studies,

public administration, law, history, political science, and other fields. IU graduates teach English in the REE region and serve as specialists in the US armed forces. Recent examples include an alumna pursuing graduate work in agricultural and applied economics, an alumnus who is a crypto-linguist for the US Army, several pursuing degrees and careers in law, and several others in REE graduate studies. A recent graduate now teaching English abroad and preparing for the Foreign Service Exam commented: “My REEI minor landed me an internship at the State Department.... REEI has opened my mind.” Together with SWSEEL, our training of hundreds of specialists each year guarantees national influence. IU-Slavic PhDs and BAs have authored popular textbooks for students of Russian (Zita Dabars, Frank Miller, Sandra Freels, Sibelan Forrester); occupy prominent positions in national organizations (Forrester, recent president of the American Association for Teachers of Slavic and East European Languages [AATSEEL]; Choi Chatterjee, President-Elect of AWSS); direct Russian programs at major universities (Miller at Columbia, Edna Andrews at Duke) and Russian Domestic Flagship Programs (Freels at Portland State U); chair leading university departments (Helena Goscilo at Ohio State, Melissa Bokovoy at New Mexico); and oversee major Slavic library collections (Harvard, Pittsburgh, Rutgers, and Wisconsin). IU-trained teachers provide instruction in Russian at HSs in Indiana, Illinois, Maryland, Ohio, Pennsylvania, and Tennessee. IU graduates with REE training who have risen to top government positions include Robert Gates, former CIA director and Secretary of Defense; James Collins, former US ambassador to Russia; Richard Miles, former US ambassador to Georgia and Turkmenistan; James Cox, Chief US Arms Control Delegate to the OSCE; and Victor Jackovich, former US ambassador to Bosnia-Herzegovina and Slovenia.

PhDs who have won tenure-track appointments in the last decade include faculty at U of North Carolina-Charlotte, U of Michigan-Dearborn, Wingate U, St. Joseph’s U, Florida Southern

U, and James Madison U. Career paths pursued by our alumni include Research and Instruction Librarian, Army Foreign Area Officer (FAO), Foreign Service Officer, Foreign Media Analyst for the US government, Peace Corps in Ukraine, and entrepreneurial translator. Many graduates work in NGOs such as the Eurasia Foundation, American Councils for International Education, Social Science Research Council, National Democratic Institute, and IREX, or as administrators in centers such as the REE center at Berkeley. Recent placements in business include specialized positions at Amazon, Belden Inc, Budapest Bank/GE Capital, and BAE Systems. US Army officers complete REEI's MA programs on an annual basis; the Defense Intelligence Agency sends students to SWSEEL for advanced Russian; and over 80 ROTC students from IU and campuses across the country have undertaken intensive training in Russian language and cultures at SWSEEL since 2007. A recent FAO graduate, Major Robert McVey, is currently the Presidential Translator for the Washington-Moscow Direct Communication Link. Our faculty present research at conferences nationally throughout the year. Faculty and staff frequently serve as outside evaluators of REE programs at other universities. Faculty members testify before Congress and serve as consultants for government offices and non-governmental organizations.

9B) Provision for equal access and underrepresented groups. REEI works closely with IU offices that promote recruitment and retention of minority students, and their efforts to offer international experience toward this goal. REEI has committed to pioneering a minority study abroad program organized by IU's Office of Diversity, Equity, and Multicultural Affairs (DEMA). In the last 3 years, REEI has submitted 4 successful nominations for IU underprivileged/first generation college student fellowships. This year, REEI drew upon its own funds to create a nationwide scholarship for first-generation college students to study Russian at SWSEEL, awarded to 2 students. Our outreach work with pre-college Russian language

programs for minority students in our region promises dual impacts: increased diversity among university students who enroll in REE LCTLs and a higher number of minority graduates with advanced FL skills available to work in government, academic, and professional jobs. Our engagement with local and regional CCs should also increase our ability to recruit talented students from underrepresented groups into study of our region, whether or not they do so at Indiana. Similarly, our work on the Russian Olympiada, both regionally and nationally, has successfully attracted the participation of high schools serving minority and disadvantaged students. Section 6C offers further detail on REEI’s efforts to ensure equal access.

9Ci) Evaluation plan. REEI systematically collects quantifiable impact data on language learning and alumni employment. SWSEEL has done pre- and post-language written proficiency testing since 1951. At IU expense, an REEI OPI-trained proficiency tester examines all Russian AY and Summer FLAS recipients, as described in 4Diii. REEI Assistant Director for Student Services Liverman regularly tracks GRAD school and career information from initial to current occupation for IU alumni who received a BA, MA, or PhD with a focus on our region. REEI tracks lecture and outreach attendance rates and administers satisfaction surveys and post-event

Table 8: Recent External Reviews		
<i>Unit Reviewed</i>	<i>Date</i>	<i>Authors</i>
SWSEEL: Russian, Romanian	2012	Maria Alley, Univ. of Pennsylvania
SWSEEL: Russian	2011	Laurie Iudin-Nelson, Luther College
SWSEEL: East European languages	2010	Thomas Garza, Univ. of Texas- Austin
SWSEEL: Russian	2009	Richard Robin, George Washington Univ.
REEI	2009	Beth Holmgren, UNC; Lynda Park, UIUC

surveys to measure response to key program components in

language and area studies education and outreach. Our database of K–12 teachers who participate in outreach programs keeps us in continuous contact with this constituency.

The internal review structure is aided by external evaluations (Table 8). At least biannually during the past decade, we have hired proficiency-based FL instructors from other institutions to

perform program evaluation for SWSEEL; in the next cycle, we seek funds to make these evaluations annual. This specialist conducts individual classroom observations of new and returning teachers who have not been evaluated in the past 3 years. Following classroom visits, the specialist confers with the director and teachers and provides a written report to the director for each observation. In other years, an IU specialist in FL pedagogy with training in at least 1 REE language performs this task. REEI will also hire an external evaluator in the next grant cycle to evaluate its outreach program.

In this grant proposal, REEI allocates approximately 10% of its NRC budget, in addition to substantial university funding, to evaluation activities. To ensure that the assessment program is fully integrated into REEI, the Director will inform the Executive Committee (each semester) and all faculty (at the annual meeting) of annual and grant-cycle targets, and seek to enlist ongoing faculty engagement in the achievement of these goals. The external evaluation of REEI will be conducted by the Center for Evaluation & Education Policy (CEEP), an internationally and nationally recognized and fully self-funded independent, non-profit external evaluator with over \$12 million annually in research expenditures. CEEP's portfolio includes conducting external evaluations of programs funded by the US DoE, the DoS, National Science Foundation and NATO; and providing technical assistance for the Office of Management and Budget and the Office of Innovation and Improvement (DoE). CEEP has extensive prior experience, having developed and implemented external evaluations for twenty NRCs and area studies programs at 4 universities (IU, Georgetown, Harvard and Columbia). In addition, the CEEP Project Director for this evaluation (Anne Ruddy) has served as an Advisory Board member to the US DoE postsecondary office providing consultation on a survey administered to students who have completed FLAS programs; and has worked closely and collaboratively with REEI and other

NRCs at IU during the most recent T6 funding cycle.

CEEP's prior experience working with IU's T6 funded centers across the past 8 years will provide a strong foundation for the proposed external evaluation, allowing REEI to efficiently and effectively use evaluation both to improve the quality of ongoing activities and to measure impact. The IU NRCs have committed to sharing the costs of CEEP's evaluations, enabling CEEP to efficiently gather impact data across centers. **Evaluation Components.** The 4-year independent evaluation conducted by CEEP includes comprehensive formative and summative evaluation of center activities and NRC collaborative efforts. The evaluation specifically focuses on measuring the extent to which REEI successfully meets 4 goals: to train teachers in languages and area studies; to collaborate with MSI/Title III/CCs; to collaborate with the IU SoE on curricular internationalization, and to reach out to key constituencies. As evidenced in Table 9 below, CEEP worked closely with REEI to develop meaningful and specific objectives (*performance measures*) linked to each of these goals; and to develop project-specific and quantifiable outcome measures (*indicators*) to assess progress towards goals. More detailed information on measures, activities, and indicators is in the Performance Measure Form. Table 9 summarizes activities and their relation to performance measures and project goals. ***Formative Evaluation:*** The first half of the project will focus on evaluating the extent to which 2 to 3 new or redesigned programs/activities are being implemented as intended and accomplishing their stated need. The resulting feedback will allow for continuous improvement to help ensure that objectives are met. In Year 3, the evaluation focus will shift to impact; however, outcome data will also be collected in Years 1-2. ***Summative Evaluation:*** Evaluation in Years 3-4 will primarily analyze the outcomes of REEI's activities/programs. CEEP will measure the extent to which REEI has impacted students, faculty, and the community. To accomplish this, CEEP will

follow up with former participants, including those from K-12 schools, community colleges,

Table 9: Goals, Performance Measures, and Activities			
Key to Priorities		Absolute Priority: Teacher Training Activity	AP
NRC CPP1: Collaborate with MSIs or CCs	N1	FLAS CPP1: Fellowship award preference to students with financial need	F1
NRC CPP2: Collaborate with SoE	N2	FLAS CPP2: 25%+ AY FLAS fellowships to DoE LCTLs	F2
1. Project Goal Statement #1: Promote Area Studies and Priority FL Training on IU Campus (AP, F1, F2)			
2. Performance Measures		3. Activities	
A) Increase postsecondary students' and K-12 teachers' participation in Area Studies and Priority FL Training; increase participating students' and teachers' use of REE content in academic studies and/or teaching. (GPRA)		<ul style="list-style-type: none"> • Search for and hire instructor of BCS; develop curriculum of BCS and other priority languages (e.g. innovative advanced courses, culture courses, online components) • Support BCS, Georgian, Romanian and Ukrainian in SWSEEL • Support advanced study of FLAS languages and BALSSI • Search for and hire tenure-track professor in Caucasus Studies; develop curriculum in Caucasus Studies and other critical areas. 	
B) Expand opportunities for and participation of underrepresented IU UGs in REE study abroad		<ul style="list-style-type: none"> • Develop and implement course (with study abroad link) on Hungary for DEMA. • Work with DEMA and Overseas Studies to publicize other REEI study abroad and curricular activities 	
C) Increase global learning beyond the classroom opportunities for students and faculty across all world areas at IU		<ul style="list-style-type: none"> • New annual conference, "Russia and China in the World" • Improve quality and reach of IU library collection • "Russian Revolution and its (Global) Descendants" conference • CASGE conference series • Recruit and support CASGE GRAD fellows and mentors • Visits by non-IU faculty experts to IU during AY and SWSEEL • REE content at CIBER sustainable development symposium 	
D) Percentage of FLAS fellows who increased their FL reading, writing, and/or listening/speaking scores by at least 1 proficiency level. (GPRA)		<ul style="list-style-type: none"> • Opportunities for LCTL development beyond coursework (study abroad, SWSEEL, FLAS) • Support workshops of CLE; increase number of faculty certified in proficiency-based LCTL instruction and testing • Track FLAS fellows' FL reading, writing, and/or listening/speaking scores 	
E) Award FLAS to UGs and GRADs who demonstrate financial need (F1)		<ul style="list-style-type: none"> • Award FLAS fellowships to UGs and GRADs who demonstrate financial need 	
F) Award 25% or more of AY FLAS fellowships in priority languages (F2)		<ul style="list-style-type: none"> • Award 25% or more of AY FLAS fellowships in priority FLs 	
G) Percentage of FLAS graduates who secure employment utilizing FL and area studies skills within 8 years after graduation (GPRA)		<ul style="list-style-type: none"> • Track FLAS graduates to determine utilization of FL and area studies skills. 	
H) Percentage of FLAS master's and doctoral graduates who studied priority FLs (GPRA)		<ul style="list-style-type: none"> • Track % of FLAS graduate students who studied priority FLs 	
1. Project Goal Statement #2: Increase REE opportunities for MSI/T3/CC faculty and students (CPP 1)			
2. Performance Measures		3. Activities	
A) Increase the numbers of faculty and students at partnering MSI/T3/CC institutions who participate in REE learning opportunities		<ul style="list-style-type: none"> • Establish/foster REE working group at ISU • Collaborate on ISU "Social Welfare in Russia" conference • Develop REE course content for ISU programs 	
B) Increase faculty participation in collaboration between MSIs and Russian IHEs and the numbers of publications/ presentations or integration into teaching.		<ul style="list-style-type: none"> • Recruit MSI Journalism faculty to Russian exchange program(s) • Predeparture orientation for MSI journalism faculty • Professional development program/conference in St. Petersburg 	

	<ul style="list-style-type: none"> • Support for REE curricular development at MSIs (materials, etc.)
C) Increase opportunities for REE-focused collaboration among students and faculty at CCs with IU	<ul style="list-style-type: none"> • REE-themed Themester program at Ivy Tech through ICAB program
D) Increase MSI/CC faculty use of knowledge in global and area studies, FL learning, and internationalized curricula	<ul style="list-style-type: none"> • REE activities at annual ICCI Global Mini-Conference • Course development grants for MSI/CC faculty • REE business case studies, w/MSI/CC business faculty and CIBER • Summer workshops of MIIE
1. Project Goal Statement #3: Promote REE Area Studies Knowledge, FL Training, in K-12 schools (AP, N2)	
2. Performance Measures	3. Activities
A) Increase IU pre-service teachers' (SoE) participation in REE Area Studies and FL training	<ul style="list-style-type: none"> • Postdoctoral Fellow in SoE • Develop modules on REE Studies for SoE and College courses • Develop international certificate for SoE students (UG/GRAD) • Provide foreign study opportunities through IU's Global Gateway
B) Increase the number of in-service teachers completing world language certification	<ul style="list-style-type: none"> • Identify potential Russian-language teachers at K-12 schools in areas with heritage-speaker communities • Develop on-line certification/licensure in Russian language • Conduct special FLAS information sessions for SoE students
C) Increase international learning across Pre-K-12 schools in Indiana	<ul style="list-style-type: none"> • ISIP, collaborative with Global Studies and other centers
D) Increase the number of teachers who undergo REEI in-service training or use REE content and methodological resources	<ul style="list-style-type: none"> • Teacher training workshops related to Indiana standards for HS geography and world history • Disseminate information about REE methodology • Professional development grants for K-12 teachers to attend SWSEEL
E) Increase K-12 students' participation in Russian-language and REE area studies activities	<ul style="list-style-type: none"> • Russian Culture Days at K-12 schools in Indiana • Olympiada Program in Indiana and nationwide K-12 schools • Promote HS course offerings in REE area studies and FLs • Support operation and assessment of Bridges program • Rosinka program and Polish School (for heritage learners)
1. Project Goal Statement #4: Provide REE Area Studies Knowledge to Key Professional Constituents	
2. Performance Measures	3. Activities
A) Increase opportunities for businesses to acquire relevant REE area knowledge	<ul style="list-style-type: none"> • CIBER Workshop: "Doing Business in Russia"
B) Increase contacts and applications from military personnel.	<ul style="list-style-type: none"> • Annual staff travel to DLI and other institutions to recruit FAO/ROTC/Air Force/Navy applicants to REEI and SWSEEL
C) Increase media contacts of REEI	<ul style="list-style-type: none"> • GA work on website and media outreach • Visit of Russian journalism faculty to Bloomington

businesses and the media. An annual online Outreach Survey will be administered to determine the extent to which REEI has impacted participants' teaching, career, research, studies, and language use. An annual Grand Survey, described in more detail in the following section, will be administered to all academic program affiliates of the center. To measure long-term outcomes, CEEP will maintain and update a database of participation records and contact information.

Grand Survey: An annual online Grand Survey will be administered to all current and past students affiliated with REEI including current UGs and graduate students, alumni, FLAS

recipients, and study abroad students. The survey will determine the impact REEI has had on their current/future studies and career. Additionally, REEI can use the data gathered on this survey to report on its participants' current status, employment, and use of cultural knowledge/language in their current studies/employment.

Evaluation Timeline and Deliverables. Baseline data on each of the evaluation questions will be collected at the beginning of the grant period. Data collection will continue annually for the summative evaluation and as needed for the formative evaluation. A formative/summative evaluation report will be submitted annually. Additional formative reports may be submitted in Years 1-2 depending on the center's request. In Year 4, a final summative report will focus on the extent to which the grant program accomplished the established goals.

9Cii) Use of recent evaluations to improve program. REEI as a whole is reviewed regularly by the dean and associate dean; in addition, IU has instituted a comprehensive assessment system for UG education, the results of which shape curriculum design, for example in Slavic. In 2012-13, REEI conducted extensive surveys of its MA students. Based on that evaluation, we have instituted the REEI Networks! program described in Section 2Bi. Participant feedback informs our decision to end the Postcommunist Roundtable that we have featured every spring, and to propose the new seminar series on "Russia and China in the World." Evaluation of REEI faculty and GRAD instructors takes place through student course evaluations, monitoring of courses by senior area studies colleagues or by the language coordinator, review by deans of annual reports by the faculty. These evaluations have contributed to recent hiring decisions, and play a role in our request (affirmed by the College) for support for a position in BCS language instruction. SWSEEL has undergone internal and external reviews every year (Table 8), including site visits from Project GO and the DoS. Classroom observations during these visits

have led to more use of the target language in the lower levels of language instructions, clearer descriptions of curricular expectations, and so better student outcomes and greater student satisfaction (self-reported by students on midterm and final evaluations).

9D) Improved national supply of specialists. FLAS awards have allowed hundreds of IU GRADs and UGs to pursue FL study; they are an integral part of REEI’s commitment to language study and training. Most of the highest-achieving among our graduate students have

Table 10: MA Graduates in Federal Jobs last 19 years	
Army	46
Department of State	26
Air Force	11
CIA	10
Dept of Commerce	5
DOD	1
Defense Intelligence	5
Senate/House offices	4
Drug Enforcement	3
Dept of Agriculture	2
USAID	1
General Accounting Office	2
INS	3
Social Security Admin	1
Customs/Border Protection	1
FBI	1
Library of Congress	1
9/11 Commission	1
Homeland Security	1
White House	1
Military, other	1
Federal Government, other	4
Total	131

received an AY or Summer FLAS award. REEI maintains a database of some 2500 IU graduates who studied REE content in all IU degree programs from 1958 to the present, a record confirming remarkable success in preparing graduate students for government service. In the past 19 years, REEI itself has placed 131 graduates with advanced REE FL skills in government service careers (Table 10).

9Ei/ii) Address national needs, disseminate information, and placement record. REEI’s outreach and research support activities centrally address national needs; REE Studies graduates make a significant impact across the nation. REEI reaches about

1100 pre-college students of Russian every year through the nationwide Olympiada competitions which we coordinate and through our distribution of teaching materials. We also consistently generate and disseminate information to the general public and to particular constituencies for whom IU is an important source of information and expertise, as described in Section 7iii and Table 7. **9Fi & ii) FLAS awards and national needs.** Our FLAS selection process clearly identifies commitment to government service as a competitive criterion. REEI follows through

on this objective, offering students many opportunities to learn about government service and meet with alumni who have chosen such a career path. Over 25% of our AY FLAS awardees in the last cycle have been in professional schools (Business, SPEA, Informatics) with likely career paths in government or public service. More than 90% of all FLAS awards in the current cycle have been to REE languages identified as critical to national needs (Russian, Ukrainian, Romanian, Polish, BCS, and Georgian) and we will continue to strive for the same proportion. See section 10Cii.

10. FLAS Awardee Selection Procedure. 10Ai) Advertising. REEI seeks to draw from a national pool for both its AY and especially Summer FLAS awards, while also recruiting the best GRADs and UGs on campus. REEI's comprehensive advertising campaign includes: 1) color fliers to College units and professional schools; 2) color brochures for SWSEEL mailed to Russian teachers in the nation; 3) individual electronic notifications to applicants to the university; 4) postings to REEI's faculty and student e-mail list and on the REEI web site; 5) advertising in the *Indiana Daily Student* newspaper; 6) FLAS information sessions on campus and 7) visits by REEI and SWSEEL staff to campuses around the nation. In the next cycle, we will make a special effort to attract applicants from the SoE. Notice of the summer FLAS is also included in IU's SWSEEL advertisement in the ACTR, AATSEEL, and ASEEES newsletters and at our booths at national meetings of those organizations. A high number of applicants demonstrates the impact: REEI regularly receives over 80 AY and 100 Summer FLAS applications. **10Aii) Selection Process.** Prior to the February 1st application deadline, the Administrative Assistant checks individual applications and informs applicants of missing materials. The resulting group of applications undergoes vetting for compliance with applicable federal rules by the Associate Director and the Assistant Director, who consult with the Director.

Eligible applications are then evaluated individually by a committee that is provided with clear and detailed directions about criteria for awards, including the announced priorities. After the Administrative Assistant compiles an aggregate ranking, the committee meets with the REEI staff and Director to discuss discrepancies in ranking and arrive at a final recommendation. By early March, REEI contacts awardees with letters of award. An alternate list of potential awardees, ranked slightly lower, is maintained to ensure that REEI will still be able to award all FLAS fellowships to worthy applicants, if any of the initial FLAS offers are declined by the April 15th deadline. Summer FLAS awards are made later and on a rolling basis, as detailed in 10Ci. 10Aiii) **Priorities. FLAS Competitive Priority 1.** At the time of application, each FLAS applicant will be encouraged to confirm his/her desire to be considered for prioritization based on financial need (by checking the appropriate box on the on-line application); he/she will then be instructed to submit a FAFSA (Free Application for Federal Student Aid) or transfer his/her FAFSA to IU (if conducting degree study at another university). REEI will submit its list of recommended candidates to a designated IU staff member trained to handle sensitive student data (as per IU and FERPA guidelines). This staff member will annotate the FLAS candidate list, providing REEI with confirmation as to whether each given candidate exhibits financial need, based on his/her initial FAFSA EFC (Expected Family Contribution) score. Based on this information, REEI will adjust the ranking of affected candidates prior to finalizing award lists. **FLAS Competitive Priority 2.** See below.

10B) Application procedure. IU has standardized the AY and summer FLAS application procedure across all T6 centers. The online application is due on February 1st for the following summer/AY. Applicants are required to provide 2 statements, detailing a) previous language training and b) relationship of proposed language study to academic and career goals. In

addition, the student must submit transcripts, GRE scores, and 3 letters of recommendation. All eligible SWSEEL applicants are considered for FLAS funding automatically. To ease the process and lessen the cost of sending transcripts and GRE scores, all IU applicants may request that their home department forward materials for the FLAS application. **10Ci) Selection committee and criteria.** The REEI Director appoints a committee of 3 REEI faculty members representing different disciplines and regional specialties; one member represents a professional school and one is an FL specialist; all have advanced capabilities in REE languages. The committee evaluates FLAS applications on the basis of merit, as defined by quantitative indices (grade point average and GRE scores; SAT scores for UGs) and qualitative criteria (letters of recommendation, statements of purpose, and quality of institutions attended). For Summer FLAS applicants, funding becomes available on a rolling basis throughout the Spring, necessitating a more flexible procedure. The REEI Director and the SWSEEL Director review all applications and grade them separately. Grades are averaged by SWSEEL staff and significant discrepancies are resolved in discussion. Our procedure in line with FLAS Competitive Priority 1 is outlined above; this procedure ensures that the FLAS is awarded to students who have financial need and show potential for high academic achievement. In line with FLAS Competitive Priority 2, REEI intends to award more than 75% of FLAS awards to students applying to study priority languages in our area (Bosnian-Croatian-Serbian, Georgian, Polish, Romanian, Russian, and Ukrainian). This is in keeping with REEI's record to date. FLAS awardees are among the very best of our students, as committed to knowledge of Russia and Eastern Europe as is REEI. We aim to send them out as graduates to add their imprint to the impact REEI makes on the world around it.



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

OMB Control Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization

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	\$95,089	\$101,540	\$127,131	\$125,635		
2. Fringe Benefits	\$17,6892	\$23,916	\$38,050	\$35,775		
3. Travel	\$13,700	\$22,600	\$12,610	\$12,611		
4. Equipment						
5. Supplies	\$26,310	\$25,533	\$24,118	\$24,018		
6. Contractual						
7. Construction						
8. Other	\$111,100	\$90,300	\$61,980	\$65,850		
9. Total Direct Costs (lines 1-8)	\$263,888	\$263,889	\$263,889	\$263,889		
10. Indirect Costs*	\$21,111	\$21,111	\$21,111	\$21,111		
11. Training Stipends	\$346,500	\$346,500	\$346,500	\$346,500		
12. Total Costs (lines 9-11)	\$631,499	\$631,500	\$631,500	\$631,500		

***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
 Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2011 To: 06/30/2015 (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify): DHHS The Indirect Cost Rate is 32%
- (2) If yes, please provide the following information:
 Are you using a restricted indirect cost rate that: Yes No
- (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement? or Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8%

Name of Institution/Organization

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 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)

	2014-2015	2015-2016	2016-2017	2017-2018	Narrative Reference
E. Other					
22. Specialist to plan, coordinate, and implement joint School of Education (SoE)/College internationalization activities for pre-service/in-service K-12 teachers (Post-doc)	4,500	4,500	4,500	4,500	8/34ii;34/8A;38/8D
<i>Other subtotal</i>	\$ 4,500	\$ 4,500	\$ 4,500	\$ 4,500	
PERSONNEL SUBTOTAL	\$ 95,089	\$ 101,540	\$ 127,131	\$ 125,635	
2. FRINGE BENEFITS					
A. Non-language Instruction					
1. Tenure-track Caucasian Specialist (TBA): .50 FTE FY17, .25 FTE FY18; fringe rate is 39.76% of salary in FY 17 w 1% increase in FY 18			\$ 12,922	\$ 13,051	10/3Di;30/8A;37-38/8D
2. Course development for DEMA-sponsored short-term study abroad programs: fringe rate is 21.17% of salary	\$ 847				34/8A
<i>Non-language Instruction subtotal</i>	\$ 847		\$ 12,922	\$ 13,051	
B. Language Instruction					
3. Slavic / Visiting Lecturer in BCS, (TBA) .50 FTE FY15) fringe rate is 39.76% of salary	3,976	0	0	0	30/8A
4. Slavic/Permanent Lecturer in BCS (TBA) .50 FTE in FY 16 and FY 17, .25 FTE in FY 18; fringe rate is 39.76% of salary in FY 16 w 1% annual increase in fringe rate for each subsequent year		9,940	10,039	5,070	12-13/4Ci;30/8A;37/8D
5. Slavic/CEUS for advanced language instruction of FLAS students (where req level not offered/supplemental pay) fringe rate is 6.91% of salary	69	69	69	69	30-31/8A
6. Summer language instructor in Caucasian language (Armenian, Chechen, or Georgian) fringe rate is 6.91% of salary	-	-	-	594	13/4Ci;30/8A
7. Summer language instruction in Ukrainian fringe rate is 6.91% of salary	297	-	-	-	13/4Ci;30/8A
8. Summer language instructor in REE languages (15-16 BCS, 16-17 Romanian, 15-16 BCS, 16-17 Romanian) fringe rate is 6.91% of salary	594	594	0	0	13/4Ci;30/8A
9. Graduate Assistant to coordinate Bridges Early World Language program fringe rate is 14% of \$3129 in FY 14 w 15% increase for each subsequent year	438	504	579	666	15/4Di;25/7Di;35/8A
10. Assessment Development for Early World Language Learners (SoE faculty supplemental pay) fringe rate is 6.91% of supplemental pay	40	20	10	10	15/4Di;25/7Di;35/8A
<i>Language Instruction subtotal</i>	\$ 5,414	\$ 11,127	\$ 10,698	\$ 6,410	
C. Library					
11. Graduate Assistant to Slavic/East European collections, Hungarian/Baltic collections/student health: fringe set at \$3129 in FY 14 with annual increases in rate of 15%	3,129	3,598	4,138	4,759	32/8A
<i>Library subtotal</i>	\$ 3,129	\$ 3,598	\$ 4,138	\$ 4,759	
D. Outreach					
12. Graduate Assistant Appointment: Outreach to K-16, Community, Media, Business, Military: fringe set at \$3129 in FY 14 with annual increases in rate of 15%	3,129	3,598	4,138	4,759	35/8A
13. Graduate Assistant, Webmaster: fringe set at \$3129 in FY 14 with annual increases in rate of 15%	3,129	3,598	4,138	4,759	35/8A
14. Coordinator for ISIP: fringe rate is 6.91% of salary	118	122	126	129	35/8A
15. ICCI staff: fringe rate is 6.91% of salary	65	65	65	65	27-28/7ii;33/8A
16. Supplemental pay for faculty presenters to 5 MISI Journalism teachers pre-departure orientation: fringe rate is 6.91% of supplemental pay	69				22/6c;27/7ii;29/7ii;33/8A;38/8D
<i>Outreach subtotal</i>	\$ 6,510	\$ 7,383	\$ 8,467	\$ 9,712	

	2014-2015	2015-2016	2016-2017	2017-2018	Narrative Reference
E. Other					
17 Specialist to plan, coordinate, and implement joint SoE/College internationalization activities for pre-service/in-service K-12 teachers (Post-doc) fringe rate is 39.76% of salary in FY 16 w 1% annual increase in fringe rate for each subsequent year	1,789	1,807	1,825	1,843	8/34ii;34/84;38/8D
<i>Other subtotal</i>	<u>\$ 1,789</u>	<u>\$ 1,807</u>	<u>\$ 1,825</u>	<u>\$ 1,843</u>	
FRINGE BENEFITS SUBTOTAL	\$ 17,689	\$ 23,916	\$ 38,050	\$ 35,775	
3. TRAVEL					
A. Foreign Travel					
1 Faculty travel to Hungary in Y2 for leadership of short-term study abroad programs		8,000			34/84;38/8D
<i>Foreign Travel subtotal</i>	\$ -	\$ 8,000	\$ -	\$ -	
B. Domestic Travel					
Administrative and Faculty Travel					
2 Administrative Personnel travel to Title VI meetings					
Transportation, lodging, per diem @ \$1,100/trip x 2 staff	2,200				
3 Administrative Personnel travel to annual ASEEES conference @ \$1,1000 (2 staff in Y1, 3 staff in Y2-4)	2,200	3,300	3,310	3,311	
4 Faculty conference travel to conferences (partial support)					
\$400 each trip x 12 trips	4,800	4,800	4,800	4,800	32/84;38/8D
Outreach and Teacher Training					
5 Staff/faculty outreach travel to regional schools and heritage programs	1,500	1,500	1,500	1,500	25/7i;36/84
6 Staff/faculty outreach travel to military/FAO recruitment fair at DLI	1,500	1,500	1,500	1,500	29/7iii;36/84
7 Staff/faculty outreach travel to post-secondary institutions for recruitment to Summer Language Workshop	500	500	500	500	36/84
8 ISIP Travel	500	2,500	500	500	35/84
9 Staff/faculty outreach travel to new regional Olympiada (NC, GA, CN, MO, OR)	500	500	500	500	26/7i;31/84
<i>Domestic Travel subtotal</i>	<u>\$ 13,700</u>	<u>\$ 14,600</u>	<u>\$ 12,610</u>	<u>\$ 12,611</u>	
TRAVEL SUBTOTAL	\$ 13,700	\$ 22,600	\$ 12,610	\$ 12,611	
4. EQUIPMENT: Not applicable					
5. SUPPLIES					
1 Library Acquisitions (incl Special Collections) - Books, etc.	20,000	20,000	20,000	20,000	32/84;38/8D
2 REE AV lending library	1,500	1,250	900	800	25/7i; 26/7ii;32/84;36/84
3 REE FL Teaching Methodology lending library	250	250	250	250	32/84;36/84;38/8D
4 Project Supplies (for outreach visits, festivals etc)	2,060	2,033	1,000	1,000	36/84;38/8D
5 Printing, duplicating (brochures, posters, flyers etc)	1,500	1,000	968	968	36/84;38/8D
6 Communications (fax, long distance phone, FEDEX, postage)	1,000	1,000	1,000	1,000	
SUPPLIES SUBTOTAL	\$ 26,310	\$ 25,533	\$ 24,118	\$ 24,018	

	2014-2015	2015-2016	2016-2017	2017-2018	Narrative Reference
6. CONTRACTUAL: Not applicable					
7. CONSTRUCTION: Not applicable					
8. OTHER					
Language Instruction and Enhancements					
1 Baltic Studies Summer Institute (BALSSI) (professional services)	1,500	1,500	1,000	1,000	12/44ii
2 Local Heritage programs for REE languages (Russian, Polish--professional services, materials as needed)	3,000	2,300	2,000	1,000	25/7i;35/8A;38/8D
3 Indiana ACTR Olympiada of Spoken Russian (professional services, hospitality, cultural entertainment, teacher travel)	2,000	2,000	2,000	2,000	25/7i;31/8A;38/8D
Curricular and Teacher Professional Development Activities: Area Studies and Language					
4 Center for Language Excellence (professional services, travel for workshop facilitators)	5,000	4,000	4,000	3,000	14/4Cii;15/4D;31/8A;38/8D
5 Professional development stipends for K-12 Russian teachers (in connection w Summer Language Workshop)		9,000			31/8A;38/8D
6 Internationalization Collaborative Across Bloomington (ICAB) (IU workshop leaders \$500, Ivy Tech faculty workshop leaders \$1500, professional service fees for regional themesis programming)		4,000			33-34/8A;38/8D
7 ISIP K-12 Teacher Workshops (space rental, substitute pay, supplemental pay for presenters)	4,000	4,000	4,000	4,000	31/8A;35/8A;38/8D
8 "Connect at the Roots" Russian-American educator's exchange (domestic travel for US participants)	2,000				31/8A;38/8D
9 MSI Journalism project domestic travel for 5 faculty	5,000				22/6c;27/7ii;29/7ii;33/8A;38/8D
10 MSI Journalism project, foreign travel for 5 faculty	25,000				22/6c;27/7ii;29/7ii;33/8A;38/8D
11 MSI Journalism project, professional fees for lectures, excursions, cultural program, administration in Russia	10,000				22/6c;27/7ii;29/7ii;33/8A;38/8D
12 MSI Journalism project, followup development (professional services, travel)		8,000	2,855	2,100	22/6c;27/7ii;29/7ii;33/8A;38/8D
13 Indiana State University (ISU) Outreach (Y1 speaker fees for Russian programming and faculty development, Y2 speaker fees and space rental for "Social Welfare in former SU" conference; Y3-Y4 speaker fees for Russian programming and materials for curricular development)	5,000	4,500	2,000	1,500	27/7ii;32/8A;38/8D
14 Development of business cases w REE focus for MSI Business Case Study competition (professional service fees and materials)	1,000	1,000	1,000	1,000	33/8A;38/8D
15 Course development stipends (REE content) to MSI and CCs/together w other REE T6 centers	1,000	1,000	1,000	1,000	27/7ii;33/8A;38/8D
16 Midwest Institute summer workshops for CC teachers on global issues w REE content (professional services, travel, space rental, materials)	2,500	2,500	2,500	2,500	33/8A;38/8D
Outreach and Teacher Training Projects					
17 REE AY Speaker/Performer Series (travel and speaker/performer fees)	7,000	6,500	5,000	5,000	27/7ii;31/8A
18 REEI Summer Speaker/Performer Series (travel and speaker/performer fees)	6,000	5,000	2,000	1,500	27/7ii;31/8A
19 Russia, China, and the World--annual on-campus forum (speaker fees, travel for guest speakers)	2,000	2,000	2,000	2,000	27/7ii;31/8A;38/8D
20 Critical Area Studies in the Global Era (professional services, hourly coordinator, speaker fees, space rental)	1,600	3,000	4,125	2,250	27/7ii;32/8A;38/8D
21 Sustainable Development Symposium (collaboration w IU CIBER) (speaker fees, travel)				2,000	32/8A;38/8D
22 "Doing Business with Russia" workshop for Indianapolis area business community (speaker fees, travel)		3,500			36/8A;38/8D
23 Conference "Russian Revolution and Its Descendants" (space rental, travel, speaker fees, materials, hospitality)				7,500	31-32/8A;38/8D
24 Area Studies librarianship workshop (travel for outside participants)	1,000				32/8A;38/8D
25 ICCI (professional services, travel, supplemental pay)	1,000	1,000	1,000	1,000	27-28/7ii;33/8A

	2014-2015	2015-2016	2016-2017	2017-2018	Narrative Reference
Evaluation					
26 CEPP Services (professional fees, supplies)	24,000	24,000	24,000	24,000	42-4679C
27 Outside evaluator for Summer Language Workshop (professional service fees, travel)	1,500	1,500	1,500	1,500	41-4279C
OTHER SUBTOTAL	\$ 111,100	\$ 90,300	\$ 61,980	\$ 65,850	
F. TOTAL DIRECT COSTS: NRC	\$ 263,888	\$ 263,889	\$ 263,889	\$ 263,889	
G. INDIRECT COSTS : At 8% of Direct Costs	\$ 21,111	\$ 21,111	\$ 21,111	\$ 21,111	
H. TOTAL NRC COSTS	\$ 285,000	\$ 285,000	\$ 285,000	\$ 285,000	

Appendix 2: Faculty/Staff Biographical Information

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

I. Indiana University REEI CORE FACULTY			
Department (# fac)	Bio # / Name	Rank	Language
Anthropology (3)	1. Sarah Phillips 2. Nazif Shahrani 3. Frances Trix	Professor Professor Professor	Russian/Ukrainian Tajik/Uzbek/Kyrgyz Albanian/Turkish
Central Eurasian Studies (6)	4. Kathryn Graber 5. Lynn Hooker 6. Piibi-Kaia Kivik 7. Edward Lazzarini 8. Toivo Raun 9. Valeria Varga	Assistant Associate Lecturer Specialist Professor Lecturer	Russian/Buryat Hungarian Estonian/Russian/Finnish Russian/Tatar Estonian/Finnish/Russian Hungarian/Russian
Comm & Culture (1)	10. Joshua Malitsky	Associate	Russian
Comparative Literature (1)	11. Bill Johnston	Professor	Polish/Russian
Economics (2)	12. Michael Alexeev 13. Istvan Benczes	Professor Visiting	Russian Hungarian
Geography (2)	14. Elizabeth Dunn 15. Roman Zlotin	Associate Lecturer	Polish/Georgian Russian
History (5)	16. Daniel Brett 17. Maria Bucur-Deckard 18. Ben Eklof 19. Padraic Kenney 20. Hiroaki Kuromiya	Visiting Professor Professor Professor Professor	Romanian Romanian Russian Polish/Russian Russian/Ukrainian/Polish
Information and Library Science (1)	21. Wook-Jin Cheun	Librarian	Russian
Institute for European Studies (1)	22. Franklin Hess	Instructor	Greek
Jewish Studies (1)	23. Dov-Ber Kerler	Professor	Yiddish/Russian
Journalism (1)	24. Owen Johnson	Associate	Czech/Slovak
Law (1)	25. Timothy Waters	Professor	Hungarian/Serbian
Musicology (1)	26. Halina Goldberg	Associate	Polish/Russian
Political Science (6)	27. Jack Bielasiak 28. Aurelian Craiutu 29. Regina Smyth 30. Dina Spechler	Professor Associate Associate Associate	Polish/Russian/Yiddish Romanian Russian Russian
Religious Studies (1)	31. Patrick Michelson	Assistant	Russian

Appendix 2: Faculty/Staff Biographical Information

I. Indiana University REEI CORE FACULTY continued			
Department	Bio # / Name	Rank	Language
Slavic Languages and Literatures (13)	32. Craig Cravens	Lecturer	Czech/Russian
	33. Jacob Emory	Assistant	Polish/BCS
	34. George Fowler	Associate	Russian/Hungarian/Bulgarian
	35. Steven Franks	Professor	Russian/BCS/Polish/Macedonian
	36. Jeffrey Holdeman	Lecturer	Russian/Czech/Polish
	37. Christina Illias	Associate	Romanian
	38. Svitlana Melnyk	Lecturer	Russian/Ukrainian
	39. Joanna Nizynksa	Associate	Polish/Russian
	40. Maria Shardakova	Assistant	Russian
	41. Miriam Shrager	Lecturer	Russian/BCS/Polish/Czech
	42. Ariann Stern-Gottschalk	Lecturer	Russian/Polish
	43. Sara Stefani	Assistant	Russian
	44. Russell Valentino	Professor	Russian/BCS
Visiting Language Instructors – Academic Year (3)	45. Sofiya Asher	Lecturer	Russian/Ukrainian/Polish
	46. Teuta Ismaili	Lecturer	BCS
	47. Emilia Sztabnicka	Lecturer	Polish

II. REEI ASSOCIATED FACULTY			
Department	Bio # / Name	Rank	Interest
Anthropology (3)	48. Joelle Bahloul	Professor	European Jews
	49. Frederika Kaestle	Associate	Ancient DNA in Russian Far East
	50. Anya Royce	Professor	Ballet/pop culture, national identities
Business (1)	51. Scott Shackelford	Assistant	Cybersecurity
Central Eurasian Studies (4)	52. Christopher Atwood	Associate	Inner Asian social structure
	53. Gardner Bovington	Associate	Politics of East Central Asia
	54. Devin DeWeese	Professor	Islamization in Central Asia
	55. Ron Sela	Associate	History of Islamic Central Asia
Economics (1)	56. Michael Kaganovich	Professor	Economic growth and human capital
Education (2)	57. Terrence Mason	Professor	Civic education in E. Europe
	58. Martha Nyikos	Professor	Language Education/Hungarian
Fine Arts (2)	59. Sarah Bassett	Associate	Byzantine art
	60. Michelle Facos	Professor	Center-periphery in East European art
Folklore/Ethnomusicology (1)	61. Judah Cohen	Associate	Music in Jewish life, diaspora
History (1)	62. Mark Roseman	Professor	Anti-Semitism/Holocaust
International Studies (1)	63. Olga Kalentzidou	Lecturer	Immigration and ethnicity
Jewish Studies (1)	64. Alvin Rosenfeld	Professor	History/Literature of the Holocaust

Appendix 2: Faculty/Staff Biographical Information

Journalism (2)	65. Hans Ibold	Assistant	Identity/New media in Kyrgyzstan
	66. Steven Raymer	Professor	International photojournalism
Law (1)	67. Daniel Cole	Professor	Polish law
Linguistics (1)	68. Markus Dickinson	Assistant	Errors in corpora
Music (2)	69. Aida Huseynova	Lecturer	East-West encounters in music
	70. Vincent Liotta	Professor	Western repertorie in Romania
Political Science (3)	71. William Bianco	Professor	NASA-Roskosmos collaboration
	72. Jeffrey Isaac	Professor	Liberalism and post-communism
	73. William Winecoff	Assistant	Politics of global economy
Public/Environmental Affairs (7)	74. David Audretsch	Professor	European economic development
	75. Denvil Duncan	Assistant	Income and taxation in Russia
	76. Robert Kravchuk	Professor	Soviet collapse, Russian adventurism
	77. Vicky Meretsky	Associate Professor	Conservation in Central Asia
	78. John Mikesell	Professor	State and local government finance
Public Health (1)	79. Maureen Pirog	Professor	Poverty, income maintenance
	80. Daniel Preston	Assistant	Balkan security and development
Public Health (1)	81. Bryan McCormick	Professor	Social functioning of mentally ill
Second Language Studies (1)	82. Debra Friedman	Assistant	Language socialization in multilingual communities, including Ukraine
Sociology (1)	83. Christine Von Der Haar	Lecturer	Media and society, public opinion

Appendix 2: Faculty/Staff Biographical Information

III. REEI ASSOCIATED LIBRARIANS & ADMINISTRATORS		
Unit	Bio # / Name	Rank/Interest
Librarians	[28.] Wook-Jin Cheun 84. Andrew Asher 85. Jacqueline Byrd 86. Carl Horne	Slavic Bibliographer Assessment Librarian Area Studies Cataloging Section Slavic and Central Asian
Library Staff	87. Tim Larson 88. Michael Walter	NACO Slavic Serials Cataloger Senior Monographic Cataloger
REEI Center Staff	[19.] Padraic Kenney 89. Mark Trotter 90. Emily Liverman 91. Jennifer Ashcraft	Director Associate Director/Outreach Coordinator Assistant Director for Student Services/Grad Advisor Undergraduate Advisor

IV. SUMMER WORKSHOP LANGUAGE INSTRUCTORS		
Language	Bio # / Name	Academic Year position
Russian	92. Vasilii Arkanov 93. Rebecca Baumgartner 94. Bethany Braley 95. Natalya Chernysheva 96. Elena Clark 97. Elena Doludenko 98. Edie Furniss 99. Christian Hilchey 100. Viktor Kharlamov 101. Brian Oches 102. Heather Rice Hilchey 103. Anna Sharogradskaya 104. Ala Simonchyk [89.] Mark Trotter 105. Veronika Trotter 106. Ksenia Zanon 107. Snezhana Zheltoukhova 108. Yelena Zotova	Barnard College Indiana University DePauw University University of North Carolina University of Notre Dame Indiana University Pennsylvania State University University of Chicago University of Arizona Indiana University Regional Press Institute (Russia) Indiana University Indiana University Indiana University Indiana University University of Wisconsin Pennsylvania State University
Hungarian	[58.] Valeria Varga	Indiana University
Polish	109. Kinga Kosmala	University of Chicago
Tatar	110. Dilyara Sharifullina	Kazan Federal University (Russia)

Appendix 2: Faculty/Staff Biographical Information

I. REEI CORE FACULTY

ANTHROPOLOGY

1. SARAH DRUE PHILLIPS, Professor, Department of Anthropology (tenured)

Year of appointment: 2003

Time devoted to Russian/East European studies: 100%

Area courses taught: *E412/E612* Anthropology of Russia and East Europe; *E400/E600* Chernobyl: Legacies of a Meltdown; *E614* Post-Socialist Gender Formations.

Current research interests: Ukraine and Russia; civil society and non-governmental organizations (NGOs), development, gender studies, medical anthropology, disability studies, and post-Chernobyl health and healing

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

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

Academic experience: 10 years post-secondary teaching

Language competence: Russian 3, Ukrainian 3

Overseas experience: Residence in Ukraine since 1995 is 30 months; residence in Russia since 1993 is 7 months.

Recent publications: "Citizens or 'Dead Souls?' An anthropological perspective on disability and citizenship in post-Soviet Ukraine." *Disability in Eastern Europe and the Former Soviet Union: History, policy and everyday life*, ed. Michael Russell and Elena Iarskaia-Smirnova, Routledge, 2013 pp. 165-183; "The Space of Disability Rights Activism in Postsocialist Ukraine: NGOs and Civil Society between the Local and the Global." *The Journal of Social Policy Studies*, special issue on the History of Disabilities 10(1):43-60 (2012) (in Russian); "Disability, Sexuality, and Masculinity in Post-Soviet Ukraine." *The Journal of Social Policy Studies* 10(2):235-258 (2012) (in Russian); "Citizenship and Human Mobility: Disability and the 'Etatization' of Soviet and post-Soviet Space." *Russia in Motion: Essays on the Politics, Society and Culture of Human Mobility, 1850-Present*, ed. John Randolph and Eugene M. Avrutin, pp. 253-272. Urbana: University of Illinois Press (2012); "Implications of EU Accession for Disability Rights Legislation and Housing in Bulgaria, Romania, Croatia, and the Former Yugoslav Republic of Macedonia." *Journal of Disability Policy Studies* 23(1):26-38 (2012).

Supervision of student research last 5 years: 11 PhD theses, 7 MA theses

2. M. NAZIF SHAHRANI, Professor, Department of Anthropology. Professor, Department of Central Eurasian Studies. Professor, Department of Near Eastern Languages and Cultures

Year of appointment: 1989

Time Devoted to Russian/East European Studies: 50%

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

Education: B.A., University of Hawaii, 1970

M.A., University of Washington, 1972

Ph.D., University of Washington, 1976

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

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

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

Recent Publications: 2013, "Taliban." In *Encyclopedia Britannica*; 2013, "Political Islam in Afghanistan." *The Oxford Handbook of Islam and Politics*, edited by John L. Esposito and Emad El-Din Shahin, Oxford University Press., pp. 453-74. 2013, Center-Periphery Relations in Afghanistan. In *Local Politics in Afghanistan*, Conrad Schetter, ed. London: Hurst Publishers Co., pp. 23-38. 2013, "Afghanistan" revised and updated (4,900 words) for *Oxford Encyclopedia of the Islamic World*. 2013

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

Indiana University, REEI, B 5

Language competence: 3-excellent, 2-good, 1-reading only

Appendix 2: Faculty/Staff Biographical Information

3. FRANCES TRIX, Professor, Department of Anthropology, Department of Linguistics (tenured)

Year of appointment: 2005

Time devoted to Russian/East European studies: 70%

Area courses taught: Sufism; Islam in the Balkans.

Current Research Interests: Islam in the Balkans, discourse analysis, Sufism, disaster studies, migration, gender

Education: B.A., University of Michigan, 1970

M.A., University of Michigan, Near Eastern Languages and Literatures, 1972

M.A., University of Michigan, Linguistics, 1976

Ph.D., University of Michigan, Linguistics, 1988

Academic experience: 29 years post-secondary teaching

Language competence: Albanian 2, Turkish 2, Colloquial Arabic 2, French 3

Recent publications: "Peace-Mongering in 1913: The Carnegie International Commission of Inquiry and Its Report on the Balkan Wars," *Journal of First World War Studies*, vol. 5, issue 2, 2014; "Der Kosovo/Kosova-Konflikt - Mythen und Demografie" in Andreas Hilger and Oliver von Wrochem (eds.) *Die Geteilte Nation ("The Divided Nation - Coming to Terms with National Losses in the 20th Century)*, Munich: German Institute for Contemporary History, 2013; "Ethnic Minorities of Macedonia: Turks, Roma, and Serbs," in Sabrina Ramet (ed.) *Civic and Uncivic Values in Macedonia: Value Transformation, Education, Media*. New York: Palgrave, 2013;

"Underwhelmed"—Kosovar Albanians' Reactions to the Milošević Trial," in Timothy Waters (ed.) *The Milošević Trial: An Autopsy*. New York: Oxford University Press, 2012; "Kosova: Resisting Expulsion and Striving for Independence," in Sabrina Ramet (ed.) *Central and Southeastern Europe since 1989*. New York: Cambridge University Press, 2010; "Contesting Immigrant Voice in Istanbul: Mass Media, Verbal Play, Immigrant Channels," *Language and Communication*, 30, 7-18, 2010; "Kosova: Resisting Expulsion and Striving for Independence," in Sabrina Ramet (ed.) *Central and Southeastern Europe since 1989*. New York: Cambridge University Press, 2010.

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

Distinctions: Woodrow Wilson International Scholars Fellowship, 2012-2013.

CENTRAL EURASIAN STUDIES

4. KATHRYN GRABER, Assistant Professor, Department of Anthropology/Department of Central Eurasian Studies

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

Time Devoted to Russian and East European Studies: 80%

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

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

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

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

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

Ph.D. University of Michigan, 2012

Academic Experience: 2 years post-secondary teaching

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

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

Recent Publications: "What They Said (She Said) I Said: Attribution and Expertise in Digital Circulation," *Culture, Theory and Critique* 54/3 (2013); "Public Information: The Shifting Roles of Minority-Language News Media in the Buryat Territories of Russia." *Language & Communication* 32/2 (2012); "Tongue-Tied Territories: Languages and Publics in Stateless Nations," co-authored with Karl F. Swinehart as introduction to a special issue, "Languages and Publics in Stateless Nations" (Karl F. Swinehart and Kathryn Graber, eds.), *Language & Communication* 32/2 (2012); "The Dissolution of the Buryat Autonomous Okrugs in Siberia: Notes from the Field," co-authored with Joseph Long, *Inner Asia* 11 (2009).

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

Indiana University, REEI, B 6

Language competence: 3-excellent, 2-good, 1-reading only

Appendix 2: Faculty/Staff Biographical Information

5. LYNN HOOKER, Associate Professor of Hungarian Studies, Department of Central Eurasian Studies (tenured). Adjunct Assistant Professor, Folklore/Ethnomusicology. Adjunct Assistant Professor, Musicology. Year of appointment: 2003.

Time Devoted to Russian and East European Studies: 100%

Area Courses Taught: Introduction to Hungarian Studies; Budapest in the 19th & 20th Centuries; Cities of East-Central Europe in Comparative Perspective; Roma (Gypsy) History and Culture; European Folk Musics; Tradition and Innovation in European Folk Music Scholarship; Hungarian Folk Music; The Roma and "Gypsiness" in History, Culture, and Film; Transylvania: Vampires, Peasants, and Cultural Diversity and Conflict; Hungarian Art and Music in the 19th & 20th centuries.

Current Research Interests: Music in culture (past and present); minority issues in the Carpathian Basin, with emphasis on the Roma; gender issues in Hungary; Hungarianness in music, particularly in music of Franz/Ferenc Liszt and Béla Bartók; depictions of nature in Hungarian music, particularly the work of Béla Bartók.

Education: M.A. University of Chicago, 1994

Ph.D., History and Theory of Music, University of Chicago, 2001

Language Competence: Hungarian 3, German 2, French 1, Italian 1

Overseas Experience: Hungary - research trips in 1996 (1 year), 1999 (3 months), 2002 (5 weeks), 2003 (1 month), 2004 (3 weeks), 2005 (3 weeks), 2006 (4 weeks), 2007 (8 weeks); Austria - 2 months each in 1991 and 1996, 1 week in 1999; Slovakia – 1 week in 2002; Romania – research trips in 2003 (2 weeks), 2006 (1 week), and 2007 (1 week).

Recent Publications: *Redefining Hungarian Music from Liszt to Bartók*. Oxford University Press, 2013;

"Hungarian Music Education in the Twentieth Century: Voices, Instruments, Classicism and Ethnicity in the Kodály and Rajkó Methods." *AHEA: E-journal of the American Hungarian Educators Association*, 2013. <http://ahea.net/e-journal/volume-6-2013/14>; "Stage Turks, Hungarians, and Gypsies: Exoticism and Auto-exoticism in Opera and Operetta," *Hungarian Studies* 27, no. 2 (2013), 289-309; "Dancing On The Edge Of A Volcano: East European Roma Performers Respond To Social Transformation." *Hungarian Studies* 25, no. 2 (2011), 287-302. "Ideas about musical Hungarianness in early Hungarian musicology," in *Music's Intellectual History*, ed. Zdravko Blazekovic and Barbara Dobbs Mackenzie (New York: Répertoire International de Littérature Musicale, 2009), 565-580.

Supervision of student research last 5 years: 3 PhD theses, 1 MA thesis

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

Year of appointment: 2013

Time devoted to Russian/East European studies: 100%

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

Language courses taught: Introductory, Intermediate, Advanced Estonian

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

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

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

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

Academic experience: 21 years of teaching at college/university level

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

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

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

Recent publications: Kivik, P.-K. (2010). Eestlased ja eesti keel Ameerika Ühendriikides. Tähelepanekuid kolmest kogukonnast. [Estonians and the Estonian language in the United States. Observations in three communities.] In K. Praakli & J. Viikberg (Eds.) *Eestlased ja eesti keel välismaal. [Estonians and the Estonian language abroad]* (pp. 195-238). Tallinn: Estonian Language Foundation; Kivik, P.-K. (2010). Personal pronoun variation in language contact: Estonian in the United States. In M. Norde, C. Hasselblatt & B. de Jonge (Eds.) *Language Contact -- New Perspectives* (pp. 63-86). Amsterdam: John Benjamins.

Indiana University, REEI, B 7

Language competence: 3-excellent, 2-good, 1-reading only

Appendix 2: Faculty/Staff Biographical Information

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

Year of appointment: 2002.

Time Devoted to Russian and East European Studies: 100%

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

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

Education: B.A., Trinity College, 1965

M.A., Fordham University, 1967

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

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

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

Recent Publications: "Theory, Like Mist on Glasses...: A Response to Laura Adams." (Fall, 2008); Editor: The Supplement to the Modern Encyclopedia of Russia, Soviet, and Eurasian History, Vol. 3. (2001); The Chinese Revolution. (1999); Editor: Russia's Orient, with Brower, Daniel R. (1997).

Supervision of student research last 5 years: 5 PhD dissertations, 11 MA theses

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

Year of appointment: 1990

Time devoted to Russian/East European studies: 100%

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

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

Education: B.A., Swarthmore College, 1964

M.A., Princeton University, 1966

Ph.D., Princeton University, 1969

Academic experience: 45 years post-secondary teaching.

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

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

Recent publications: "Transnational Contacts and Cross-Fertilization Among Baltic Historians in Exile, 1968-1991," *Journal of Baltic Studies*, 43 (2012), 315-27; "The Challenges of Renewed Independence: The Baltic States Since 1991," *Hungarian Studies*, 25, no. 2 (2011), 203-13; "Estonia After 1991: Identity and Integration," *East European Politics and Societies*, 23 (2009): 526-34; "The Estonian Engagement with Modernity: The Role of Young-Estonia in the Diversification of Political and Social Thought," Tõnu Tannberg & Ott Raun, eds., *Past: Special Issue on the History of Estonia* (Tartu, 2009), 114-26;

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

Distinctions: Order of the White Star, 4th class (presented by President of Estonia, 2012)

Appendix 2: Faculty/Staff Biographical Information

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

Year of appointment: 2005

Time devoted to Russian/East European studies: 100%

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

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

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

Academic experience: 20 years post-secondary education

Language pedagogy training: Coursework in methodology at Eotvos Lorand University; ACTFL Training/Certification as Interagency Language Roundtable Tester for Hungarian (2012); Methodology workshops at Summer Language Workshop 1998-2012

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

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

Recent publications: "Hungarian Literature between the Two World Wars," "Hungarian Literature after 1945," and "European and American Literature after 1945" in *Érettségi tételek magyar irodalomból*. First published: Budapest: Corvina, 1993

COMMUNICATIONS AND CULTURE

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

Year of appointment: 2005

Time devoted to Russian/East European studies: 50%

Area courses taught: Film and Revolution; The History of Documentary; Film & Propaganda; Soviet Cinema and Art of the 1920s

Current research interests: Soviet and Yugoslavian non-fiction film

Education: B.A., University of Wisconsin, 1994
M.A., University of North Carolina at Chapel Hill, 2000
Ph.D., Northwestern University, 2005

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

Language competence: Russian 2, French 2, Spanish 1

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

Recent publications: *Post-Revolution Non-Fiction Film: Building the Soviet and Cuban Nations*. Bloomington, IN: Indiana University Press (2013); "The Movement of Energy." In *Sound/Music/Speech in Russian and Soviet Cinema*. Edited by Masha Salazkina and Lilya Kaganovsky. Bloomington: Indiana University Press (2012); Co-Editor (with Oliver Gaycken), "Special Issue on Science and Documentary." *Journal of Visual Culture* 12.2 (2012); Malitsky and Ilana Gershon, "Documentary Studies and Linguistic Anthropology." *Culture, Theory and Critique* 52.1 (2012); "Science and Documentary: Unity, Indexicality, Reality." *Journal of Visual Culture* 12.2 (Spring 2012); "A Certain Explicitness: Objectivity, History, and the Documentary Self." *Cinema Journal* 50.3 (Spring 2011); "Ideologies in Fact: Still and Moving-Image Documentary in the Soviet Union, 1927-1932." *Journal of Linguistic Anthropology* 20.2 (Fall 2010); Malitsky and Ilana Gershon, "Actor-Network Theory and Documentary Studies." *Studies in Documentary Film* 4.1 (Spring 2010).

Supervision of student research last 5 years: 13 PhD theses committees

Appendix 2: Faculty/Staff Biographical Information

COMPARATIVE LITERATURE

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

Year of appointment: 1999

Time devoted to Russian/East European studies: 50%

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

Current research interests: translation of Polish literature

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

Academic experience: 27 years post-secondary teaching, 1 year K-12 teaching

Language competence: Polish 3, Russian 2

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

Recent publications: Translator for Wiesław Myśliwski, *A Treatise on Shelling Beans*, Archipelago Books 2013; translation for Stanisław Lem, *The "Invincible,"* Pro Auctore, 2014; Translator for Andrzej Stasiuk: Kyrgyzstan: Shade and Shadow. *Words Without Borders*, January 2014; Johnston, B. (2014): Szymek from the village and Joe from Missouri: Problems of voice in translating Wiesław Myśliwski's *Stone Upon Stone*. In B. Nelson & B. Maher (Eds.), *Perspectives on literature and translation: Creation, circulation, reception* (pp. 47-55). New York: Routledge; Johnston, B. (2013). The stones and the earth. *New Ohio Review*, 14, 165-168; Guerrettaz, A. M. & Johnston, B. (2013). Materials in the classroom ecology. *Modern Language Journal*, 97, 779-796; Azimova, N. & Johnston, B. (2012). Invisibility and ownership of language: Problems of representation in Russian language textbooks. *Modern Language Journal*, 96, 337-349;

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

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

ECONOMICS

12. MICHAEL ALEXEEV, Professor, Economics (tenured)

Year of Appointment: 1992

Time devoted to Russian/East European studies: 90%

Area courses taught: Soviet-Type Economies in Transition;

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

Education: B.A., Moscow State University, 1975
M.A., Duke University, 1982
Ph.D., Duke University, 1984

Academic experience: 30 years post-secondary teaching

Language competence: Russian (native), Ukrainian 1

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

Recent publications: 2014 – "Social Network Structure and Status Competition," *Canadian Journal of Economics*, forthcoming, co-authored with Yao-Yu Chih; *The Oxford Handbook of the Russian Economy*, Oxford University Press, co-edited with Shlomo Weber and contributed three co-authored chapters to the Handbook; 2013 – "Corruption and Product Market Competition: An Empirical Investigation," *Journal of Economic Development*, 103:154-166, co-authored with Yunah Song; "Bankruptcy and Institutions," *Economics Letters*, 117:676-678, co-authored with Jounghyeon Kim, 2012; 2012 – "Fiscal Decentralization, Corruption, and the Shadow Economy," *Public Finance and Management*, 12:74-99, co-authored with Luba Habadaszova; "The Natural Resource Curse and Economic Transition," *Economic Systems*, 35:445-461, co-authored with Robert Conrad, 2011;

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

Indiana University, REEI, B 10

Language competence: 3-excellent, 2-good, 1-reading only

Appendix 2: Faculty/Staff Biographical Information

13. ISTVAN BENCZES, Visiting Professor, Economics; Visiting Professor, Central Eurasian Studies

Year of Appointment: 2013

Time devoted to Russian/East European studies: 100%

Area courses taught: Transition Economies: From Communism to Free Market; Contemporary Hungary; ; Governance and Crisis in Europe: History, Institutions, and New Members

Current research interests: Economic integration in European Union, transition economies in post-communist Europe

Education: Ph.D., Central European University
M.Phil., Corvinus University of Budapest
M.Sc., University College London
M.A., Budapest University of Economic Sciences

Academic experience: 15 years post-secondary teaching

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

Overseas experience: Educated in Hungary

Recent publications: Market reform and fiscal laxity in communist and postcommunist Hungary: A path-dependent approach. *International Journal of Emerging Markets* 6:2, 2011, pp. 118-131; Fiscal stimulus and its effects in the European Union. *Intereconomics* 44(5), 2009, pp. 317-324; Fiscal performance and economic growth in the old and new member states of the EU. In: Lacina, L., Fidrmuc J. and Rusek, A. (eds.): *The economic performance of the European Union*. Palgrave Macmillan, 2009, pp. 179-200; *The economic dimensions of global and regional governance*. Wroclaw University Publishing House, 2009, eds.: Benczes, I. and Niemec, W.

GEOGRAPHY

14. ELIZABETH DUNN, Associate Professor, Geography; Associate Professor, International Studies (tenured)

Year of Appointment: 2014

Time devoted to Russian/East European studies: 75%

Area courses (to be) taught (in 2014-15): Human Geography; Geography of Europe; Advanced Topics in Global Development: Food and Development; Contested Territories/Conflicted Identities: Humanitarianism and Displacement

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

Education: B.A., University of Rochester, 1991
M.A., University of Chicago, 1993
M.A., The Johns Hopkins University, 1995
Ph.D., The Johns Hopkins University, 1999

Academic experience: 15 years post-secondary teaching

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

Overseas experience: Extensive research in Georgia and Poland

Recent publications: 2014 "Ethnographies of Absence in Contemporary Georgia." *Slavic Review* 73 (2) (co-author Martin Demant Frederiksen); 2014 "Notes Towards an Anthropology of Nothing: Humanitarianism and the Void in the Republic of Georgia" *Slavic Review* 73 (2); *Slavic Review*; 2013 "Aleatory Sovereignty and the Rule of Sensitive Spaces." *Antipode* (co-author Jason Cons); 2012 "A Gift From the American People" *Iowa Review*, 42(2):37-48; 2012 "The Chaos of Humanitarianism: Adhocracy in the Republic of Georgia" *Humanity* 3(1):1-23; "The Pasteurized State" *Endeavour* 35 (3): 107-115; 2011 Dunn, Elizabeth Cullen, and Katherine Verdery. "Dead Ends in the Critique of (Post)Socialist Anthropology." *Critique of Anthropology* 31(3):251-255 (co-author Katherine Verdery); 2011 "How Shit Happens" *Limn* 1(1):14-17.

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

Appendix 2: Faculty/Staff Biographical Information

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

Year of appointment: 2002

Time devoted to Russian/East European studies: 100%

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

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

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

Academic experience: 28 years post-secondary teaching

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

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

Supervision of student research last 5 years: 1 M.A. essay

HISTORY

16. DANIEL BRETT, Visiting Lecturer, History (non-tenured)

Year of Appointment: 2013

Time devoted to Russian/East European studies: 100%

Area courses taught: The People Vs. The Emperor; East European History; Proseminar in Russian and East European Area Studies; Democratic Revolutions; Eastern Europe: 1944-Present; Europe and World War I

Current research interests: Rural politics, rural society, and comparative politics in Central Europe

Education: Ph.D., University London, 2012

Academic experience: Associate Lecturer Open University (UK), University College London (UK), St Mary's University College (UK)

Language competence: Romanian (2), Polish (1)

Overseas experience: Worked in UK. Research in Romania and Poland.

Recent publications: "Normal politics in a normal country? Comparing Agrarian Party organization in Romania, Sweden and Poland before 1947" in *New Europe College Yearbook 2011-2012*, eds Andrei Plesu and Anca Oreavanu; "Taking the long view? Polish and Romanian Agrarianism in Comparison: A Conceptual Framework" in *Transforming Rural Societies: Agrarian Property and Agrarianism in East-Central Europe in the Nineteenth and Twentieth Centuries*, Eds. Dietmar Müller and Angela Harte, Vienna: Jahrbuch für Geschichte des ländlichen Raumes, 2010

Appendix 2: Faculty/Staff Biographical Information

17. MARIA BUCUR-DECKARD, Associate Dean, College of Arts and Sciences; Professor, History (tenured); John W. Hill Chair of European History

Year of appointment: 1996

Time devoted to Russian/East European studies: 75%

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

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

Education: B.S.F.S., Georgetown University, 1991

M.A., University of Illinois, 1993

Ph.D., University of Illinois, 1996

Academic experience: 19 years post-secondary teaching

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

Overseas experience: Extensive research in Romania 1994-2014; Poland, summer 2000; Bulgaria, summer 2006, summer 2008; Hungary December 1989; Czech Republic, summer 2000

Recent publications (Selection): "In Praise of Wellborn Mothers: On the Development of Eugenicist Gender Roles in Interwar Romania," in Irena Grudzinska-Gross and Andrzej Tymowski, eds, *Eastern Europe: Women in Transition*, vol. 3. New York: Peter Lang, 2013 (publication in anthology); "Passing it Forward: Thoughts on Academic Feminists and the Future of Our Ideas," *Analyze*, New Series, No. 1 (2013); *Making Europe. The Story of the West*, co-author with Frank Kidner et al., 2nd rev. ed. Belmont, CA: Cengage, 2012; *Heroes and Victims: Remembering War in Twentieth-Century Romania*, Indiana University Press, 2009; "Women in the Attic. A Forum on the Recent History of Women's/Gender History in Eastern Europe," *Aspasia* 6 (2012); "Gender and Religiosity in Communist Romania: Continuity and Change, 1945-1989," *Aspasia* 5 (2011).

Supervision of student research last 5 years: 8 MA graduate students, 15 PhD graduate students, 3 undergraduates

Distinctions: National Endowment for the Humanities research exchange grant, 2002; National Endowment for the Humanities/NCEEER, Collaborative Research Grant, May 2009

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

Year of appointment: 1977

Time devoted to Russian/East European studies: 100%

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

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

Education: B.A., Middlebury College, 1968

M.A., Princeton University, 1972

Ph.D., Princeton University, 1977

Academic experience: 38 years post-secondary teaching

Language competence: Russian 3, French 2, German 2

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

Recent publications: "Education in Eastern and Central Europe: Re-thinking Post-Socialism in the Context of Globalization" (coauthored with Iveta Silova). In *Comparative Education: The Dialectic of the Global and Local*. 4th Edition. Ed. Robert F. Arnove. Rowman and Littlefield: N.Y., 2013; "Russia and the Soviet Union: Schooling, Citizenship and the Reach of the State, 1870-1945." In *Mass Education: The Limits of the State, 1870-1930*, eds. Laurence Brockliss and Nicola Sheldon. Palgrave Press, 2012; "The Archaeology of 'Backwardness' in Russia: Assessing the Adequacy of Libraries for Rural Russian Audiences in Late Imperial Russia." In *The Space of the Book in Imperial Russia: Print Culture in the Russian Social Imagination*, ed. Miranda Remnek. Toronto University Press: 2011. "Laska i poriadok (Discipline and Affection): The Daily Life of the School in Late Imperial Russia." *Russian Review* vol. 69 (Jan., 2010)

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

Indiana University, REEI, B 13

Language competence: 3-excellent, 2-good, 1-reading only

Appendix 2: Faculty/Staff Biographical Information

19. PADRAIC KENNEY, Professor, History and International Studies (tenured); Adjunct Professor, Department of Political Science; Director, Russian and East European Institute; Director, Polish Studies Center

Year of appointment: 2007

Time devoted to Russian/East European studies: 100%

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

Current research interests: Political Prisoners in the Modern World (book; manuscript completion 2015)

Education: A.B., Harvard College, 1985

M.A., University of Toronto, 1986

Ph.D., University of Michigan, 1992

Academic experience: 22 years post-secondary teaching.

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

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

Recent publications: "Electromagnetic Forces and Radio Waves, or, Does Transnational History Actually Happen?" in Robert Brier, ed., *Entangled Protest: Transnational Approaches to the History of Dissent in Eastern Europe and the Soviet Union* (Osnabruck: Fibre, 2013), pp. 43-52; "I felt a kind of pleasure in seeing them treat us brutally: The Emergence of the Political Prisoner, 1865-1910." *Comparative Studies in Society And History* 54:4 (October 2012); "Katyń: A History Written in Blood and Tears," *History News Network*, September 2012; "Co śmiesznego w postkomunizmie?/What's so funny about post-communism?" in *Pomaranczowa alternatywa. Happeningiem w komunizm/Happening Against Communism by the Orange Alternative* (Krakow, 2011), 101-13; "What's New, We Knew: Twentieth-Anniversary Appraisals of 1989," *Diplomatic History* 35:3 (June 2011), 571-78; 1989: *Democratic Revolutions at the Cold War's End: A Brief History with Documents*. Boston: Bedford/St. Martins, 2010; "Revolution, for Credit," *Chronicle of Higher Education*, December 10, 2010; "Siły elektromagnetyczne, fale radiowe i rewolucje demokratyczne. Czy istnieje historia transgraniczna?" in *Wolność i Solidarność. Studia z dziejów opozycji wobec komunizmu i dyktatury*, 1 (2010), 42-47; "To oni pogrzebali komunę!" in *Międzyszkolny Komitet Oporu*, eds. Benita Sokołowska-Pabjan, Marek Drozd, and Waldemar Kras (Warsaw: Instytut Pamięci Narodowej, 2010), 9-13; "Borders Breached: The Transnational in Eastern Europe Since Solidarity," in *Journal of Modern European History* 8:2 (Winter 2010); Review of Yinghong Cheng, *Creating the 'New Man': From Enlightenment Ideals to Socialist Realities*, 2010; Review of Manfred Hildermeier (ed.), *Historical Concepts Between Eastern and Western Europe*, 2010; "Pranks for the Post-coms," *Modern Painters*, December 2008; *Wrocławskie zadymy*. Wrocław: ATUT, 2007; "Martyrs and Neighbors: Sources of Reconciliation in Central Europe." *Common Knowledge* 13:1 (Winter 2007), 149-69; "After the Blank Spots Are Filled: Recent Perspectives on Modern Poland." In *Journal of Modern History* 79:1 (March 2007), 134-61; *The Burdens of Freedom: Eastern Europe Since 1989*. London: Zed Books, 2006; *Partisan Histories: The Past in Contemporary Global Politics*. Co-edited with Max Paul Friedman. NY: Palgrave Press, 2005; *A Carnival of Revolution: Central Europe, 1989*. Princeton: Princeton University Press, 2002; *Rebuilding Poland: Workers and Communists, 1945-1950*. Ithaca: Cornell University Press, 1997.

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

Supervision of student research last 5 years: Chair of 3 Ph.D. dissertation committees; 1 REEI M.A. essay

Appendix 2: Faculty/Staff Biographical Information

20. HIROAKI KUROMIYA, Professor, History (tenured)

Year of appointment: 1990

Time devoted to Russian/East European studies: 100%

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

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

Education: B.A., Tokyo University, Japan, 1977

M.A., Tokyo University, Japan, 1979

Ph.D., Princeton University, 1985

Academic experience: 30 years post-secondary teaching

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

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

Recent publications: *Conscience on Trial: The Fate of Fourteen Pacifists in Stalin's Ukraine, 1952–1953.*

Toronto, Buffalo and London: University of Toronto Press, 2012; *Między Warszawą a Tokio: Polsko-Japońska współpraca wywiadowcza 1904–1944.* Toruń, Poland: Adam Marszałek, 2009 (co-authored with Andrzej Peplowski); (co-authored with Paweł Libera) “Notatka Włodzimierza Bączkowskiego na temat współpracy polsko-japońskiej wobec ruchu prometejskiego (1938),” *Zeszyty historyczne*, v. 169 (Paris, 2009), pp. 114–35; (co-authored with Georges Mamoulia) “Anti-Russian and anti-Soviet Subversion: The Caucasian-Japanese nexus,” *Europe-Asia Studies*, 61: 8 (October 2009), pp. 1415–1440.; Pamphlet (23 pp.): *Stalin's Great Terror and Espionage* (Seattle, WA: The National Council for Eurasian and East European Research, 2009).

Supervision of student research last 5 years: 3 MA theses

INFORMATION AND LIBRARY SCIENCES

21. WOOKJIN CHEUN, Librarian for Slavic and East European studies

Year of appointment: 2006

Time devoted to Russian/East European studies: 100%

Area courses taught: Slavic Bibliography

Education: B.A., Dankook University, Seoul, Korea, 1981

M.A., Indiana University, 1993

M.L.S., Indiana University, 1993

Ph.D., Indiana University, 2002

Academic experience: 5 years post-secondary teaching

Librarian experience: 8 years academic librarianship

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

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

Recent Publications: *Collecting global resources* [coauthor with Marion Frank-Wilson, Luis Gonzalez, et al]. Washington, DC : Association of Research Libraries, 2011; “The Polish Workers’ Movement Collection at Indiana University,” *NewsNet: News of the Association for Slavic, East European, and Eurasian Studies*, v.51, n.2, 2011, p.13; “Digital libraries in Poland,” [forthcoming in *NewsNet: News of the Association for Slavic, East European, and Eurasian Studies*, v.52, n.1, 2012]; “Sources for Russian book inflation data” accepted to be published in *Slavic and East European Information Resources*, v.10, no.1, 2009, pp.18-28.

Indiana University, REEI, B 15

Language competence: 3-excellent, 2-good, 1-reading only

Appendix 2: Faculty/Staff Biographical Information

INSTITUTE FOR EUROPEAN STUDIES

22. FRANKLIN HESS, Coordinator, Modern Greek Program and Senior Lecturer, Institute for European Studies

Year of appointment: 2007.

Time devoted to Russian/East European Studies: 100%

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

Language courses taught: Beginning, Intermediate, and Advanced Modern Greek

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

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

Academic Experience: 10 years post-secondary teaching.

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

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

Recent publications: "The Case for a Contemporary Kazantzakis." *The Journal of Modern Greek Studies* 30(2012); "Why Austerity Isn't Working in Greece." *Current History*, 111 (March 2012); "Domesticating Modernity: Kinimatografikós Astír, the Work of the Imagination, and the Emergence of a National Cinema Culture, 1924-1927." *The Journal of Modern Greek Studies*. 29(2011). "From American Form to Greek Performance: The Global Hip-Hop Poetics and Politics of the Imiskoumbria" in *Language(s) of Global Hip Hop*, Marina Terkourafi, ed. (London: Continuum, 2010). "Country Report, Greece" and "Country Report, Cyprus." *Freedom in the World* (New York: Freedom House, 2013). "Country Report, Greece" and "Country Report, Cyprus." *Freedom in the World* (New York: Freedom House, 2014); Hess, Franklin L. "Getting Past the Blame Game: Mobilizing 'Nationally Minded Capital' for the Betterment of Greece." *The Greek Star*, August 25, 2011.

Supervision of student research last 5 years: 2 MA theses; 4 undergraduate capstone projects.

JEWISH STUDIES

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

Year of appointment: 2000

Time devoted to Russian/East European studies: 100%

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

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

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

Education: B.A., Hebrew University, 1983
Ph.D., Oxford and Lincoln College, 1988

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

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

Recent publications: Entries, "Katz, Dovid" and "Kerler, Josef", in the new, second, edition of *Encyclopaedia Judaica*; "Les universités d'été, îlots de yiddishland"/ "Di zumer-programen, indzelekh fun yidishland", in *La culture yiddish aujourd'hui, Actes du colloque international organisé par le musée d'Art et d'Histoire du judaïsme et la Bibliothèque Medem* (Paris: Publications de la Bibliothèque Medem, 2004); *Origins of Modern Literary Yiddish* (Oxford: Clarendon Press/Oxford University Press, 1999).

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

Indiana University, REEI, B 16

Language competence: 3-excellent, 2-good, 1-reading only

Appendix 2: Faculty/Staff Biographical Information

JOURNALISM

24. OWEN V. JOHNSON, Associate Professor of Journalism & Adjunct Associate Professor of History (tenured)

Year of appointment: 1980

Time devoted to Russian/East European studies: 100%

Area courses taught: Russian and East European Media Systems; European Journalism History; Comparing Mass Media – US & Europe.

Current research interests: history of mass media in East Central Europe, history of journalism in Russia.

Education: B.A., Washington State University, 1968
M.A., University of Michigan, 1970
Ph.D., University of Michigan, 1978

Academic experience: 31 years post-secondary teaching.

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

Overseas experience: Distinguished Fulbright Chair in East European Studies-Warsaw University; IREX, NCSEER, and USIA funded research in Czechoslovakia, Poland, USSR, Kyrgyzstan

Recent publications: “Entertaining the People, Serving the Elites: Slovak Mass Media Since 1989,” in *Media Transformations in the Post-Communist World: Eastern Europe's Tortured Path to Change*, edited by Peter Gross and Karol Jakubowicz (Lanham, Md.: Lexington Books, 2013)

LAW

25. TIMOTHY WATERS, Professor of Law (Tenured)

Year of appointment: 2007

Time devoted to Russian/East European studies: 50%

Area courses taught: Drawing Lessons about Law and Democracy from the Yugoslav Wars; The Milosevic Trial; International Criminal Law: Legal Responses to Mass Atrocity and War Crimes

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

Education: B.A., University of California at Los Angeles, 1989
M.I.A., Columbia University School of International and Public Affairs, 1998
J.D., Harvard Law School, 1999

Academic experience: 8 years post-secondary teaching

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

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

Recent publications: *The Milošević Trial – An Autopsy* (Oxford Univ. Press, 2013); “Plucky Little Russia: Misreading the Georgian War through the Distorting Lens of Agression” in *Stanford Journal Of International Law* 49 (2013); “Misplaced Boldness: The Avoidance of Substance in the International Court of Justice’s Kosovo Opinion” in *Duke Journal of Comparative & International Law* 23 (2013); Review of Bert Swart, Alexander Zahar & Goran Sluiter, eds. *The Legacy of the International Criminal Tribunal for the Former Yugoslavia in German Yearbook of International Law* 55 (2012); “Never Again to Genocide Trials,” *Project Syndicate*, 27 July 2012; Review of Richard Wilson, Writing History in International Criminal Trials, *35 Political & Legal Anthropology Review* (2012); “No One Left to Blame,” *Foreign Policy* (FP.com), 11 November 2009 (op-ed on Karadžić trial); A Kind of Judgment: Searching for Judicial Narratives after Death, *42 George Washington International Law Review* 279 (2011); Discursive Democracy and the Challenge of State Building in Divided Societies: Reckoning with Symbolic Capital in Bosnia and Herzegovina (with Robert L. Ivie), *38 Nationalities Papers* 449 (2010)

Supervision of student research last 5 years: 1 PhD dissertations

Distinctions: Alexander von Humboldt Experience Research Fellow, 2012-13

Indiana University, REEI, B 17

Language competence: 3-excellent, 2-good, 1-reading only

Appendix 2: Faculty/Staff Biographical Information

MUSICOLOGY

26. HALINA GOLDBERG, Associate Professor, Musicology (tenured)

Year of appointment: 2002

Time devoted to Russian/East European studies: 75%

Area courses taught: Chopin; Music and Politics in Eastern Europe; Music in Eastern Europe; Symphonic Literature.

Current research interests: cultural environment of Chopin's childhood and adolescence; reception and grounding of Chopin's music in the context of Polish messianic historiography; Russian national constructs in Glinka's music; intersections of national identity, assimilation, and Jewishness in Polish music.

Education: Diploma in Piano Performance, Henry Wieniawski School of Music, Poland, 1980
B.A./M.A., Queens College, CUNY, 1989
Ph.D., Graduate Center, CUNY, 1997

Academic experience: 23 years post-secondary teaching, 14 years secondary teaching

Language competence: Polish (native), Russian 3, German 2, French 2, Latin 1, Italian 1, Danish 1

Overseas experience: Native of Poland; frequent research trips to Poland 1995-present

Recent publications: *Music in Chopin's Warsaw* (New York: Oxford University Press, 2008); *The Age of Chopin: Interdisciplinary Inquiries*, ed. (Bloomington: Indiana University Press, 2004).

Supervision of student research last 5 years: 1 PhD dissertations

POLITICAL SCIENCE

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

Year of appointment: 1974

Time devoted to Russian/East European studies: 100%

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

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

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

Academic experience: 35 years post-secondary teaching

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

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

Recent publications: "Party Systems Determinants of Electoral Reform in Post-communist States," *Comparative Communist and Post-Communist Studies* 46:1, March 2013 (with John Hulsey); "The Afterlife of Solidarity: Political Contestations in Post-1989 Poland," *Hungarian Studies* 25:2, December 2011, 185-202. "The Paradox of Solidarity's Legacy: Contested Values in Poland's Transitional Politics," *Nationalities Papers* 38:1, January 2010, pp. 41-58.

Supervision of student research last 5 years: 8 Ph.D. students

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

Appendix 2: Faculty/Staff Biographical Information

28. AURELIAN CRAIUTU, Associate Professor, Political Science, (tenured)

Year of appointment: 2001

Time devoted to Russian/East European studies: 50%

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

Current research interests: Modern and contemporary political theory; democratic theory and consolidation; transitions to democracy; political ideologies, classical and contemporary liberalism; civic culture and civil society; political learning; conceptions of patriotism and nationalism; modern European intellectual history.

Education: B.A., Academy of Economic Studies, Bucharest, Romania, 1988

M.A., Princeton University, 1996

Ph.D., Princeton University, 1999

Academic experience: 12 years post-secondary teaching

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

Overseas experience: Romania: Academy of Economic Studies 1984-1988, 1992); National School of Political Studies and Public Administration (2005)

Recent publications: "Tocqueville and Eastern Europe," in Christine D. Henderson ed., *Tocqueville's Voyages: The Evolution of His Ideas and Their Journey Beyond His Time* (Indianapolis: Liberty Fund, 2014); *Conversations with Tocqueville: The Global Democratic Revolution in the Twenty-First Century*. Edited by Aurelian Craiutu and Sheldon Gellar (Lanham, Md.: Lexington Books, Rowman & Littlefield, 2009; Guest Editor, *Secolul 21*, No. 7-12, 2012, special issue on "America through European Eyes," Bucharest [in Romanian]; (with Costica Bradatan), "The Paradoxes of Marginality." Introduction to the special issue on marginality, *The European Legacy*, 17: 6 (2012); (with Costica Bradatan), "On Margins, Marginals, and Marginalities: A Conversation with Ramin Jahanbegloo," *The European Legacy*, 17: 6 (2012); "On Happiness in Unusual Places N. Steinhardt's Uplifting Lesson," in C. Bradatan ed., *Philosophy, Society and the Cunning of History in Eastern Europe* (London: Routledge, 2012); "Afterword," to Camil Ungureanu, ed., *Religia in spatiul public: o dilema a modernitatii*, [Religion in the Public Space: A Dilemma of Modernity] (Polirom, 2011); "Mihai Şora: A Philosopher of Dialogue and Hope," in *In Marx's Shadow. Knowledge, Power, and Intellectuals in Eastern Europe and Russia*, eds. Costica Bradatan and Serguei Oushakine (Lanham, Md.: Lexington Books, Rowman & Littlefield, 2010).

Supervision of student research last 5 years: 3 Ph.D. students

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

Year of appointment: 2006

Time devoted to Russian/East European studies: 75%

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

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

Education: B.A., State University of New York at Albany, 1983

M.A., Duke University, 1994

Ph.D., Duke University, 1997

Academic experience: 13 years post-secondary teaching

Language competence: Russian 2

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

Recent publications: "Looking Beyond the Economy: Pussy Riot and the Kremlin's Voting Coalition," w Irina Soboleva in *Post-Soviet Affairs*, December 2013; "A Well-Organized Play," w Anton Sobolev and Irina Soboleva in *Problems of Post-Communism* 60, 2 (2013); "Welcome to North Korea, Predicting the Effect of Russia's New Protest Law," *e-International Relations*, July 4, 2012, <http://www.e-ir.info/2012/07/04/welcome-to-north-korea-predicting-the-effect-of-russias-new-law-on-meetings-rallies-demonstrations-processions-and-pickets/>; "Political Preferences and Party Development in Post-Communist States," *Demokratizatsia* 20, 2(Spring 2012); with W Bianco, C Kam, I Sened, "Explaining Transitional Representation: The Rise and Fall of Women of Russia," *Journal of East European and Asian Studies* 2 (February 2011); "Political Parties," in G Gill and J Young, editors, *Handbook of Russian Politics and Society*, Routledge Press, 2011, with C Kam, W. T. Bianco, I. Sened, 2009.

Supervision of student research last 5 years: 5 Ph.D. dissertations, 4 M.A. theses

Appendix 2: Faculty/Staff Biographical Information

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

Year of appointment: 1984

Time devoted to Russian/East European studies: 100%

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

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

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

Academic experience: 46 years post-secondary teaching

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

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

Recent publications: "Russia's Lost Position in Central Eurasia," with Martin Spechler in *Journal of Eurasian Studies* 4:1 (2013); "Will Russia Regain Its Dominant Role in Central Eurasia?" with Martin Spechler in Joachim Ahrens and Herman Hoen, eds., *Institutional Reform in Central Asia* (Routledge, 2012); "The USA and Central Asia: Intermittent Allies," with Martin Spechler in Joachim Ahrens and Herman Hoen, eds., *Institutional Reform in Central Asia* (Routledge, 2012); "The Foreign Policy of Uzbekistan: Sources, Objectives and Outcomes," with Martin Spechler in *Central Asian Survey* 29:2 (June 2010); "Russian Foreign Policy During the Putin Presidency" *Problems of Post-Communism* (September-October 2010); "Is Russia Succeeding in Central Asia?" with Martin Spechler in *Orbis* (Fall, 2010); "The International Political Economy of Central Asian Statehood," with Martin Spechler in E. Kavalski, ed., *Stable Outside, Fragile Inside? Post-Soviet Statehood in Central Asia* (Ashgate, 2010)

Supervision of student research last 5 years: 8 MA theses

RELIGIOUS STUDIES

31. PATRICK MICHELSON, Assistant Professor, Department of Religious Studies (tenure track); Adjunct Assistant Professor, Department of History

Year of Appointment: 2011

Time devoted to Russian/East European studies: 50%

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

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

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

Academic experience: 6 years post-secondary teaching

Language competence: Russian 3

Recent publications: Co-editor with Judith Deutsch Kornblatt, *Thinking Orthodox in Modern Russia: Culture, History, Context* (Madison: University of Wisconsin Press, forthcoming 2014); "Freedom of Conscience and the Limits of the Liberal Solovyov," *Solov'evskie issledovaniia [Solovyov Studies]* 41, no. 1 (2014), 25-46; Peer-review article: "Slavophile Religious Thought and the Dilemma of Russian Modernity, 1830-1860," *Modern Intellectual History* 7:2 (2010), 239-67; Translation: Sergei Horujy, "The Origins of Russian Philosophical Humanism: The Dispute between Slavophiles and Westernizers," in G. M. Hamburg and Randall A. Poole, eds., *The History of Russian Philosophy: Faith, Reason, and the Defense of Human Dignity, 1830-1930* (Cambridge: Cambridge University Press, 2010), 27-51; Review article: Laura Engelstein, "Slavophile Empire: Imperial Russia's Illiberal Path" Ithaca, NY: Cornell University Press, 2009), for *The Soviet and Post-Soviet Review* 38 (2011), 65-74.

Indiana University, REEI, B 20

Language competence: 3-excellent, 2-good, 1-reading only

Appendix 2: Faculty/Staff Biographical Information

SLAVIC LANGUAGES AND LITERATURES

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

Year of Appointment: 2011

Time devoted to Russian/East European studies: 100%

Area courses taught: Robots and Beer Pubs: Czech Culture from 863 to 1989; From Kafka to Kundera: Modern Czech Literature

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

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

Education: Ph.D., Princeton University 1998.

Academic experience: 15 years post-secondary teaching

Language competence: Czech 3, Russian 3

Overseas experience: Extensive teaching and research in the Czech Republic

Recent publications: Translation of Magdaléna Platzová, *Aaron's Leap*, from Czech to English. Bellevue Literary Press. 2014; Translation of Ivan Klíma, *My Crazy Century*, from Czech to English. New York: Grove Atlantic, 2013; Translation of Vladimír Macura, *The Mystifications of a Nation*, from Czech to English with Hana Pichová. Madison: Wisconsin UP, 2010; Translation of Michal Viewegh, *What's So Special About Christmas, Anyway?* from Czech to English. Prague: Garamond, 2010; "Historie Českého Rocku: z naddzemí do podzemí a zpátky," Proceedings of the Letní škola slovanských studií, Brno, Czech Republic, Summer 2010; Entry on Josef Škvorecký for *The Literary Encyclopedia*, <http://litencyc.com/php/speople.php?rec=true&UID=4101> 2009; Entry on Bohumil Hrabal for *The Literary Encyclopedia*: <http://litencyc.com/php/speople.php?rec=true&UID=12061> 2009; Review of Bohumil Hrabal, *Pirouettes on a Postage Stamp*. Trans. David Short. (Prague: Karolinum, 2008). *Slavic and East European Journal* 53.4 (Winter 2009).

33. JACOB EMERY, Assistant Professor (tenure track)

Year of Appointment: 2010

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

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

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

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

Academic experience: 8 years post-secondary teaching

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

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

Recent publications: "Keeping Time: Reading and Writing in 'Conversation about Dante.'" Forthcoming in *Slavic Review*; "A Clone Playing Craps Will Never Abolish Chance: Randomness and Fatality in Sorokin's Clone Fictions." Forthcoming in *Science Fiction Studies*, November 2014; "Sigizmund Krzhizhanovsky and Russia's Belated Modernism." *Iowa Review Forum on Literature and Translation*, 2012; "Figures Taken for Signs: Allegory, Symbol, Mise-en-abyme." *Comparative Literature*, Fall 2012; "Art Is Inoculation: The Infectious Imagination of Leo Tolstoy." *Russian Review*, October 2011; "Art of the Industrial Trace." *New Left Review*, September-October 2011; "The Land of Milk and Money: Communal Kitchens and Collateral Kinship in the Soviet 1920s." *(M)Otherhood as Allegory*, edited Lisa Bernstein and Pamela Goco. Cambridge, UK: Cambridge Scholar's Press, 2009.

Supervision of student research last 5 years: 1 PhD thesis, 3 MA theses, 4 undergraduate honors theses

Indiana University, REEI, B 21

Language competence: 3-excellent, 2-good, 1-reading only

Appendix 2: Faculty/Staff Biographical Information

34. GEORGE FOWLER, Associate Professor, Slavic Languages and Literatures (tenured); Director and Publisher at Slavica Publishers; Associate Editor, *Journal of Slavic Linguistics*; Director of Graduate Studies at the Department of Slavic Languages and Literatures

Year of appointment: 1990

Time devoted to Russian/East European studies: 100%

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

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

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

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

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

Academic experience: 31 years post-secondary teaching

Overseas experience: Russia and Hungary

Recent publications: “The Impact of English in Russian Advertising”, *REGION: Regional Studies of Russia, Eastern Europe, and Central Asia* 1(2): 279–314, 2012[with Liudmila Amiri]; “The Latinization of Russian Advertising, or the Exceptional Popularity of English”, *Proceedings of the 4th International Congress of Russian Language Researchers* [with Liudmila Amiri] (Москва, МГУ им. М.В. Ломоносова, филологический факультет, 20-23 марта 2010 г.): Труды и материалы / М.: Изд-во Моск. ун-та, 2010. – С. 154. 3 стр. 0,2 п.л.; “An Experiment in Teaching Elementary Russian via Distance Education”, abstract book for the conference “The Development of Scientific and Educational Cooperation between the Universities of Russia and the USA in the Humanities”, Rostov-on-Don, Russia: Southern Federal University, 2009.

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

35. STEVEN FRANKS, Professor, Slavic Languages and Literatures; Professor, Linguistics (tenured)

Year of appointment: 1987

Time devoted to Russian/East European studies: 100%

Area courses taught: Comparative Slavic Morphosyntax; Supervised Individual Reading; Senior Honors Seminar; Graduate Readings in Slavic Studies; Thesis Research; Advanced Research.

Current research interests: Comparative Slavic morphosyntax, clitics; quantification in Slavic; dative subjects in Russian; secondary predication in Russian and Polish.

Education: B.A., Princeton University, 1977

M.A., University of California, Los Angeles, 1979

Ph.D., Cornell University, 1985

Academic experience: 27 years post-secondary teaching

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

Overseas experience: Fulbright-funded visits to Poland, Italy, Croatia; IREX-funded visits to Bulgaria, Russia

Recent publications: (2014) *The Slovenian Orphan Accusative, Empty Pronouns and Noun Phrase Structure*. In *The Nominal Structure: Slavic and Beyond* (Studies in Generative Grammar), ed. by L. Schürcks A. Giannakidou, & U. Etxeberria. Mouton de Gruyter, 129–182. (2013). Bulgarian NEGO SI is a Balkan Anaphor.

Linguistique balkanique 52:2/3, 3–28. (2013). Binding and Morphology Revisited. In *Current Issues in Slavic Linguistics*, ed. by I. Kor Chahine. Benjamins, 25–42. (2013). Kratko opisanje i analiz na paradigmaticenite klitiki v bulgarskija ezik. In *Novi izsledvanija po generativen sintaksis na bulgarskija ezik*, ed. by I. Krapova, Y. Tisheva & S. Koeva. Sofia: Academic publishing house “Prof. Marin Drinov”, 111–136. (2013). Orphans, Coordination,

Doubling, Phases: On the Rise of DP in Slovenian. *Slovenski jezik – Slovene Linguistic Studies* 9, 55–92. [available @ <http://hdl.handle.net/1808/11431>]. (2013). *Formal Approaches to Slavic Linguistics: The Third Indiana Meeting*.

Michigan Slavic Materials. [Franks, Dickinson, Fowler, Witcombe & Zanon, eds.]; (2012). A Short Description and Analysis of Paradigmatic Clitics in Bulgarian. In *IULC Working Papers Online* 12.

[<https://www.indiana.edu/~iulcwp/pdfs/12-Franks.pdf>]; (2010). “Clitics in Slavic.” *Glossos* 10: *Contemporary Issues in Slavic Linguistics*, 157 pages

Supervision of student research last 5 years: 3 Ph.D. dissertations; 3 Honors theses

Indiana University, REEI, B 22

Language competence: 3-excellent, 2-good, 1-reading only

Appendix 2: Faculty/Staff Biographical Information

36. JEFFREY HOLDEMAN, Slavic Language Coordinator (non-tenured), Director—Global Village Living-Learning Center; Senior Lecturer, Department of Slavic Languages and Literatures; Director of Undergraduate Studies for the Department of Slavic Languages and Literatures

Year of appointment: 2002

Time devoted to Russian/East European studies: 50%

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

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

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

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

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

Academic experience: 14 years post-secondary teaching

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

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

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

37. CHRISTINA ZARIFOPOL ILLIAS, Associate Professor, Slavic Languages and Literatures (non-tenured); Associate Professor, Department of Classical Studies

Year of appointment: 1991

Time devoted to Russian/East European studies: 100%

Language courses taught: Elementary Romanian I & II; Intermediate Romanian I & II; Third-year Romanian; Individual Readings in Romanian Language and Culture (Advanced Romanian); Intensive Elementary Romanian I & II.

Current research interests: Ancient Literature and Rhetoric; Romanian cultural transitions; Romanian history and politics

Education: M.A., University of Bucharest, Romania, 1967
Ph.D., Indiana University, 1994

Academic experience: 38 years post-secondary teaching, 4 years K-12 teaching

Language competence: Romanian (native), French 3, Latin 3, Italian 2, Spanish 1, German 1

Overseas experience: Native of Romania.

Recent publications: *Two outstanding Romanian educators in the first half of the 20th Century: Neculai and Elisa Bancea, a case study*. Bucharest: Anima Publishing House, 2011; "Memoria in Aeterna: Matei Călinescu," *Orizont*, nr.9, Sept.30, 2009; translations from Romanian poetry published in literary journals: 2013, 2012.

Supervision of student research last 5 years: 3 Ph.D. students, 2 M.A. students

Distinctions: Certificate of Appreciation in recognition of three-year participation on the National Screening Committee for the US Student Fulbright Program awarded by the Fulbright Foreign Scholarship Board, 2012. Honorary Diploma for Excellence in promoting Romanian Language and Culture in the United States awarded by the Romanian Ministry of Education, 2012.

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38. SVITLANA MELNYK, Lecturer, Slavic Languages and Literatures

Year of Appointment: 2014

Time devoted to Russian/East European studies: 100%

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

Language courses taught: Advanced Russian; Business Russian; Russian Stylistics and Syntax; Intermediate Ukrainian; Elementary Ukrainian

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

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

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

Academic experience: 19 years post-secondary teaching

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

Overseas experience: native of Ukraine, 15 years post-secondary teaching in Ukraine, 1 year post-secondary teaching in Hungary

Recent publications: (2012) Language policy management in the former Soviet sphere. In Spolsky B. (ed.) *The Cambridge Handbook of Language Policy*, pp. 592-616 (w G Hogan-Brun); (2010) *Etnichne ta movne rozmaittia Ukrainy* (Ethnic and linguistic diversity of Ukraine). Uzhhorod: PoliPrint (w S. Csernicsko); (2010) Poniattia movnoi polityky (Language Policy). In Vehesh M. & Fedynets C. *Zakarpattia 1919-2009 rokiv: istoria, polityka, kultura* (Transcarpathia 1919-2009: history, politics, culture). Uzhhorod: Lira, pp. 629-638 (w S. Csernicsko); (2010) Movna polityka URSR (1945-1991) (Language Policy in the USSR (1945-1991)). In Vehesh M. & Fedynets C. *Zakarpattia 1919-2009 rokiv: istoria, polityka, kultura* (Transcarpathia 1919-2009: history, politics, culture). Uzhhorod: Lira, pp. 668-681 (w S. Csernicsko); (2010) Movna polityka v nezalezhni Ukraini (Language Policy in Independent Ukraine). In Vehesh M. & Fedynets C. *Zakarpattia 1919-2009 rokiv: istoria, polityka, kultura* (Transcarpathia 1919-2009: history, politics, culture). Uzhhorod: Lira, pp. 681-703 (w S. Csernicsko)

39. JOANNA NIŻYŃSKA, Associate Professor (tenured)

Year of Appointment: 2014

Time devoted to Russian/East European studies: 100%

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

Current research interests: Comparative approaches to Polish studies; trauma and post-memory in post-Communist countries; "glocalization" of Western theory in Eastern Europe, gender and queer studies; writing history of "minor literatures"; Polish-American poetic relations; rewriting Classics in modern literature

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

Academic experience: 13 years post-secondary teaching

Language competence: Polish (native), Russian 3

Overseas experience: Born and raised in Poland

Recent publications: *Traumatyczne, codzienne, queer: Królestwo wieloznaczności Mirona Białoszewskiego*. Trans. Agnieszka Pokojaska (Cracow: Universitas, forthcoming 2013).; *The Kingdom of Insignificance: Miron Białoszewski and the Quotidian, the Queer, and the Traumatic* (Northwestern University Press, 2013).; "Globalization and Its Discontents: Notes on Polish Studies in an Age of Globalization," *East European Politics and Societies*, forthcoming 2013.; "Zazdrość o centrum: Miłosz Białoszewski i językowe zakorzenienie" ("Center Envy: Miłosz, Białoszewski, and the Desire for Linguistic Rootedness"), *Warszawa Miłosza* (Miłosz's Warsaw), ed. Marek Zaleski (Warsaw: Institute of Literary Research, forthcoming 2013).; *Germany, Poland, and Postmemorial Relations: In Search of a Livable Past*, edited by Kristin Kopp and Joanna Niżyńska (Palgrave Macmillan, 2012); "The Something More of 'almost nothing': Miron Białoszewski's Kairotic Everyday," *Interpretations: European Research Project for Poetics & Hermeneutics*, vol 4.5 (2011): 295-309.; "The Politics of Mourning and the Crisis of Poland's Symbolic Language after April 10, 2010," *East European Politics and Societies*, vol.24.4 (2010): 467-479.; "Polish Literature Twenty Years After," *East European Politics and Societies*, Vol. 23.4 (2009): 567-69. Special anniversary issue on Eastern Europe since 1989 ("East-Central European Literatures Twenty Years After") guest-edited by Michal Heim.

Indiana University, REEI, B 24

Language competence: 3-excellent, 2-good, 1-reading only

Appendix 2: Faculty/Staff Biographical Information

40. MARIA SHARDAKOVA, Assistant Professor, Slavic Languages and Literatures (tenure track); Russian language program director

Year of Appointment: 2010

Time devoted to Russian/East European studies: 100%

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

Language courses taught: Elementary, Intermediate, Advanced Russian

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

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

Academic experience: 20 years post-secondary teaching

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

Language competence: Russian (native)

Overseas experience: Born and raised in Russia

Recent publications: "I Joke You Don't": Second Language Humor and Intercultural Identity Construction." In Kinginger, Celeste (ed.) *Social and Cultural Aspects of Cross-Border Language Learning in Study Abroad*. John Benjamins, Amsterdam/Philadelphia, 2013, 207-238; "Cross-cultural Analysis of the Use of Humor by Russian and American English Speakers." In Leyre Ruiz de Zarobe and Yolanda Ruiz de Zarobe (Eds.) *Speech Acts and Politeness Across Languages and Cultures*. Peter Lang AG, International Academic Publishers, Bern, 2012, 197-237; "How to Be Funny in a Second Language: Pragmatics of L2 Humor," In Richard D. Brecht, Ljudmila A. Verbitskaja, Maria D. Lekić and William P. Rivers (Eds.) *Mnemosynon. Studies on Language and Culture in the Russophone World: A Collection of Papers Presented to Dan E. Davidson by his Students and Colleagues*. Moscow: "Azbukovnik," Institut russkogo jazyka, RAN, 2010, 288-310; *Interlanguage Pragmatics of the Apology: How Americans Acquire Sociolinguistic Competence in Russian*, Verlag VDM Dr. Müller, Germany, 2009.

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

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

Year of Appointment: 2008

Time devoted to Russian/East European studies: 100%

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

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

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

Education: B.A. Indiana University
M.A. Indiana University
Ph.D., Indiana University

Academic experience: 15 years post-secondary teaching

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

Language competence: Russian, Modern Hebrew: native proficiency; Czech, Polish, Serbian, Croatian, French, Old Russian, Old Church Slavonic, and Biblical Hebrew: 2; German, Ancient Greek, Esperanto, Latin: 1. Tigrinya: linguistic knowledge.

Overseas experience: Native of Russia, Moscow; lived in Israel; conducted in the past and continue to conduct research and field work in Russia; gave a paper in The Illič-Svityč Conference, Moscow, Russia, October 2004; have participated twice in the Summer Language School in Olomouc, Czech Republic; gave a paper at The International Workshop on Balto-Slavic Accentology (IWoBA) in Zagreb, Croatia, July 2005

Appendix 2: Faculty/Staff Biographical Information

42. ARIANN STERN-GOTTSCHALK, Lecturer, Slavic Languages and Literatures; Director, Indiana University Summer Language Workshop

Year of Appointment: 2009

Time devoted to Russian/East European studies: 75%

Area courses taught: Polish Jewish Culture; Old Russian Literature; Linguistic Approaches to Literature

Language courses taught: Intermediate Russian I & II; Methods of Russian Language Instruction; Old Church Slavonic; Russian for Graduate Students

Current research interests: Changes in political structure and literature in 17th century Muscovy; developing blended and online language courses; applying national standards and intended proficiency-based outcomes to curricula and assessments for Less Commonly Taught Languages; teaching to specific modalities in the second language curriculum; improving pedagogy through peer evaluation; developing models for online instructional and teacher training collaborations

Education: B.A. Mount Holyoke College
M.A. University of Arizona
Ph.D. University of California, Los Angeles

Language pedagogy training: Graduate coursework in foreign language pedagogy

Academic experience: 10 years post-secondary teaching; 2 years K-12 teaching; participant/leader in numerous teaching methodology workshops

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

Overseas experience: 2 years teaching, translating in Russia; 6 months study in Finland; Student program supervision in Armenia (1 week)

Recent publications: “Language Sustainment Portals for Arabic and Russian” supervising editor and project director. Portals evaluated by Dr. Doreen Ewert, University of San Francisco. IU Language Training Center. Indiana University, Ariann Stern-Gottschalk, P.I. Washington, DC: Defense Language and National Security Education Office, Department of Defense. 2013.

Major research grants received: PI or Co-PI on SSRC, ACLS, IIE/NSEP/DLNSEO, IRS (IEGPS), TICFIA (IEGPS), Title VIII (Department of State INR) grants; REEI Mellon Grant-in-Aid of Research grant; Information Fluency Grant awarded by the IU Office of the Vice-Provost for Undergraduate Education/College of Arts and Sciences and University Libraries

Supervision of student research last 5 years: member of 6 PhD qualifying exam committees in IU Slavic Department and 2 REEI thesis committees

43. SARA STEFANI, Assistant Professor (tenure track)

Year of Appointment: 2009

Time devoted to Russian/East European studies: 100%

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

Language courses taught: W306/W356 Intensive Advanced Russian

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

Education: B.A. Washington University in St. Louis, 1993
Ph.D. Yale University, 2008

Academic experience: 9 years post-secondary teaching

Language competence: Russian 3

Overseas experience: 3+ years residence in Russia

Recent publications: “Foreign Influences and Domestic Concerns.” *Critical Insights: War and Peace*. Ed. Brett Cooke. Amenia, NY: Grey House Publishing. (2014); “The Unified State and the Unified Mind: Social and Moral Utopia in Zamiatin’s We and Plato’s Republic.” *Canadian-American Slavic Studies*, vol. 45, nos. 3-4 (2011): 263-288.

Indiana University, REEI, B 26

Language competence: 3-excellent, 2-good, 1-reading only

Appendix 2: Faculty/Staff Biographical Information

44. RUSSELL VALENTINO, Professor and Chair, Department of Slavic Languages and Literatures

Year of Appointment: 2013

Time devoted to Russian/East European studies: 100%

Area courses taught: Major Texts of World Literature; Translation Workshop; Intro to Russian Culture; Two Books and Four Movies: Zhivago and Lolita in print and film; Honors seminar on War and Peace; Civilization and the Russian Far East

Current research interests: literary translation and translation studies; world literature; 19th-20th century Russian literature; Mediterranean studies; virtue theory; republicanism; Russia and Asia

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

Academic experience: 26 years

Language competence: Russian (3), BCS (2), French (3), Italian (3); German (1)

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

Recent publications: "Good Enough for Jesus," *The Buenos Aires Review* (August 6, 2013); *Between Exile and Asylum: An Eastern Epistolary*, translated from the Croatian of Predrag Matvejevic, reprint by VBZ, Zagreb, Croatia, 2013; *A Castle in Romagna*, translated with Tomislav Kuzmanovic from the Bosnian of Igor Stiks, reprint by VBZ, Zagreb, Croatia, 2013; "Lenin's Empty Place," *Defunct Magazine*, III: 3 (Spring, 2012); *Discoveries: New Writing from the Iowa Review*, co-edited with Erica Mena, *The Iowa Review*, 2012; "A Translator's Dilemma," *The Del Sol Review*, Spring 2011, #17; *Vicissitudes of Genre in the Russian Novel*. Series: Middlebury Studies in Russian Language and Literature - Volume 24/ New York, Bern, Berlin, Bruxelles, Frankfurt/M., Oxford, Wien (2001)

Supervision of student research last 5 years: Ph.D. students: 6 (2 as co-chair); MFA students: 22; MA students: 1

Distinctions: Principal Investigator for a three-year NEH Collaborative Research Grant (with the Russian State Humanities University and the University of Zadar) for a project entitled "Translation and the Making of World Literature"; President, American Literary Translators Association (2013-15); Keynote address, AATSEEL annual conference, January 2013; Editor, *Iowa Review* 2009-2013; Fulbright-Hays Faculty Research Award (1999-2000); NEA Literature Fellowship (2002; 2009); Editor

VISITING LANGUAGE INSTRUCTORS – ACADEMIC YEAR

45. SOFIYA ASHER, Visiting lecturer, Slavic Languages and Literatures

Year of Appointment: 2013

Time devoted to Russian/East European studies: 50%

Area courses taught:

Language courses taught: Elementary Russian I; Intermediate Russian I and II

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

Education: M.A., University of Illinois at Urbana-Champaign, 2011
M.A., Drohobych Pedagogical University, Drohobych, Ukraine, 1999

Language pedagogy training: Undergraduate and graduate coursework in foreign language pedagogy

Academic experience: 9 year post-secondary teaching

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

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

Appendix 2: Faculty/Staff Biographical Information

46. TEUTA ISMAILI, Visiting Lecturer, Department of Slavic Languages and Literatures

Year of Appointment: 2013

Time devoted to Russian/East European studies: 100%

Language courses taught: Elementary Bosnian/Croatian/Serbian I and II; Intermediate Bosnian/Croatian/Serbian I and II; Advanced Intermediate Bosnian/Croatian/Serbian I and II

Current research interests: Methodology and linguistics of teaching Bosnian/Croatian/Serbian as a foreign language. History of Croatia, Serbia and Bosnia. War and peace in Yugoslavia. Croatian as a second language.

Education: The faculty of humanities and social sciences, Lučićeva 3, 10 000 Zagreb (Croatia)

Academic experience: Teaching Croatian language and literature and Philosophy

Language competence: Bosnian/Croatian/Serbian (native), Albanian 3

Overseas experience: Born, raised, educated in Croatia

47. EMILIA SZTABNICKA, Visiting Lecturer, Department of Slavic Languages and Literatures

Year of Appointment: 2012

Time devoted to Russian/East European studies: 100%

Language courses taught: Elementary Polish I and II; Intermediate Polish I and II; Advanced Intermediate Polish I and II

Current research interests: The methodology and pedagogy of teaching Polish as a foreign language

Education: M.A., University of Lodz, Poland, 2008

M.A., University of Lodz, Poland, 2011

Academic experience: 4 years post-secondary teaching

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

Overseas experience: Born, raised, educated in Poland

Recent publications: 2013, *Przykłady wykorzystania gier i zabaw multimedialnych w nauczaniu cudzoziemców polskiej grzeczności językowej*, w: *Edukacja Międzykulturowa - Forum Glottodydaktyków*, red. A. Rabczuk, Warszawa. – opublikowano na stronie http://www.polonicum.uw.edu.pl/pdf/forum_ksiazka.pdf; 2013, *Opinie o Polsce i Polakach wśród cudzoziemców uczących się języka polskiego jako obcego* w: *Glottodydaktyka polonistyczna III*, Szczecin 2013; 2012, *W stronę interkulturowego rozmówcy. Badania oparte na teorii leksykultury*, w: *Glottodydaktyka polonistyczna a lingwistyka kulturowa*, red. Grażyna Zarzycka, "Acta Universitatis Lodzianis. Kształcenie Polonistyczne Cudzoziemców" nr 19 / 2012, Wydawnictwo UŁ, Łódź (w A. Strzelecka); 2012, *Obraz kobiety w wybranych podręcznikach do nauczania języka polskiego jako obcego* [w:] Barska A., Biskupska K. (red.), *Kobieta w przestrzeni wizualnej*, Opole (w A. Strzelecka)

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II. REEI ASSOCIATED FACULTY

ANTHROPOLOGY

48. JOELLE BAHLOUL, Professor of Anthropology, Adjunct Professor of Jewish Studies (tenured)

Year of appointment: 1986

Time devoted to Russian/East European studies: 25%

Area courses taught: Modern Jewish Culture and Society; Migrations and Diasporas; Jewish Women in Anthropological Perspective; Memory and Culture; Reproduction, Culture, and Identity

Current research interests: Ethnography of Jewish ethnicity in France and in Western Europe with an emphasis on Sephardic immigrants, post-colonial and post-migration kinship and gender roles, collective memory, religion in urban European society, culinary ethnography, urban semiotic ethnography.

Education: Maîtrise de Sciences Sociales, University of Paris-Sorbonne, France, 1976
Doctorate École des Hautes Études en Sciences Sociales, France, 1981

Academic experience: 28 years post-secondary teaching.

Language competence: French (native), Italian (3), Spanish (3), Hebrew (3).

Overseas experience: Fieldwork in France and Italy since mid-1970s to the present. Fieldwork in North Africa and Israel in the mid-1980s.

Recent publications: 2012 «Migrant Pots and Westernized Palates: Sephardic Taste in the West» in *Jews and Food, Studies in Contemporary Jewry*, Vol. 28, ed. Anat Helman and Hannah Levinsky-Koevary, Oxford University Press; 2012 “Alger- Diar-es-Saada”, in *Une enfance Juive en Méditerranée musulmane*, sous la direction de Leïla Sebbar, Paris : Editions Bleu Autour; 2012 «Les relations judéo-musulmanes dans le domaine alimentaire », in *Histoire des relations entre juifs et musulmans du Coran à nos jours*, sous la dir. d’Abdelwahab Meddeb et Benjamin Stora, Paris: Ed. Albin Michel; 2010 “Colonial History, the Jews and Europe”, in *Anthropology News*, S.A.E. column, Vol. 51, no. 9, December; 2010 Response to C. Kidron’s article “In Pursuit of Jewish Paradigms of Memory: Constituting Carriers of Jewish Memory in a Support group for Children of Holocaust Survivors”, in *Dapim: Studies on the Shoah*, vol. 24; 2009 « Syrian Jews in New York City: Transnational Identity and Memory after Dictatorship», in *Syrian Judaism and its Diaspora in America*, ed. L. Hamui de Halabi, Mexico City.

49. FREDERIKA KAESTLE, Associate Professor, Anthropology (tenure-track)

Year of appointment: 2001

Time devoted to Russian/East European Studies: 15%

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

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

Academic experience: 15 years post-secondary teaching

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

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

Recent publications: 2013. Ancient DNA from Angel Mounds. *Midcontinental Journal of Archaeology* 38(2):259-268 (C. Marshall, co-author); 2012. The ‘African Queen.’ A Portuguese Mystery. In AL Stodder and AM Palkovich (eds) *The Bioarchaeology of Individuals*. University Press of Florida (ML Powell, DC Cook, MM Langley, SD Spencer, JA Raff co-authors). 2011. Conjoined Twins at Angel Mounds? An Ancient DNA Perspective. *American Journal of Physical Anthropology* 146(1) (C Marshall, PA Tench, DC Cook co-authors); 2010. Investigation of Ancient DNA from Western Siberia and the Sargat Culture. *Human Biology* 82(2) (CC Bennett, co-author); Paleogenetics. 2010. Chapter 24 in CS Larsen (ed.), *A Companion to Biological Anthropology*. Malden, MA: Wiley-Blackwell.

Major research grants received: NSF grants

Supervision of student research last 5 years: 24 Ph.D. dissertations; 1 REEI M.A. essay

Indiana University, REEI, B 29

Language competence: 3-excellent, 2-good, 1-reading only

Appendix 2: Faculty/Staff Biographical Information

50. ANYA PETERSON ROYCE, Chancellor's Professor, Anthropology, Comparative Literature (tenured)

Year of appointment: 1973

Time devoted to Russian/East European studies: 25%

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

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

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

Academic experience: 40 years post-secondary teaching

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

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

Recent publications: 2011 *Antropologia Sztuk Performatywnych: Artyzm, wirtuozeria, i interpretacja w perspektywie międzykulturowej*. Warsaw: Warsaw University Press

Supervision of student research last 5 years: 8 Ph.D dissertations

SCHOOL OF BUSINESS

51. SCOTT SHACKELFORD, Assistant Professor (tenure track), Kelley School of Business

Year of Appointment: 2010

Time devoted to Russian/East European studies: 30%

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

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

Education: B.A., Indiana University, 2005
M.A., University of Cambridge, 2006
J.D., Stanford Law School, 2009

Academic experience: 4 years post-secondary teaching

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

Recent publications: (2014) *Managing Cyber Attacks in International Law, Business and Relations: In Search of Cyber Peace* (Cambridge University Press); (2014) *Legal and Ethical Aspects of International Business* (Wolters Kluwer Law) w co-author Eric Richards; (2014) "Beyond the New 'Digital Divide': Analyzing the Evolving Role of Governments in Internet Governance and Enhancing Cybersecurity" in 50 *Stanford Journal of International Law* (with Amanda Craig); (2014) "Hacking the Planet, the Dalai Lama, and You: Managing Technical Vulnerabilities in the Internet through Polycentric Governance" 24 *Fordham Intellectual Property, Media & Entertainment Law Journal* (with Amanda Craig); (2014) "Governing the Final Frontier: A Polycentric Approach to Managing Space Weaponization and Debris" in 51 *American Business Law Journal*; (2013) "Toward Cyber Peace: Managing Cyber Attacks through Polycentric Governance," *American University Law Review*, 62(5).; (2013), "Neither Magic Bullet Nor Lost Cause: Land Titling and the Wealth of Nations," *New York University Environmental Law Journal*; (2013), "Governing the Final Frontier: A Polycentric Approach to Managing Space Weaponization and Debris," *American Business Law Journal*; (2012); (2012) "Fragile Merchandise: A Comparative Analysis of the Privacy Rights of Public Figures," 19(1) *American Business Law Journal*; (2012), "Should Your Firm Invest in Cyber Risk Insurance?," 55 (4) *Business Horizons*; (2012) "In Search of Cyber Peace: A Response to the Cybersecurity Act of 2012," 64 *Stanford Law Review Online* 106 (Mar. 8, 2012), available at

<http://www.stanfordlawreview.org/online/cyber-peace>.; (2012) "How to Enhance Cybersecurity and Create American Jobs, Huffington Post, July 16, 2012, http://www.huffingtonpost.com/scott-j-shackelford/how-to-enhance-cybersecurity_b_1673860.html.; (2011), "Defining Privacy in the Information Age," *Arizona State Law Journal*,

Distinctions: Recipient, 2014 IU-Bloomington Outstanding Junior Faculty Award, which is the most prestigious award available to tenure-track faculty at Indiana University

Indiana University, REEI, B 30

Language competence: 3-excellent, 2-good, 1-reading only

Appendix 2: Faculty/Staff Biographical Information

CENTRAL EURASIAN STUDIES

52. CHRISTOPHER ATWOOD, Associate Professor, Department of Central Eurasian Studies

Year of appointment: 1996

Time Devoted to Russian and East European Studies: 25%

Area Courses Taught: Mongol Conquest; Mongol Century; Mongolia's Middle Ages.

Current Research Interests: *Shengwu qinzheng lu* and historiography of the Mongol empire; Inner Asian social structure and the question of "tribalism" and "clans"; Oirat and Kalmyk sources and Zunghar history

Education: B.A., Harvard University, 1985

M.A., Indiana University, 1990

Ph.D., Indiana University, 1994

Academic Experience: 18 years post-secondary teaching; workshop in proficiency-based teaching of Mongolian

Language Competence: Mongolian (Cyrillic Khalkha) 3, Mongolian (vertical script Inner Mongolian) 3, Chinese 3, Classical Chinese 3; French 2, Buriat (Cyrillic) 2, Kalmyk (Cyrillic and Clear Script) 2; Russian 1, Latin 1, Tibetan 1, Manchu 1.

Overseas Experience: Central Nationality University and Peking University (2006); Buriatia (Russia), July, 2006; Archival Research, Uws Province (Mongolia), August, 2006; Seoul National University and Dankook University, October, 2008; China National Library, Beijing, June, 2009; Mongolian and Inner Mongolian archeology sites, July, 2009.

Recent Publications: "The Uyghur Stone: Archaeological Revelations in the Mongol Empire." In *The Steppe Lands and the World beyond Them: Studies in Honor of Victor Spinei on his 70th birthday*, ed. Florin Curta and Bogdan-Petru Maleon. Iași: Editura Universității "Alexandru Ioan Cuza," 2013; "Paul Pelliot and Mongolian Studies," in *Paul Pelliot: de l'histoire à la légende*, ed. J.-P. Drège et M. Zink (Paris: Librairie De Boccard, 2013); "Mongols, Arabs, Kurds, and Franks: Rashīd al-Dīn's Comparative Ethnography of Tribal Society." In *Rashīd al-Dīn as an Agent and Mediator of Cultural Exchanges in Ilkhanid Iran*, ed. Anna Akasoy, Ronit Yoeli-Tlalim, and Charles Burnett, pp. 223-50. London: Warburg Institute, 2013; "Six Pre-Chinggisid Genealogies in the Mongol Empire." *Archivum Eurasiae Medii Aevi*, vol. 19 (2013); "Huns and Xiōngnú: New Thoughts on an Old Problem." In *Dubitando: Studies in History and Culture in Honor of Donald Ostrowski*, ed. Brian J. Boeck, Russell E. Martin, and Daniel Rowland. Bloomington, IN: Slavica Publishers, 2012

53. GARDNER BOVINGDON, Associate Professor, Central Eurasian Studies (tenured)

Year of appointment: 2004

Time Devoted to Russian and East European Studies: 25%

Area Courses Taught: Politics of Identity in China and Inner Asia; Theorizing Central Eurasia: The Problem of Nationalism; Imperialism in Comparative Perspective; Missionaries, Grave Robbers, and Spies: Foreign Adventurers in Xinjiang; Grave Robbers, Missionaries, and Spies: Foreign Adventurers in Chinese Turkestan; Identity Politics in China and Inner Asia; Problems of Central Eurasian Nationalism; Politics in Xinjiang.

Education: A.B., Princeton University, 1988

M.A., Cornell University, 1995

Ph.D., Cornell University, 2002

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

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

Current Research Interests: Politics in contemporary Xinjiang, history of modern Xinjiang, historiography in China, nationalism and ethnic conflict.

Recent Publications: *The Uyghurs: Strangers in Their Own Land*. Columbia University Press (2010); "Politics in Modern Xinjiang," in *Introduction to the Politics of China*, ed. William Joseph. (Oxford: Oxford University Press, 2010)

Supervision of student research last 5 years: 4 PhD theses, 7 MA theses

Indiana University, REEL, B 31

Language competence: 3-excellent, 2-good, 1-reading only

Appendix 2: Faculty/Staff Biographical Information

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

Year of appointment: 1986

Time devoted to Russian/East European studies: 25%

Area courses taught: Islam in the Soviet Union and Successor States; Islamic Central Asia, 16th-19th Centuries; Religion and Power in Islamic Central Asia; Islamic Hagiography of Central Asia; Islamization in Inner Asia.

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

Education: B.A., Indiana University, 1977
M.A., Indiana University, 1979
Ph.D., Indiana University, 1985

Academic experience: 28 years post-secondary teaching.

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

Overseas experience: Research in Tashkent and Dushanbe, 2003; NCSEER-funded travel for research in Tatarstan, Bashkortostan, 1994, and Kazakhstan and Turkmenistan, 1995; IREX research in Tashkent and Dushanbe, 1983-84

Recent publications: "Succession Protocols and the Early Khwajagani Schism in the Maslak al-'arifin," *Journal of Islamic Studies* (Oxford), 22/1 (2011); "Spiritual Practice and Corporate Identity in Medieval Sufi Communities of Iran, Central Asia, and India: The Khalvati/Ishqi/Shatfari Continuum," in *Religion and Identity in South Asia and Beyond: Essays in Honor of Patrick Olivelle*, ed. Steven Lindquist (New York/London/Delhi: Anthem Press, 2010); "Central Asia, Islam in," *Oxford Bibliographies Online: Islamic Studies*, ed. Tamara Sonn (New York: Oxford University Press, 2010); "Authority," in *Key Themes for the Study of Islam*, ed. Jamal J. Elias (Oxford: Oneworld Publications, 2010); "The Problem of the Siraj al-shalihin: Notes on Two Hagiographies by Badr al-Din Kashmiri," in *Écrit et culture en Asie centrale et dans le monde turco-iranien, XIVe-XIXe siècles / Writing and Culture in Central Asia and the Turko-Iranian World, 14th-19th Centuries*, ed. Francis Richard and Maria Szuppe (Paris: Association pour l'Avancement des Études Iraniennes, 2009; *Studia Iranica*, Cahier 40); "Islamization in the Mongol Empire," for *The Cambridge History of Inner Asia: The Chinggisid Age*, ed. Nicola Di Cosmo, Allen J. Frank, and Peter B. Golden (Cambridge: Cambridge University Press, 2009).

Supervisor of student research last 5 years: 2 M.A. essays and 2 Ph.D. dissertations

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

Year of appointment: 2005

Time devoted to Russian/East European studies: 25%

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

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

Education: Ph.D., Indiana University, 2004

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

Language competence: Extensive travel, research, conference presentations, invited lectures all over Europe and Central Asia

Recent publications: "Prescribing the Boundaries of Knowledge: Seventeenth-Century Russian Diplomatic Missions to Central Asia," in *Writing Travel in Central Asian History*, ed. Nile Green (Indiana University Press, 2013); "Rashid al-Din's Historiographical Legacy in the Muslim World," in *Rashid al-Din Agent and Mediator of Cultural Exchanges in Ilkhanid Iran*, edited by A. Akasoy, et al. (London: The Warburg Institute, 2013). *The Legendary Biographies of Tamerlane: Islam and Heroic Apocrypha in Central Asia* (Cambridge University Press, 2011); *Islamic Central Asia: An Anthology of Historical Sources* (with Scott C. Levi), Indiana University Press, 2010.

Supervision of student research last 5 years: 6 doctoral students, 9 MA students

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

Indiana University, REEI, B 32

Language competence: 3-excellent, 2-good, 1-reading only

Appendix 2: Faculty/Staff Biographical Information

ECONOMICS

56. MICHAEL KAGANOVICH, Professor, Economics (tenured)

Year of appointment: 1991

Time devoted to Russian/East European studies: 25%

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

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

Language competence: Russian (native), Estonian 3

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

Recent publications: "Higher Education Reform and Access to College in Russia." In: *The Oxford Handbook of the Russian Economy*, Oxford University Press (2013); "Reform of Higher Education Finance and Access to College in Russia." *CESifo DICE Report*, 4 (2012); "Social Security Systems, Human Capital, and Growth in a Small Open Economy," *Journal of Public Economic Theory*, 14 (2012); "The Quantity and Quality of Teachers: Dynamics of the Trade-off," *Journal of Public Economics*, 96 (2012); "PAYGO or Funded Social Security? A General Equilibrium Comparison," *Journal of Economic Dynamics and Control*, 36 (2012).

Supervision of student research last 5 years: 3 PhD theses

Distinctions: Principal investigator of a grant from the National Council for Eurasian and East European Research (NCEEER) from Oct. 1, 2002 to Jan. 31, 2005, for a joint project with Michael Spagat, "Taking Stock of Human Capital in the Post-Communist World: Education Issues in Transition Economies."

EDUCATION

57. TERRENCE C. MASON, Professor, Education (tenured), Director, Center for Social Studies and International Education

Year of appointment: 1994

Time devoted to Russian/East European studies: 20%

Area courses taught: Social Studies in the Elementary Schools

Current research interests: Civic Education in Eastern European Countries

Education: B.A., University of California at Los Angeles, 1972
M.A., University of California at Los Angeles, 1982
Ph.D., University of California at Los Angeles, 1986

Academic experience: 30 years post-secondary teaching, 3 years K-12 teaching

Language competence: French 3, Spanish 2

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

Recent publications: (2012) "Ethics, international curriculum work, and the practice of freedom." In Mason, T.C. Helfenbein R. J. (Eds.) *Ethics and International Curriculum Work: The Challenges of Culture and Context*, Charlotte, NC:Information Age Publishing (w R J Helfenbein); (2012) *Ethics and International Curriculum Work: The Challenges of Culture and Context*, Charlotte, NC:Information Age Publishing. Co-editor w R J Helfenbein; (2012) "Ethics and democracy education across borders: The case of Civitas International." In Mason, T.C. Helfenbein R. J. (Eds.) *Ethics and International Curriculum Work: The Challenges of Culture and Context*, Charlotte, NC:Information Age Publishing, 3-23.(2005) "Building citizenship in the midst of ethnic conflict." *Democracy at Large*, 1(4), 20-23; (2005) "From the Balkans to the Baltics: Challenges for Civic Education in Two Eastern European Countries." *The International Journal of Social Education* 20(2), 115-131; "Integrating Civic Education and Social Work: The Social Educator Master's Degree Program at Vilnius Pedagogical University," in *Civic Learning in Teacher Education: International Perspectives on Education for Democracy in the Preparation of Teachers. Vol. 3*, with G. Kvieskiene, eds. J. Patrick & G. Hamot (Educational Resources Information Center, 2004

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

Indiana University, REEI, B 33

Language competence: 3-excellent, 2-good, 1-reading only

Appendix 2: Faculty/Staff Biographical Information

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

Year of appointment: 1987

Time devoted to Russian/East European studies: 25%

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

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

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

Academic experience: 36 years post-secondary teaching, 2 years K-12 teaching; 1 year K-6 teaching

Language competence: Hungarian 3, German 3, French 1.

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

Recent publications: Nyikos M. & Fan, M. (2007). A review of vocabulary learning strategies research: Focus on language proficiency and learner voice. In A. Cohen and E. Macaro (Eds.), *Language learner strategies: Thirty years of research and practice*. Oxford, UK: Oxford University Press, 251-273; Nyikos, M. (2008). Gender in language learning. In Carol Griffiths (Ed.), *Lessons from Good Language Learners: Insights for teachers and learners*. Cambridge University Press, 73-82; "Heritage Language Maintenance in Children of International Scholars," *LACUS Forum: Language, Thought, and Reality* 30 (2004): 217-226.

Supervision of student research last 5 years: 21 Ph.D. dissertations

FINE ARTS

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

Year of Appointment: 2009

Time devoted to Russian/East European studies: 85%

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

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

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

Academic experience: 29 years post-secondary teaching

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

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

Recent publications: "Late Antique Honorific Sculpture in Constantinople," in S. Birk, T. M. Kristensen, B. Poulsen, eds. *Using Images in Late Antiquity* (Oxford, 2014) 78-95. "The Great Palace Mosaic and the Image of Imperial Power," in G. Sözüel, ed. *Mosaics of Anatolia* (Istanbul, 2011): 89 – 100; "Sculpture and the Rhetorical Imagination in Late Antique Constantinople," O. Dally and C. Ratté, eds. *Archaeology and the cities of Asia Minor in Late Antiquity*. *Kelsey Museum Publications* 6 (Ann Arbor, 2011): 27 – 41.

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Language competence: 3-excellent, 2-good, 1-reading only

Appendix 2: Faculty/Staff Biographical Information

60. MICHELLE FACOS, Professor, History of Art, School of Fine Arts; Adjunct Professor, Jewish Studies

Year of Appointment: 1995

Time devoted to Russian/East European studies: 15%

Current research interests: center-periphery issues in East European art

Education: B.A. Kirkland College, 1976

M.A. Institute of Fine Arts, New York University, 1983

PhD. Institute of Fine Arts, New York University, 1989

Academic experience: 25 years

Language competence: Croatian-1, Danish-1, French-2, German-2, Norwegian-3, Romanian-1, Swedish-3

Overseas experience: taught in Sweden, Germany, Poland, China

Recent publications: 2014 "Bruce and the Baltic" in Tobi Bruce, ed., *Into the Light: the Paintings of William Blair Bruce (1859-1906)* (Hamilton, Ontario, CA: Art Gallery of Hamilton); 2013 "'The Unstudied, Unposed Naturalness of Life': Zorn's Bather Paintings," in Oliver Tostmann, ed., *Anders Zorn: A European Artist Seduces America*. Exhibition catalogue (Boston: The Isabella Stewart Gardner Museum), 41-53; 2011 *An Introduction to Nineteenth-Century Art* (London: Routledge); 2011 "Ett hem, Lilla Hytnäs ja socialdemokratia," *Carl Larsson*. Exhibition catalogue (Helsinki: Ateneum), 169-87; 2010 "Richard Bergh: Natural Science and National Art in Sweden, *Interdisciplinary Science Reviews*: "Seeing Science: Sight/Insight," vol. 35, no. 1: 39-50; 2009 *Symbolist Art in Context*, (Berkeley: The University of California Press).

Distinctions: 2015 Ernst-Moritz-Arndt-Universität, Greifswald, Baltic Borders Program Mercator Fellowship (Spring/Summer semester); 2010-2011 Stiftung Alfred-Krupp-Kolleg (Greifswald, Germany) Fellowship. Project: The Royal Danish Academy of Fine Arts: Progressive Liberalism in an Age of Revolution.

FOLKLORE AND ETHNOMUSICOLOGY

61. JUDAH COHEN, Assistant Professor, Ethnomusicology; Lou & Sybil Mervis Professor of Jewish Culture, Borns Jewish Studies Program (tenure-track)

Year of Appointment: 2006

Time devoted to Russian/East European studies: 10%

Area courses taught: Folklore, Culture, and Society: Music and Religion

Current research interests: Music in Jewish life; American music; musical theater; popular culture; Caribbean Jewish history; diaspora; medical ethnomusicology.

Education: B.A., Yale University, 1995

Ph.D., Harvard University, 2002

Academic experience: 16 years post-secondary teaching

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

Recent Publications: *The Making of a Reform Jewish Cantor: Musical Authority, Cultural Investment* (Bloomington: IU Press, 2009); "Music Institutions and the Transmission of Tradition." *Ethnomusicology* 53 (2) (Spring/Summer 2009), pp. 308-325; "Hip-Hop Judaica: The Politics of Representin' Heebster Heritage." *Popular Music* 28 (1) (Winter 2009), pp. 1-18.

Supervision of student research last 5 years: 4 undergraduate senior theses

Appendix 2: Faculty/Staff Biographical Information

HISTORY

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

Year of appointment: 2003

Time devoted to Russian/East European Studies: 50%

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

Current research interests: History of the Holocaust

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

Academic experience: 30 years post-secondary teaching

Language Competence: German 3, French 1

Recent Publications: (2013) *Wannsee. Willa. Jezioro. Spotkanie.* (Warsaw: Wielka Litera); "Aus der Nähe, aus der Ferne: Holocaust-Täter aus der Sicht der Opfer" in Martin Cüppers, Jürgen Matthäus, Andrej Angrick (eds.), *Naziverbrechen: Täter, Taten, Bewältigungsversuche*, (Wissenschaftliche Buchgesellschaft, 2013); "'Wannsee' als Herausforderung. Die Historiker und die Konferenz", in Norbert Kampe und Peter Klein (eds.), *Die Wannsee-Konferenz am 20. Januar 1942, Dokumente, Forschungsstand, Kontroversen* (Böhlau Verlag, 2013); "...but of revenge not a sign." Germans' Fear of Jewish Revenge after World War II", in *Jahrbuch für Antisemitismusforschung* Vol 22 (2013); "Archivierte und präsentierte Geschichte: Ein Spannungsverhältnis. Rede zur Eröffnung des Hauses der Essener Geschichte/Stadtarchiv am 15 Juni 2011", *Essener Beiträge. Beiträge zur Geschichte von Stadt und Stift Essen*, vol. 124 (2011); "Bloodlines" as part of John Connelly, Mark Roseman, Andriy Portnov, Michael David-Fox and Timothy Snyder, Review forum: Timothy Snyder, "Bloodlands: Europe between Hitler and Stalin" in *Journal of Genocide Research*, 13 (2011), 1, 3: 1-40, here 11-17; "National Socialism and the end of modernity", *American Historical Review* 116 (2011); "The pleasures of opposition : leisure, solidarity, and resistance of a life-reform group" in Corey Ross and Pamela Swett, eds., *Pleasure and Power in the Third Reich* (London: Palgrave Macmillan, 2011); "Surviving undetected: the Bund, rescue and memory in Germany" in Jacques Semelin, Claire Andrieu, Sarah Gensburger (eds.) *Resisting Genocide. The multiple forms of rescue* (Columbia University Press 2011); "Holocaust Perpetrators in victims' eyes", in Christian Wiese and Paul Betts, eds., *Years of Persecution, Years of Extermination: Saul Friedländer and the Future of Holocaust Studies*, (London: Continuum, 2010); (2010) *Documenting Life and Destruction. Jewish Responses to Persecution, 1933-1946. Volume I. (1933-1938)* with Jürgen Matthäus. Alta Mira: Lanham, Md

Supervision of student research last 5 years: 9 Ph.D. dissertations

INTERNATIONAL STUDIES

63. OLGA KALENTZIDOU, Director of Undergraduate Studies, Department of International Studies; Lecturer

Year of Appointment: 2009

Time devoted to Russian/East European studies: 10%

Area courses taught: Nations, States and Boundaries; Identity and Conflict

Language courses taught: Modern Greek

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

Education: Ph.D., Indiana University, 2001
M.A., Indiana University, 1995
M.A., Indiana University, 1992
B.A., Aristoteleio University of Thessaloniki, Greece, 1989

Academic experience: teaching at post-secondary education since 1993

Language competence: Greek (native)

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Language competence: 3-excellent, 2-good, 1-reading only

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JEWISH STUDIES

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

Year of appointment: 1968

Time devoted to Russian/East European studies: 25%

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

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

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

Language competence: German 2

Overseas experience: Poland, 1991 and 2001; conference participation in Czech Republic, England, France, Germany, Holland, Italy.

Recent publications: *The Writer Uprooted: Contemporary Jewish Exile Literature in America*, ed. and with an introduction by Alvin H. Rosenfeld (Indiana University Press, June 2008); "Rhetorical Violence and the Jews: Critical Distance," *The New Republic Online* (February 27, 2007), 7 pp.; "Foreword" to *Contemporary Jewish Writing in Europe: A Guide*, ed., Vivian Liska and Thomas Nolden (Indiana University Press, 2007), pp.ix-xii.; Review of Michael Chabon, *The Yiddish Policemen's Union*, *The New Leader* (May/June 2007), pp.34-36; "The Problematics of Holocaust Literature," in *Twentieth-Century Literary Criticism* (Gale Research, forthcoming); *Anne Frank and the Future of Holocaust Memory* (Washington, D.C.: United States Holocaust Memorial Museum, 2005); *Podwójna Śmierć: Rozważania o literaturze Holocaustu* (Warsaw: Cyklady, 2003); "Facing Jedwabne," (American Jewish Committee, 2001); *The Holocaust: Readings and Interpretations* (Dushkin/McGraw-Hill, 2001); "The Assault on Holocaust Memory," in *The American Jewish Year Book Vol. 101* (New York: American Jewish Committee, 2001), pp. 3-20.

Distinctions: Presidential Appointment (President Bush) to the U.S. Holocaust Memorial Council, 5 year term, Washington, D.C., 2002; Chair, Academic Committee of Advanced Holocaust Studies, U.S. Holocaust Memorial Museum

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

JOURNALISM

65. HANS IBOLD, Assistant Professor, School of Journalism (tenure-track)

Year of appointment: 2009

Time devoted to Russian/East European studies: 50%

Area courses taught: International Newsgathering Systems

Current research interests: Identity and new media use in Kyrgyzstan; international journalism training; internationalization of journalism education; convergence journalism and newsroom culture; global citizenship and the news

Education: B.A., Evergreen State College, 1993
M.S., Shippensburg University, 1998
Ph.D., University of Missouri School of Journalism, 2008

Academic experience: 11 years post-secondary teaching; 2 years K-12 teaching

Language competence: Kyrgyz 2, French 2

Overseas experience: 2 years Peace Corps volunteer, 2 months visiting professorship in Kyrgyzstan

Recent publications: "1908: Beginnings of Globalism in Journalism Education" with J. Merrill. In *1908*, ed. Betty Winfield. (Columbia, MO: University of Missouri Press, 2008); "An Inside Look at Kyrgyz Republic" w. J. Kuvatova in *Global Journalist*, first quarter 2006.

Appendix 2: Faculty/Staff Biographical Information

66. STEVEN L. RAYMER, Professor of Journalism, (tenured)

Year of Appointment: 1995

Time devoted to Russian/East European studies: 25%

Area courses taught: International Newsgathering Systems

Current research interests: photojournalism ethics and practice in Russia; photographic book on Indian Diaspora of last 200 years; photographic reporting from Russia, Vietnam, and India.

Education: B.S., University of Wisconsin-Madison, 1967

M.A., University of Wisconsin-Madison, 1971

Knight Journalism Fellow (Soviet Studies), Stanford University, 1984-1985

Academic experience: 19 years post-secondary teaching

Language competence: Russian 1, French 1

Overseas experience: total residence in Russia over the last 15 years = 48 months as staff photojournalist and correspondent for *National Geographic Magazine* and Indiana University professor.

Recent publications: *Redeeming Calcutta: A Portrait of India's Colonial Capital* (Oxford University Press, 2012); *Images of a Journey: India in Diaspora* (Indiana University Press, 2007); *Living Faith: Inside the Muslim World of Southeast Asia* (Singapore: Asia Images Group Pte. Ltd., 2001); "Muslims of Malaysia: The Koran is Their Life," *GEO Magazine* (Korean edition), November 2000; "Reflections on Russia," a photographic essay on the Russian economy, *The McKinsey Quarterly* (2000): 19-41, plus front and back covers; *St. Petersburg* (Atlanta: CNN/Turner Publishing, Inc., 1994).

LAW

67. DANIEL COLE, Professor of Law, Maurer School of Law; Professor of Public and Environmental Affairs; Chair, Advisory Council, Vincent and Elinor Ostrom Workshop in Political Theory and Policy Analysis (tenured)

Year of Appointment: 2011

Time devoted to Russian/East European studies: 10%

Area courses taught: International Environmental Law

Current research interests: Polish law, international environmental law

Education: A.B. at Occidental College, 1980

A.M. at University of Chicago, 1981

J.D. at Northwestern School of Law, Lewis & Clark College, 1986

J.S.M. at Stanford Law School, 1991

J.S.D. at Stanford Law School, 1996

Academic experience: 17 years post-secondary teaching

Language competence: Polish 2

Overseas experience: Research in Poland

Recent publications: *Property In Land And Other Resources* (co-edited with Elinor Ostrom) (Lincoln Institute, 2012); "The Variety of Property Systems and Rights in Natural Resources," in *Property In Land And Other Resources* 37-66 (D.H. Cole and E. Ostrom, eds., 2012) (with Elinor Ostrom); "Property Creation by Regulation: Rights to Clean Air and Rights to Pollute," in *Property In Land And Other Resources* 125-154 (D.H. Cole and E. Ostrom, eds., 2012); "Institutions Matter! Why the Herder Problem Is Not a Prisoners' Dilemma," 69 *Theory & Decision* 219-231 (2010) (with Peter Z. Grossman); "Protecting Private Property with Constitutional Judicial Review: A Social Welfare Approach," 5 *Review Of Law And Economics* 233-250 (2009) (with Peter Z. Grossman); "Climate Change and Collective Action," 61 *Current Legal Problems* 229-264 (2009).

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Language competence: 3-excellent, 2-good, 1-reading only

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LINGUISTICS

68. MARKUS DICKINSON, Assistant Professor, Department of Linguistics (tenure-track)

Year of appointment: 2007

Time devoted to Russian/East European studies: 10%

Current research interests: Detection and correction of annotation errors in linguistic corpora.

Education: B.A., University of Illinois at Urbana-Champaign, 2000
M.A., Ohio State University, 2002
Ph.D., Ohio State University, 2005

Academic experience: 9 years post-secondary teaching

Language competence: Russian 1, Latin 1, Spanish 1

Recent publications: Steven Franks, Markus Dickinson, George Fowler, Melissa Whitcombe, and Ksenia Zenon (eds.) (2013). *Formal Approaches to Slavic Linguistics, The Third Indiana Meeting, 2012*. Ann Arbor, MI: Michigan Slavic Publishers; Markus Dickinson and Scott Ledbetter (2012). "Annotating Errors in a Hungarian Learner Corpus." *Proceedings of the 8th Language Resources and Evaluation Conference (LREC 2012)*. Istanbul, Turkey; Markus Dickinson (2011). "On Morphological Analysis for Learner Language, Focusing on Russian." *Research on Language and Computation* 8 (4), pp. 273-298; Markus Dickinson (2010). "Generating Learner-Like Morphological Errors in Russian." *Proceedings of the 23rd International Conference on Computational Linguistics (COLING-10)*. Beijing

Supervision of student research last 5 years: 3 M.A. theses

MUSIC

69. AIDA HUSEYNOVA, Adjunct Lecturer in Music (Music in General Studies), Jacobs School of Music.

Year of Appointment: 2008.

Time Devoted to Russian/East European Studies: 30%

Education: M.M., Musicology/Ethnomusicology Azerbaijan State Conservatory, 1987
Ph.D., Musicology/Ethnomusicology Saint Petersburg Conservatory, 1992

Area Course Offered: Music of the Silk Road; Music of Russia

Language Competence: Azerbaijani (native), Russian 3, Turkish 2

Overseas Experience: Research and teaching in Azerbaijan, Kyrgyzstan, Russia, U.K., France, Sweden, Germany, Greece, Qatar.

Current Research Interests: East-West Synthesis in Azerbaijani Music; East-West Encounters in Music; Music of Central Asia; Music of the Silk Road

Recent Publications: "Sing around Turkey" (CD-Piano) 2014; "From Chanting the Quran to Singing Oratorio: Choral Music in West and Central Asia" in *The Cambridge Companion to Choral Music*, edited by Andre de Quadros (Cambridge University Press, 2012: 169-176; "The Aspects of the Semantics, Melodic Contents and Structure in the Mugham of Alim Qasimov." In *Proceedings of the Second International Musicological Symposium "Space of Mugam"* (Baku, 15-17 March 2011): 99-104. Baku: Sharg-Garb, 2011; "Music and Culture of Mongolia" (editor), DVD Global Voices Comprehensive, published by MJ & Associates, Inc., 2010; "Azerbaijani Jazz Mugham: Fusing East and West." In Indiana University *Inner Asian and Uralic National Resource Center Newsletter. Fall-Winter 2009*, 7-9; "Music and Culture of Kyrgyzstan, DVD," with Munara Mailybekova, Global Voices Comprehensive, published by MJ & Associates, Inc., 2008; "Music and Culture of Azerbaijan," DVD, Global Voices Comprehensive, published by MJ & Associates, Inc., 2007; "Azerbaijani folk songs," *Global Voices*, Grades 3 and 5, published by MJ & Associates; Coordinated with Spotlight on Music, Grades 3 and 5, published by McMillan McGraw Hill, Inc., 2005.

Appendix 2: Faculty/Staff Biographical Information

70. VINCENT LIOTTA, Chair, Department of Opera Studies, Professor of Music (tenured)

Year of appointment: 1995

Time devoted to Russian/East European studies: 25%

Area courses taught: History and Literature of Opera 3, History and Literature of Opera 4

Current research interests: Developing Western Production Practice and Repertoire in Romania

Education: B.A., St. Peter's College, 1968

M.S., Indiana University, 1975

Academic experience: 30 years post-secondary teaching

Language competence: Romanian 3, Italian 3, German 2, French 1

Overseas experience: Fulbright Senior Fellow, Romania, 6 months; Guest Artist, Hungarian State Opera, Cluj-Napoca, Romania

Recent productions/projects: Music of Gershwin (in Romanian) ; Madama Butterfly (in Hungarian)

Supervisor of student research last 5 years: I have taught acting and stage directing in Romanian

POLITICAL SCIENCE

71. WILLIAM BIANCO, Professor, Political Science (tenured)

Year of Appointment: 2006

Time devoted to Russian/East European studies: 25%

Area courses taught: Strategy of Politics; Introduction to Positive Theory; Game Theory; Political Institutions

Current research interests: Evolution of cooperation between NASA and Roskosmos in joint operations of the International Space Station.

Education: B.A., (high honors) Political Science, SUNY Stony Brook, 1982

M.A., Political Science, University of Rochester, 1986

Ph.D., Political Science, University of Rochester, 1987

Academic experience: 18 years post-secondary teaching

Language competence: Russian 1

Overseas experience: Fulbright Senior Scholar, Higher School of Economics, Moscow, Russia (2011-12)

Recent publications: Explaining Transitional Representation: The Rise and Fall of Women of Russia (with Christopher Kam, Itai Sened, and Regina Smyth), *Journal of East European and Asian Studies*, February 2011; "Parliaments, Cabinets, and Uncovered Sets" (with Chris Kam, Itai Sened, and Regina Smyth), "American Political Science Review, May 2010; The Impact of State Legislative Term Limits on The Competitiveness of Congressional Elections" (with Nate Birkhead and Gabriel Uriarte), *American Politics Research*, Fall 2010

American Politics Today, W. W. Norton, 2009 (2nd edition 2011, 3rd edition 2013)

Supervision of student research last 5 years: 3 PhD theses

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Language competence: 3-excellent, 2-good, 1-reading only

Appendix 2: Faculty/Staff Biographical Information

72. JEFFREY ISAAC, Rudy Professor, Political Science (tenured), Director, Indiana Democracy Consortium, Editor-in-Chief, *Perspectives on Politics* (a journal of the American Political Science Association)

Year of appointment: 1987

Time devoted to Russian/East European studies: 25%

Area courses taught: Making Democracy Work; History of Political Theory; Contemporary Political Theory; Political Philosophy: Approaches and Issues; Democratic Theory

Current research interests: liberalism and violence, civil society; liberalism in post-Communist world.

Education: B.A., City University of New York, 1979
M.A., Yale University, 1980
Ph.D., Yale University, 1983

Academic experience: 28 years post-secondary teaching

Overseas experience: participation in conferences and giving lectures at Central European University, Budapest; University of Bucharest; and National School of Political Science and Public Administration, Bucharest

Recent publications: *America Through European Eyes*, ed. with Aurelian Craiutu (Penn State University Press, 2009)

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

73. WILLIAM KINDRED WINECOFF, Assistant Professor, Department of Political Science (tenure-track)

Year of Appointment: 2013

Time devoted to Russian/East European studies: 10%

Current research interests: Politics of the global economy and international financial system

Education: B.A., Southern Illinois University at Carbondale, 2007
M.A., University of North Carolina at Chapel Hill, 2010
Ph.D., University of North Carolina at Chapel Hill, 2013

Academic experience: 1 year post-secondary teaching

Recent publications: W. Kindred Winecoff. 2014. "Bank Regulation, Macroeconomic Management, and Monetary Incentives in OECD Economies." *International*

Studies Quarterly; Thomas Oatley, W. Kindred Winecoff, Sarah Bauerle Danzman, and Andrew Pennock. 2013. "The Political Economy of Global Finance: A Network Model." *Perspectives on Politics* 11(1): 133-153; Thomas Oatley and W. Kindred Winecoff. 2012. "The Domestic Rooting of Financial Regulation in an Era of Global Capital Markets," in *Research Handbook on Hedge Funds, Private Equity, and Alternative Investments*, edited by Phoebus Athanassiou. Cheltenham, UK: Edward Elgar Publishing; Sarah Bauerle Danzman and W. Kindred Winecoff. 2013. "Why American Financial Hegemony Will Endure." *Symposium Magazine*. October; Sarah Bauerle Danzman and W. Kindred Winecoff. 2013. "The Strange Politics of U.S.-EU Free Trade." *The National Interest online*. February 14, 2013; Thomas Oatley and W. Kindred Winecoff. 2012. "Don't Fear the Grexit." *Foreign Policy online*. May 23, 2012.

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PUBLIC AND ENVIRONMENTAL AFFAIRS

74. DAVID B. AUDRETSCH, Professor, School of Public and Environmental Affairs (tenured)

Director, Institute for Development Strategies, Ameritech Chair of Economic Development

Year of appointment: 1998

Time devoted to Russian/East European studies: 10%

Area courses taught: Workshop in Contemporary Policy Issues; European Union in the 21st Century; Globalization, Entrepreneurship, & Economic Development Policy.

Current research interests: Links between entrepreneurship, government policy, innovation, economic development and global competitiveness.

Education: B.A., Drew University 1976
M.S., University of Wisconsin 1979
Ph.D., University of Wisconsin 1980

Academic experience: 34 years post-secondary teaching

Language competence: German 2

Recent publications: *Entrepreneurship and Economic Growth*, with Max Keilbach and Erik Lehmann (Oxford: Oxford U Press, 2005); *Local Heroes in the Global Village: Globalization and New Entrepreneurship Policies*, with Heike Grimm and Charles Wessner (New York: Springer Publishers, 2005); *The Role of Labour Mobility and Informal Networks for Knowledge Transfer*, with Dirk Fornahl and Christian Zellner (New York: Springer Publishers, 2004); *The New Economy and Economic Growth in Europe and the US*, with Paul J.J. Welfens (N.Y.: Springer, 2002); *Entrepreneurship: Determinants and Policy in a European-U.S. Comparison*, ed. (Norwell, MA: Kluwer Academic Publishers, 2002); *Globalization and Regionalization: Challenges for Public Policy*, ed. with Charles Bonser (Norwell, MA: Kluwer Academic Publishers, 2002).

Distinctions: International Award of Entrepreneurship and Small Business Research, 2001

75. DENVIL DUNCAN, Assistant Professor, School of Public and Environmental Affairs (tenure track)

Year of Appointment: 2010

Time devoted to Russian/East European studies: 10%

Current research interests: Labor supply, tax evasion, income quality in Russia and Eastern Europe

Education: Ph.D., Economics, Georgia State University, 2010
M.Sc., Economics, The University of the West Indies, Mona, 2003
B.Sc., Economics and Accounting, The University of the West Indies, Mona, 2001

Academic experience: 4 years post-secondary teaching

Recent publications: 2014 “An International Comparison of Tax Agency Efficiency,” (with James Alm). Accepted for publication in *Public Budgeting and Finance*; 2014 “Behavioral Responses and the Distributional Effects of The Russian ‘Flat’ Tax.” Accepted for publication in *Journal of Policy Modeling*. DOI 10.1016/j.jpolmod.2014.01.011; 2014 Personal Income Tax Mimicry: Evidence from International Panel Data, (with Ed Gerrish) *International Tax and Public Finance*, 21(1):119-152; 2013 “Nice Guys Finish Last: Do Ethical Taxpayers Face Higher Tax Rates?” (with Philipp Doerrenberg, Clemens Fuest, and Andreas Peichl) *Kyklos*, 67(1):29-53; 2013 “Distributional Implications of Tax Evasion: Evidence from the Lab,” (with Philipp Doerrenberg) *Public Finance Review*, Available online: DOI 10.1177/1091142113499398; 2013 “Road User Fees Instead of Fuel Taxes: The Quest for Political Acceptability,” (with John Graham) *Public Administration Review*, 73(3):415-426; 2010 “Global Reform of Personal Income Taxation, 1981-2005: Evidence from 189 Countries,” (with Klara Sabirianova Peter and Steven Buttrick) *National Tax Journal*, 63(3): 447-478; 2010 Does Labor Supply Respond to a Flat Tax: Evidence from the Russian Flat TaxReform? (with Klara Sabirianova Peter) *Economics of Transition*, 18(2): 365-404.

Appendix 2: Faculty/Staff Biographical Information

76. ROBERT KRAVCHUK, Professor and Director, MPA Program, SPEA (tenure track)

Year of Appointment: 2013

Time devoted to Russian/East European studies: 25%

Current research interests: Theories of the Soviet Collapse; Russian Adventurism in Ukraine

Education: Ph.D., Syracuse University, 1989
M.A., Syracuse University, 1987
M.B.A., Columbia University, 1981
M.P.A., University of Hartford, 1980
B.S., cum laude, University of Connecticut, 1977
B.A., University of Connecticut, 1977

Academic experience: 25 years post-secondary teaching

Language competence: Ukrainian 3, Russian 2, Spanish 1

Overseas experience: Poland, Ukraine, Russia, Croatia, Hungary, Bosnia-Herzegovina, Georgia

Recent publications: Luby, Martin J. and Kravchuk, Robert S., "The Great Recession's Impact on the Use of Debt-Related Derivatives by State Governments," *The Journal of Public Budgeting, Accounting and Financial Management*; Martell, Christine, and Kravchuk, Robert S., "Recent Developments in Municipal Debt and the 2008-09 Market Crisis." *Public Administration Review*; Martell, Christine, and Kravchuk, Robert S. "Bond Insurance and Liquidity Provision: Impacts in the Municipal Variable Rate Debt Market, 2008-2009." *Public Finance Review*, Vol. 38, No. 3 (2010): 378-401; Kravchuk, Robert S., and Samuel B. Stone, "How and When Do Structural Deficits Reveal Themselves? The Case of Indiana." *Journal of Public Budgeting, Accounting and Financial Management*, Vol. 22, No. 2 (2010): 487-510; Samuel Blake Stone and Robert S. Kravchuk, "The Difficulty of Restoring Structural Balance to a State's Finances: The Case of Indiana, 2002-07." *International Journal of Public Administration*, Vol. 32, No. 7 (2009): 562-577.

Supervision of student research last 5 years: 3 student master's theses.

Distinctions: For meritorious service in Bosnia-Herzegovina during and after the 1995 cease-fire; Trustees Teaching Excellence Recognition Award, Indiana University, 2003; Scabbard and Blade Society Honorary Membership, 2012. By order of the Commandant of Army ROTC Cadets, Company A, 19th Regiment. For continuing distinguished service to the cadets and faculty.

77. VICKY J. MERETSKY, Associate Professor, School of Public and Environmental Affairs (tenured)

Year of appointment: 1997

Time devoted to Russian/East European studies: 20%

Current research interests: Conservation of natural resources in Central Asia; Conservation of biodiversity in managed landscapes; Resolving conflicts between endangered species management and ecosystem management.

Education: B.S., Cornell University, 1980
M.S., University of Arizona, 1993
Ph.D., University of Arizona, 1995

Academic experience: 17 years post-secondary teaching

Language competence: French 2, Spanish 1, Russian 1

Overseas experience: Field research in Kyrgyzstan, Kazakhstan and Azerbaijan. Led undergraduate/graduate environmental studies tour to Siberia.

Recent publications: Meretsky, V.J., L.A. Maguire, F.W. Davis, D.M. Stoms, J.M. Scott, D. Figg, D. Goble, D.B. Griffith, S.E. Henke, J. Vaughn, and S.L. Yaffee. 2012. "A state-based national network for effective wildlife conservation." *BioScience* 62:970-976; Hellmann, J.H., V.J. Meretsky, and J.S. McLachlan. 2012. "Strategies for reducing extinction risk under a changing climate." Chapter 17 in Hannah, L. (ed). *Saving a Million Species: Extinction Risk From Climate Change*. Island Press; Farmer, J.R., D. Knapp, V.J. Meretsky, C. Chancellor, and B.C. Fischer. 2011. "Motivations influencing the adoption of conservation easements." *Conservation Biology* 25:827-834; Meretsky, V.J., J.W. Atwell, and J.B. Hyman. 2011. "Migration and conservation: frameworks, gaps, and synergies in science, law, and management." *Environmental Law* 41:447-534; Tepe, T.L., and V.J. Meretsky. 2010. "Forward-looking restoration under climate change: are US nurseries ready?" *Restoration Ecology*

Major research grants received: 2009-2012: U.S. Department of Education Improving Research and Educational Activities in Higher Education FIPSE grant - United States-Russia Program "Advanced Russian/Global Environmental Issues" – Co-Principal Investigator.

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

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Language competence: 3-excellent, 2-good, 1-reading only

Appendix 2: Faculty/Staff Biographical Information

78. JOHN L. MIKESELL, Professor, School of Public and Environmental Affairs (tenured)

Year of appointment: 1973

Time devoted to Russian/East European studies: 25%

Area courses taught: Government Finance in Transitional Economies.

Current research interests: American state and local government finance; budgeting.

Education: Ph.D., University of Illinois (Urbana), 1969

Overseas experience: World Bank Public Expenditure Review, appraisal mission, Dushanbe, Tajikistan, 2002; Visited Volga Region Academy for Civil Service, Saratov, Russia for lecturing and review of curriculum, 2002; State Department Grant: Public Administration Partnership -- Volga Region Academy for Civil Service and School of Public & Environmental Affairs, IU; State Department Grant: Public Administration Partnership -- Northwest Academy for Public Administration and School of Public & Environmental Affairs, IU. Lincoln Institute for Land Policy Grant: "Land Value Taxation to Support Local Government in Russia: A Case Study of Saratov Oblast."

Recent publications: "Data Challenges in Implementing a Market Value Property Tax: Market and Market-Informed Valuation in Russia, Ukraine, and the Baltic States," in Roy Bahl, Jorge Martinez-Vazquez, and Joan Youngman, ed., *Making the Property Tax Work, Experiences in Developing and Transitional Countries*. Cambridge, Mass.: Lincoln Institute for Land Policy, 2008. (with C. K. Zorn); "Cadastral Valuations for the Land Tax in the Russian Federation: The New Market-Informed Valuation System," *Journal of Property Tax Assessment and Administration*, 4 (Number 3, 2007). (with C. K. Zorn and O. Krupa); "Land Value Taxation for Russian Local Governments: Evidence from Saratov Oblast," *Proceedings of the Ninety-eighth Annual Conference on Taxation of the National Tax Association* (Washington, D. C.: National Tax Association, 2006). (with V. Gerasimova, S. Vladimirova, O. Krupa, and K. Zorn)

79. MAUREEN PIROG, Rudy Professor of Public and Environmental Affairs (tenured);

Editor-in-Chief, *Journal of Policy Analysis and Management*

Year of appointment: 1983

Time devoted to Russian/East European studies: 10%

Current research interests: Poverty and income maintenance with emphasis on child support enforcement, welfare reform, and adolescent parenting

Education: B.A., M.A., Boston College, 1975

Ph.D., University of Pennsylvania, 1981

Academic experience: 31 years post-secondary teaching

Language competence: French (1), Russian (1)

Overseas experience: Ten years of experience and three US AID grants to work with two academics of public administration in Russia as well as the Higher School of Economics in Moscow. Coordinator of the IU School of Public and Environmental Affairs – Moscow Higher School of Economics (Public Administration) Summer Exchange Program.

Recent publications: Tatyana Guzman, Maureen A. Pirog and Kristin Seefeldt. 2013. "Social Policy: What Have We Learned?" *Policy Studies Journal*; Maureen A. Pirog and Emily Good. 2013. *Public Policy and Mental Health*. (Sage Publications: London); Craig Johnson, Sharon Kioko and Maureen A. Pirog. 2011. "Digital-Era Governance and the Expanding Role and Efficiency of E-Government Innovations in US Social Services." In *Managing E-Government Projects: Concepts, Issues and Best Practices*. Stephen K. Aikins, editor. (IGI Global: PA); Maureen A. Pirog and Lanlan Xu. 2011. "Directions in Public Program Evaluation in the US" in: *Evaluating the Effects of Regional Interventions. A Look Beyond Current European Union Practice*. Olejniczak K., Kozak M., and Bienias S. (eds.), Warsaw, Ministry of Regional Development of Poland; Haeil Jung and Maureen Pirog. 2011. "Nonexperimental Impact Analysis." in *The Workforce Investment Act: Implementation Experiences and Evaluation Findings*. Douglas J. Besharov and Phoebe H. Cottingham eds. (the Upjohn Institute), pages 407-430; Kenneth A. Couch and Maureen A. Pirog. 2010. "Poverty Measurement in the US, Europe and Developing Countries." *Journal of Policy Analysis and Management* 29(2): 217-226; Maureen A. Pirog and Sharon Kioko. 2010. "Evaluation of the Education Sector Enhancement Program in Barbados." *International Public Management Journal*. 13(1): 72-99; Douglas Besharov and Douglas Call, editors. [Maureen A. Pirog, JPAM Classics Series Editor ONLY]. 2010. *Poverty, Welfare and Public Policy*. (Wiley Periodicals, Inc.: MA): 544 pages; Maureen A. Pirog and Kathleen Ziol-Guest. 2006 (reprinted 2009). **Distinctions:** Honorary Professor, Higher School of Economics—Moscow

Appendix 2: Faculty/Staff Biographical Information

80. DANIEL PRESTON

Clinical Assistant Professor, School of Public and Environmental Affairs (non-tenure track)

Deputy Director for Global Initiatives

Year of Appointment: 2009

Time devoted to Russian/East European studies: 25%

Area courses taught: National and International Policy; International Development Finance; Security and Development in the Balkans

Current research interests: Access to and utilization of international financial markets by government and private actors in middle and low income countries, economic development strategies, country competitiveness and the transition from state led to market oriented economies.

Education: M.A.L.D., The Fletcher School of Law and Diplomacy, Tufts University, 2005
B.B. A., Ross School of Business, University of Michigan, 2000

Academic experience: 5 years

Language competence: Spanish (2); French (2); Portuguese (1)

Overseas experience: Experience in over 65 sovereign countries

PUBLIC HEALTH

81. BRYAN P. MCCORMICK, Professor and Chair, Health, Physical Education and Recreation in School of Public Health (tenured)

Year of appointment: 1995

Time devoted to Russian/East European studies: 25%

Area courses taught: Techniques in Therapeutic Recreation; Organization and Management of Therapeutic Recreation Programs; Professional Development in Therapeutic Recreation

Current research interests: Social functioning among people with severe mental illness.

Education: B.S., Penn State University, 1986
M.S., Penn State University, 1990
Ph.D., Clemson University, 1993

Academic experience: 22 years post-secondary teaching

Language competence: Serbian 1

Recent publications: McCormick, B. P., Gajic, T., Stamatovic-Gajic, B., & Maksimovic, M. (2009). "A cross-cultural comparison of qualities of daily activity and emotion among community mental health services clients." *Macedonian Medical Review*, 63, suppl. 74, 32; McCormick, B. P., Frey, G. C., Lee, C.-T., Gajic, T., Stamatovic-Gajic, B., & Maksimovic, M. (2009). "A pilot examination of social context and everyday physical activity among adults receiving community mental health services." *Acta Psychiatrica Scandinavica* 119(3), 243-247.

Appendix 2: Faculty/Staff Biographical Information

SECOND LANGUAGE STUDIES

82. DEBRA FRIEDMAN, Assistant Professor, Second Language Studies (tenure-track)

Year of Appointment: 2012

Time devoted to Russian/East European studies: 25%

Current research interests: Language socialization in multilingual communities, including Ukraine

Education: Ph.D. 2006, Applied Linguistics and TESL. University of California, Los Angeles
M.A. 1998. Teaching English as a Second Language. University of California, Los Angeles.
B.A. Slavic Languages and Literatures, University of California, Berkeley

Academic experience: 8 years post-secondary teaching

Language competence: Russian (2), Ukrainian (2)

Overseas experience: 4 years teaching and research in Ukraine; 1 semester study in Russia

Recent publications: (2012). How to collect and analyze qualitative data. In A. Mackey & S. Gass (Eds.). *Research methodologies in second language acquisition*. Malden, MA: Wiley-Blackwell; (2012). Socialization and language revitalization. In A. Duranti, E. Ochs, & B. Schieffelin (Eds.), *Handbook of language socialization* Malden, MA: Wiley-Blackwell; (2010). Becoming national: Classroom language socialization and political identities in the age of globalization. *Annual Review of Applied Linguistics*, 30, 193-210; (2010). Speaking correctly: Error correction as a language socialization practice in a Ukrainian classroom. *Applied Linguistics*, 31.

Supervision of student research last 5 years: 1 MA

SOCIOLOGY

83. CHRISTINE M. VON DER HAAR, Senior Lecturer, Sociology (non-tenured)

Year of Appointment: 1997

Time devoted to Russian/East European studies: 10%

Area courses (to be) taught (in 2014): Sociology of the Media

Current research interests: social psychology, media and society, and public opinion

Education: PhD. Indiana University, 1985

Academic experience: 30 year post-secondary teaching

Language competence: Russian (1)

Recent publications: 2005. *Social Psychology: A Sociological Perspective* (Prentice Hall)

Appendix 2: Faculty/Staff Biographical Information

III. REEI ASSOCIATED LIBRARIANS AND ADMINISTRATORS

LIBRARIANS

[21.] WOOKJIN CHEUN, Librarian for Slavic and East European studies, see bio #21

84. ANDREW ASHER, Assessment Librarian, Editor-in-chief *Anthropology of Eastern Europe Review*

Year of Appointment: 2013

Time devoted to Russian/East European studies: 10%

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

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

Academic experience: 6 years

Language competence: Polish (2), German (2)

Overseas experience: Field research in Poland and Germany

Recent publications: 2012 *Inventing a City: Cultural Citizenship in "Stufurt."* *Social Identities*. 18(5); 2011 *A Divided City in a Common Market: EU Citizenship and Everyday Instrumentalities on the Polish-German Border.* *Anthropological Journal of European Cultures*. 20(2):43-67.

85. JACQUELINE BYRD, Head, Area Studies Cataloging Section, former Slavic Cataloger

Year of appointment: 1986

Time devoted to Russian/East European studies: 100%

Current research interests: Library cataloging in Slavic languages

Education: B.A., Indiana University, 1974
M.L.S., Indiana University, 1986

Language competence: Russian 2, Polish 2, Serbian/Croatian 1

Recent publications: "The Slavic Cataloging Manual," *Slavic and East European Information Resources* 10, no. 1 (2009): 73-81; "Strategic Planning: Politics, Leadership, and Learning", co-authored with Jo McClamroch & Steven Sowell, *Journal of Academic Librarianship* 27, No. 5 (2001); "A Cooperative Cataloging Proposal for Slavic and East European Languages and the Languages of the Former Soviet Union," *Cataloging and Classification Quarterly* 17 (1993): 87-96; "Cost Analysis of NACO Participation at Indiana University," co-author, *Cataloging and Classification Quarterly* 16, no. 2 (1992): 107-121. As member of the Slavic and East European Section's Automated Bibliographic Control and Access and Preservation Committees, maintains two websites that are important to Slavic librarians: the International Directory of Librarians and Library Specialist in the Slavic and East European Field and the Slavic Cataloging Manual.

86. CARL HORNE, Slavic & Central Eurasian Cataloguer, Associate Librarian

Year of appointment: 1985

Time devoted to Russian/East European studies: 50%

Education: B.A., Eckerd College, 1972
M.A., Indiana University, 1974
M.L.S., Indiana University, 1985

Language competence: Czech 3, Russian 2, Romanian 2, Bulgarian 2, Hungarian 2, Estonian 1, Georgian 1, Uzbek 1, Mongolian 1

Overseas experience: Historical research in Prague for 2 years

Recent publications: "Mongolia," in *Annotated Guide to Current National Bibliographies, 2nd ed.*, ed. Barbara Bell (Munich: K.G. Saur, 1998); "Kazakhstan," "Kirghizstan," "Turkmenistan," "Uzbekistan," *Guide to Official Publications of Foreign Countries, 2nd ed.* (Bethesda, Md.: Congressional Information Service, 1997); "Central Asian Collections of Indiana University, Bloomington," read at the *Fifth International Conference on Central Asia* (Madison, WI: University of Wisconsin, 1993); "Hungary," *Guide to Official Publications of Foreign Countries* (Bethesda, MD: Congressional Information Service, 1990).

Indiana University, REEI, B 47

Language competence: 3-excellent, 2-good, 1-reading only

Appendix 2: Faculty/Staff Biographical Information

LIBRARY SUPPORT STAFF

87. TIM LARSON, CONSER/NACO Slavic Serials Cataloger

Year of appointment: 1980

Time devoted to Russian/East European studies: 100%

Education: B.A., University of Washington, 1970
M.A., Indiana University, 1976
A.B.D., Indiana University, 1980
M.L.S., Indiana University, 1989

Professional development workshops: Slavic Librarians' Workshop (part of Summer Research Institute), University of Illinois, 1998-2005.

Language competence: Russian 3, Polish 2, Korean 2, French 2, Hungarian 2, Czech 1, Slovak 1, Ukrainian 1, Belarusian 1, Romanian 1, Bulgarian 1, Serbian/Croatian 1, Slovene 1, German 1

Recent publications: "Retrospective Conversion or Retrospective Subversion: How Good is Our Access to Converted Slavic Library Collections?" *Slavic & East European Information Resources* 8, no. 2 (2001).

88. MICHAEL WALTER, Senior Monographic Cataloger

Year of appointment: 2000

Time devoted to Russian/East European studies: 100%

Education: B.A., Indiana University, 1972
M.A., Indiana University, 1975
Ph.D., Indiana University, 1980

Language competence: Tibetan 3, Sanskrit 2, Arabic 2, Mongolian 2, Russian 2, Uyghur 1, Old Turkic 1, Yakut 1, Uzbek 1, French 1, German 1, Latin 1

RUSSIAN AND EAST EUROPEAN INSTITUTE STAFF

[19.] PADRAIC KENNEY, Director, Russian and East European Institute, see bio # 19.

89. MARK TROTTER, Associate Director and Outreach Coordinator, Russian and East European Institute; Russian Language Instructor SWSEEL: 1998-2014

Year of appointment: 2007

Language courses taught: Russian Conversation (First through Third Year), Russian Listening (First through Fifth-Year)

Education: B.A., McGill University, 1979
M.A., University of Michigan, 1983
A.B.D., University of Michigan, 1986

Language pedagogy training: Foreign language pedagogy in-service training through SWSEEL Teacher Workshops 1998 – 2009; coursework in foreign language pedagogy at Pushkin Institute of Russian Language, University of Michigan, Beloit College, and Indiana University; ACTFL Certified Oral Proficiency Tester

Academic experience: 28 years post-secondary

Administrative experience: Resident Director/Academic Coordinator for Flagship Russian Language Program in Saint Petersburg, Russia 2004-2007; National Co-Chair, ACTR Olympiada of Spoken Russian, 2011-2014

Language competence: Russian 3 (ACTFL "Superior"), Hungarian 3 (Interagency Language Roundtable 3+), Polish 1, Serbo-Croatian 1, Czech 1, French 1, German 1

Overseas experience: Hungary 10 years, Russia 4+ years (3 as Russian language program director), Montenegro 6 months, Poland 2 months

Recent publications: "Post-secondary Support for Pre-College Russian: Challenges and Opportunities." In *ASEEES NewsNet* (October 2010); Co-authored articles in "Outreach Notes" section of *REEFication*, quarterly newsletter of the Russian and East European Institute (2008-2014)

Distinctions: American Council of Teachers of Russian, Board of Directors (2012-2014)

Indiana University, REEI, B 48

Language competence: 3-excellent, 2-good, 1-reading only

Appendix 2: Faculty/Staff Biographical Information

90. EMILY LIVERMAN, Assistant Director for Student Services/Graduate Academic Advisor, Russian and East European Institute

Year of Appointment: 2009

Education: B.A., Rhodes College, 2004
M.A., University of Texas, 2008
Higher Education and Student Affairs Graduate Certificate, Indiana University, 2014 (expected)

Language Competence: Russian 2

Overseas experience: Japan 1997, France 2000, Russia 2003

Academic experience: Teaching Assistant, University of Texas at Austin, Austin, Texas, 2005-08;

Academic Service: Resource Guide Compiler, AWSS (2012-2014); Active List Manager, rotating responsibilities, AWSS (2013-2014); Representative, Indiana University Bloomington Professional Council (2012-2014); Parliamentarian, Indiana University Bloomington Professional Council (2012-2014).

Administrative experience: Quality Control Supervisor, RTI/HR Directions, Raleigh, North Carolina, 2009; Keyer/Coder, RTI/HR Directions, Raleigh, North Carolina, 2009; Service Coordinator, Anderson Automotive, Raleigh, North Carolina, 2008-09; Office Assistant, Enterprise Property Management, Bartlett, Tennessee, 2004; Office/Conference Assistant, Rhodes College Meeman Center, Memphis, Tennessee, 2004

Recent publications: Authored articles for *REElification*, thrice yearly newsletter of the Russian and East European Institute (Fall 2009-Spring 2014).

91. JENNIFER ASHCRAFT, Undergraduate Academic Advisor for Russian and East European Institute/Senior Advisor, School of Global and International Studies, College of Arts and Sciences

Year of Appointment: 2012 (2012 for REEI duties; 2014 for SGIS duties)

Education: B.A., Sociology, Indiana University, 1998
M.Ed., Higher Education, University of Massachusetts, 2000

Administrative/Advising experience: Academic Advisor and International Student Specialist, College of Arts and Sciences, Indiana University, 2012-present; International Scholar Advisor, Office of International Services, Indiana University, 2007-2012; Study Abroad Advisor, North Carolina State University, 2005-2007; Intern, International Development, University of Newcastle, Australia, 2005; Academic Advisor, Intercollegiate Athletics, Indiana University, 2001-2004; First Year Advisor, Miami University, Ohio, 2001

IV. REEI ASSOCIATED SUMMER LANGUAGE FACULTY

RUSSIAN

92. VASILIIY ARKANOV, Language Instructor, SWSEEL 2013-2014

Academic year employer: Barnard College

Language courses taught: Russian Conversation (Third-Fifth Year)

Current research interests: Russian media, documentary, literary translation (English to Russian)

Education: BA (*cum laude*), Moscow State, University (Faculty of Journalism) 1989, BA
Université libre de Rueil-Malmaison (Paris, France), Diploma in Business French, 1992
MS, Columbia University (School of Journalism), 2000

Academic experience: 3 years post-secondary teaching

Language competence: Russian – native, French 2

Overseas experience: Born, raised, partially educated in Russia

Recent publications: Translation into Russian of *Blue nights*, a novel by Joan Didion (*Sinie nochi*, CORPUS, 2014); Translation into Russian of *4000 miles*, a play by Amy Herzog (Sovremennik, Moscow-staged in 2013); Translation into Russian of *Imperial Bedrooms*, novel by Bret Easton Ellis (*Ampirnye spalni*, EKSMO, Moscow, 2012); Translation into Russian of *Time Stands Still*, a play by Donald Marguelis (*Skrytaya perspective*, Sovremennik, Moscow, 2012); Translation into Russian of *First Love, Last Rites*, a collection of short stories by Ian McEwen (*Pervaya ljubov' – poslednee pomazanie*, EKSMO, Moscow, 2009)

Indiana University, REEI, B 49

Language competence: 3-excellent, 2-good, 1-reading only

Appendix 2: Faculty/Staff Biographical Information

93. REBECCA BAUMGARTNER, Language Instructor, SWSEEL 2014

Academic Year Employer: Indiana University

Language courses taught: Intensive Elementary Russian I-II

Current research interests: Media and aesthetic theory, Soviet-era animation

Education: B.A., Indiana University, 2011

M.A. Indiana University, 2014

Language pedagogy training: SWSEEL Flipping the Classroom Workshop, 2014; Preparing Future Faculty Conference, IUB 2013

Language competence: Russian 3

Overseas experience: Semester-length study in Russia

94. BETHANY BRALEY, Language Instructor SWSEEL, 2008-2010, 2013-2014

Academic year employer: DePauw University

Language courses taught: Intensive Elementary Russian I-II, Intensive Intermediate Russian I, Russian Conversation (First and Second Year)

Current research interests: Literature in a comparative framework (theme, genre and cultural/intellectual history), contemporary Polish and Russian poetry (XX-XI cc., especially since 1989/1991), Russian and Polish dissident literature, Russian and Polish Modernism: metaphysical poetry, Silver Age poetry (BA honors thesis), religion in Slavic literatures and societies, social themes in literature, rhetorical aspects of literary texts, second language pedagogy (Russian, English), literary translation (Russian and Polish to English)

Education: B.A., Oberlin College, 2001

M.A., University of Memphis, 2003

Language pedagogy training: (*coursework and any workshops, including SWSEEL teacher workshops*)

ACTFL Oral Proficiency Tester Training for Russian (4-day Workshop, 2013); IUB Workshop on Teaching Less Commonly Taught Languages (Fall 2009); Moscow State University (Russia) ACTR Summer Program for Teachers of Russian (06-07/2007); IUB Language Pedagogy Workshop (Spring 2007); Russian Language Pedagogy (taught by Prof. Jeff Holdeman 2006); MCSC Required Teacher Certification Coursework taken at University of Memphis (2003-2005); MA in English with a focus in TESL at the University of Memphis (graduated 05/2003) / attended several local language pedagogy-related workshops (2003-2005)

Academic experience: 10 years post-secondary teaching, 2 years pre-college teaching

Language competence: Russian 3, Polish 2

Overseas experience: Research in Poland and Russia

Recent publications: Co-translator, "Laughter as Spectacle" ("*Smekh kak zrelishche*") by A. M. Panchenko. In *Holy Foolishness in Russia: New Perspectives* (Bloomington: Slavic Publishers, 2011, eds. Priscilla Hunt and Svitlana Kobets)

95. NATALYA CHERNYSHEVA, Language Instructor SWSEEL, 2012, 2014

Academic year employer: University of North Carolina at Chapel Hill

Language courses taught: Intensive Advanced Intermediate Russian, Russian Conversation (Second and Third Year)

Current research interests: Haptic perception in Lev Tolstoy's oeuvre

Education: MA, Russian Philology (Moscow Pedagogical University, 2000)

PhD student, Russian Literature (University of North Carolina at Chapel Hill, expected 2015)

Language pedagogy training: Pedagogy, Methods of Teaching Russian Language, Methods of Teaching Russian Literature (Moscow Pedagogical University, 1995-2000) ; Methods of Teaching Russian Language as Foreign, Certificate (Moscow State University, 2006); Cambridge Teaching Knowledge Test (TKT), Certificate (International Language Centre Language Link, 2007) ; Workshop on Leading Effective Discussion (UNC-Chapel Hill, 2013); Workshop on Interactive Lecturing (UNC-Chapel Hill, 2013); Workshop on Creating Effective Assignments (UNC-Chapel Hill, 2013); Workshop on Flipped Classroom (Indiana University, 2014)

Academic experience: 6 years post-secondary teaching, 4 years pre-college teaching

Language competence: Russian – native, Czech 2

Overseas experience: Born, raised, and educated in Russia

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Language competence: 3-excellent, 2-good, 1-reading only

Appendix 2: Faculty/Staff Biographical Information

96. ELENA CLARK, Visiting Professor SWSEEL, 2012-2014

Academic year employer: University of Notre Dame

Language courses taught: Russian Conversation (Third/Fourth-Year); Russian Listening (First-Fourth Year).

Current research interests: Russian poetic form, Russo-Finnish relations, post-Soviet cinema, religious reinterpretations

Education: BA, UNC-Charlotte, 2004.
MA, Columbia University, 2005.
PhD., UNC-Chapel Hill 2012

Language pedagogy training: Teaching methodology (1-credit course, UNC), multiple mini-workshops on critical thinking (UNC), 2012 SWSEEL teacher workshop, Russian OPI workshop, Flipping the language classroom SWSEEL workshop 2014.

Academic experience: 5 years post-secondary teaching

Language competence: Russia 3, Czech 2, Finnish 2, BCS 1

Overseas experience: lived and studied in Russia 1993-5 and again summer of 2003; intensive language training in Finland summer 2007 and 2010.

Recent publications: "Fixing a Deep Gaze: Baratynskii's Trilogy of Miniatures as a Cycle of Seeing." 2013. *Ulbundus* 15: 41-56; "Student-Led Teaching As a Method to Increase Student Motivation and Improve Oral Proficiency." 2012. *The AATSEEL Newsletter* 55 (3): 13; Krometis, L.H., E. P. Clark, V. Gonzalez, and M. E. Leslie. 2011. The "death" of disciplines: Development of a team-taught course to provide an interdisciplinary perspective for first-year students. *College Teaching* 59 (2): 73-78.

97. ELENA DOLUDENKO, Language Instructor SWSEEL, 2013-2014

Academic year employer: Indiana University

Language courses taught: Elementary Russian I-II, Intermediate Russian I-II, Advanced Intermediate Russian I

Current research interests: Second Language Acquisition and Pedagogy, Second Language Syntax, Czech studies, Computer Assisted Language Learning

Education: B.A., Linguistics, Teaching English and Arabic Languages and Cultures, Adyghe State University, (Russia), 2008
M.A., English (concentration: Teaching English to Speakers of Other Languages), Northern Illinois University, 2011
M.A. Slavic Linguistics, Indiana University, 2012

Language pedagogy training: Language, Pedagogy, Assessment, and Technology Workshop for Less Commonly Taught Languages Instructors, Indiana University, 2013; ACTFL Workshop: 4-Day Oral Proficiency Interview Assessment Workshop-Russian, Indiana University, May 28-31, 2013. Certified OPI tester; Graduate courses: Methods of Russian Instruction (fall 2011), Integrating Technology into Foreign Language Curriculum (spring 2011); Theory and Methods of Teaching English to Speaker of Other Languages (spring 2010); Multicultural Education: Methods and Materials (fall 2009); Undergraduate courses: Psychology and Pedagogy, Pedagogical Anthropology: Pedagogy, Methods of Teaching at Early Stage, Methods of Teaching Foreign Languages

Academic experience: 6 years post-secondary teaching, 1 year Russian teaching to Russian child heritage learners

Language competence: Russian (native), French 3, Czech 1, Bosnian-Croatian-Serbian 1, Arabic 1

Overseas experience: Born, raised, and educated (undergraduate) in Russia, lived in France for 1 year (2006-2007): studied French at a language school

Recent publications: (2012). "Morphological Analysis of the Lexicon Used in the Russian Social Network "Vkontakte." *Studies in the Linguistic Sciences: Illinois Working Papers*; (2011). "Semantic Distribution of U.S. College Nicknames." *Materials of Modern Problems of Language Education*, International Research Conference. Maykop; (2009). The Need of Implementing Multicultural Education into School, College, and University Curricula. *Materials of Modern Problems of Language Education*, International Research Conference.

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Language competence: 3-excellent, 2-good, 1-reading only

Appendix 2: Faculty/Staff Biographical Information

98. EDIE FURNISS, Language Instructor SWSEEL, 2014

Academic year employer: The Pennsylvania State University

Language courses taught: Russian Conversation (Third/Fourth Year)

Current research interests: Interlanguage pragmatics, corpus linguistics, language materials development, Russian language and culture, formulaic sequences

Education: B.A., Russian, Beloit College '07

M.A., Teaching a Foreign Language - Russian with a Certificate in Computer-Assisted Language Learning, Monterey Institute of International Studies (MIIS) '10

Language pedagogy training: Coursework: Pragmatics in Language Learning and Teaching (Penn State); Computer-Assisted Language Learning Pedagogy (MIIS); Principles and Practices in Language Teaching (MIIS); Curriculum Design (MIIS); Teaching of Reading (MIIS); Pedagogical Grammar in Foreign Language Education (MIIS); Russian Pedagogy (MIIS); Workshop: IU Summer Workshop "Flipping the Language Class"; AATSEEL "Intensity of Engagement" (presented by Dr. Benjamin Rifkin)

Academic experience: 5 years post-secondary teaching

Language competence: Russian 3

Overseas experience: Fulbright Fellow to St. Petersburg, Russian (2007-2008 Academic Year); Semester-length study in Krasnodar, Russia (Fall 2005)

Recent publications: Oliver, D., & Furniss, E. (2013). *Russian full circle: A first-year Russian textbook*. New Haven, CT: Yale University Press; Furniss, E. (2013). "Using a corpus-based approach to Russian as a foreign language materials development." *Russian Language Journal*, 63; Furniss, E. (2013). [Review of the book *Russian language studies in North America: New perspectives from theoretical and applied linguistics*]. *Slavic and East European Journal*, 57(2).

99. CHRISTIAN HILCHEY, Language Instructor, SWSEEL, 2010-2012, 2014

Academic year employer: University of Chicago

Language courses taught: Russian Conversation (First/Second Year), Elementary Czech I-II

Current research interests: Verbal aspect, definiteness

Education: B.A., University of Virginia, 2003

M.A., University of Chicago, 2007

Language pedagogy training: Language Pedagogy Course at the University of Chicago

Language competence: Czech 3, Russian 3, Bosnian/Croatian/Serbian 2, Slovene 2, German 1, French 1, Georgian 1

Overseas experience: 19 months of living in the Czech Republic over seven trips.

100. VIKTOR KHARLAMOV, Visiting Professor, SWSEEL, 2012-2014

Academic year employer: University of Arizona

Language courses taught: Russian Phonetics (First-Sixth Year)

Current research interests: Production and perception of speech

Education: B.A., Perm State Pedagogical University (Russia), 1999

M.A., University of Ottawa, 2006

Ph.D., University of Ottawa, 2012

Language pedagogy training: Bachelor's degree in Education

Academic experience: 9 years post-secondary teaching

Language competence: Russian (native), French 2

Overseas experience: Born, raised, and educated in Russia

Recent publications: Kharlamov, V., K. Campbell & N. Kazanina (2011) "Behavioural and electrophysiological evidence for early and automatic detection of phonological equivalence in variable speech inputs." *Journal of Cognitive Neuroscience* 23(11); Côté, M.-H. & V. Kharlamov (2011) "The impact of experimental task on syllabification judgments: a case study of Russian." In C. Cairns & E. Raimy (eds.) *Handbook of the Syllable*. Leiden: Brill; Kharlamov, V. (2010) "Consonant deletion in Russian." In A. Smirnova, V. Mihaliček & L. Ressue (eds.) *Formal Studies in Slavic Linguistics*. Newcastle upon Tyne, UK: Cambridge Scholars Publishing; Kazanina N., G. Dukova-Zheleva, D. Geber, V. Kharlamov & K. Tonciulescu (2008) "Decomposition into multiple morphemes during lexical access: a masked priming study of Russian nouns." *Language and Cognitive Processes* 23(6)

Indiana University, REEI, B 52

Language competence: 3-excellent, 2-good, 1-reading only

Appendix 2: Faculty/Staff Biographical Information

101. BRIAN OCHES, Language Instructor, SWSEEL, 2012-2014

Academic year employer: Indiana University Slavic Department

Language courses taught: Intensive Elementary Russian I-II; Elementary Russian I-II

Current research interests: Mid-to-late 19th century Russian literature; depictions of suicide in this literature

Education: BA, Columbia University, 2009
MA, Indiana University 2011

Language pedagogy training: Principles of Teaching Russian, taught by Maria Shardakova, Fall 2011.

Academic experience: 4 years of college-level teaching

Language competence: Russian 3; Croatian 2

102. HEATHER RICE-HILCHEY, Language Instructor, SWSEEL, 2008, 2009, 2014

Language courses taught: Intensive Elementary Russian I-II, Intensive Intermediate Russian I

Current research interests: Second language phonetics and phonology; second language pedagogy

Education: BA Russian and Linguistics, The University of Texas at Austin, 1998
MA Linguistics, Indiana University, 2005;
MA Slavic Languages and Literatures, Indiana University, 2006

Language pedagogy training: IU second language pedagogy coursework; SWSEEL workshop “Using Authentic Materials in the Foreign Language Classroom,” 2010.

Academic experience: 3 years post-secondary, 3 years secondary teaching

Language competence: Russian 3, Czech 1, Slovak 1

Overseas experience: 2 summers (2008 and 2009) as Site Director for the Critical Languages Scholarship (CLS) program in Tomsk, Russia; 1 academic year (2002-2003) as an ESL instructor for Language Link, Volgograd, Russia; 1 academic year (2001-2002) as an ESL instructor for the Caledonian School, Bratislava, Slovakia; 1 academic year (1997-1998) as a student abroad with the American Institute for Foreign Study at St. Petersburg State Technical University, St. Petersburg, Russia

103. ANNA SHAROGRADSKAYA, Visiting Professor, SWSEEL, 1988 – 2007, 2009-2014

Academic year employer: Director, Regional Press Institute (Saint Petersburg, Russia)

Language courses taught: Advanced Russian Syntax and Stylistics I/II, Advanced Russian Syntax and Stylistics III/IV

Current research interests: English language in American newspapers and television journalism; how to utilize non-fiction or newspaper texts in foreign language teaching.

Education: Graduate, Moscow University, 1967

Academic experience: 44 years post-secondary teaching

Language pedagogy training: At Leningrad State University and in Pre-SWSEEL Workshops.

Language competence: Russian (native)

Overseas experience: Resident of Russia.

Recent publications: “Keeping Calm and Carrying On“ in *Open Democracy*, July 2013

(<http://www.opendemocracy.net/od-russia/anna-sharogradskaya/keeping-calm-and-carrying-on>); Positive xenophobia, or tolerance on demand” [in Russian], 2007 at <http://www.annews.ru/news/detail.php?ID=79113>; “Let’s take a break from enmity” [in Russian] in *Iazyk vrazhdy i studenchestvo*. N. Baliasnikova and E. Dubchenko, eds. (Moscow: Agenstvo sotsial’noi informatsii, 2006); “Multiethnicity of Russian society and its reflection in the media” [in Russian] in *Samoregulirovanie SMI: Uchebnoe-prakticheskie materialy*, co-author A. Servot’ian (Moscow: Institut problem informatsionogo prava, 2005); articles in Russian academic journals on linguistics; co-author of textbook for Russian students on the British and American press

Appendix 2: Faculty/Staff Biographical Information

104. ALA SIMONCHYK, Language Instructor, SWSEEL, 2011-2014

Academic year employer: Indiana University

Language courses taught: Russian Listening, levels 2 – 7 (First-Fifth Year), Russian Phonetics (First-Third Year), Elementary Russian I/II

Current research interests: Second language phonology, accented speech, teaching pronunciation.

Education: BA, Minsk State Linguistic University, 2003
MA, St. Cloud State University, 2010
MA, Indiana University, 2012

Language pedagogy training: Workshop: “New Methods in Teaching Foreign Languages”, Minsk State Linguistic University, (2008); MA in Teaching English as a Second Language (TESL), St. Cloud State University, MN, USA (2008 – 2010); Language Pedagogy Workshop, Indiana University (August 23 – 26, 2010)

SWSEEL workshops and seminars (Summers 2011, 2012); SLST–T514 Teaching Pronunciation (Fall 2012)

ACTFL Oral Proficiency Workshop (May 2013)—Certification as ACTFL OPI Tester for Russian (April 2014)

Academic experience: 7 years post-secondary teaching

English Instructor, Belarusian State University, Minsk, Belarus (September 2005 – August 2008)

English Instructor, Intensive English Center, St. Cloud State University, MN, USA (August 2008 – August 2010)

Russian Instructor (R–101, R–102), Indiana University, IN, USA (January 2011 – May 2013)

Language competence: Russian – native, Polish 1, Croatian 1

Overseas experience: Born, raised, educated in Belarus

Citizen of the Republic of Belarus

BA in Modern Foreign Languages, Minsk State Linguistic University, Belarus (1998 – 2003)

English Instructor, Belarusian State University, Minsk, Belarus (September 2005 – August 2008)

[89]. MARK TROTTER, Language Instructor SWSEEL: 1998-2014, see bio # 89

105. VERONIKA TROTTER, Language Instructor SWSEEL: 2002, 2004-2014

Academic year employer: Indiana University

Language courses taught: Russian Conversation (First-Sixth Year), Intensive Advanced Russian I/II; Elementary Russian I/II; Intermediate Russian I/II

Current research interests: Language processing, acquisition of grammatical gender in Russian as a foreign language, Russian heritage acquisition and teaching methodology; Hungarian-Russian cultural relations; early twentieth-century Hungarian literature

Education: M.A., Saint Petersburg State University, 1993 (Hungarian Philology)
M.A., Saint Petersburg State University, 2004 (Russian as a Foreign Language Pedagogy)

Language pedagogy training: Coursework in methodology of teaching Hungarian and Russian as foreign languages; SWSEEL Teaching Workshops 2002, 2004-2014; ACTFL Oral Proficiency Interview Workshop for Russian, 2013 (currently pursuing certification as OPI tester); Language Pedagogy Workshop (Strategies for Teaching Less Commonly Taught Languages) led by Doreen Ewert, certificate of completion (2009)

Academic experience: 16 years post-secondary teaching, 1 semester Russian teaching to Russian child heritage learners

Language competence: Russian (native), Hungarian 3, Finnish 1, Estonian 1

Overseas experience: Raised and educated in Russia

Recent publications: “On the question of spoken language in turn-of-the-century Budapest” [in Russian], *Materialy XXXII Mezhvuzovskoi nauchno-metodicheskoi konferencii prepodavatelei i aspirantov*. Filologicheskii fakul'tet SPbGU. 2003; “Wine through the eyes of the blind man (the motif of wine in the work of Gyula Krudy)” [in Russian], *Literaturnyi tekst: problemy i metody issledovaniia 8/Motiv vina v literature*. Tver'. 2002; “The antithesis Pest-Buda in Hungarian literature at the beginning of the century” [in Russian], *Materialy XXX Mezhvuzovskoi nauchno-metodicheskoi konferentsii prepodavatelei i aspirantov*. Filologicheskii fakul'tet, SPbGU. 2001; “What sex is Budapest (Personifications of the capital in Hungarian literature)” [in Russian], *Materialy mezhdunarodnoi nauchno-metodicheskoi konferentsii prepodavatelei i aspirantov., posviashchennoi 75-letiiu kafedry finno-ugorskoi filologii SPbGU*. Izdatel'stvo SPbGU, 2000.

Appendix 2: Faculty/Staff Biographical Information

106. KSENIA ZANON, Language Instructor SWSEEL: 2013-2014

Academic year employer: Indiana University

Language courses taught: Intensive Intermediate Russian, Advanced Russian Syntax and Stylistics I/II/

Current research interests: comparative Slavic syntax, South Slavic languages, Russian, Polish, Balkan Sprachbund, second language acquisition, language pedagogy

Education: SOUTH URAL STATE UNIVERSITY, 1999–2004, Honors BA equivalent (Diplom spetsialista)
Major: Journalism and Public Relations

INDIANA UNIVERSITY, 2008–2010, MA, Slavic Languages and Literatures

Language pedagogy training: SWSEEL, JUNE 2014, Flipping the language classroom; INDIANA UNIVERSITY, May 2013, ACTFL Oral Proficiency Interview Assessment Workshop led by Irina Dolgova, certificate of completion [currently in the process of obtaining certification]; INDIANA UNIVERSITY, Fall 2008, Language Pedagogy Workshop (Strategies for Teaching Less Commonly Taught Languages) led by Doreen Ewert, certificate of completion

Academic experience: 4 years post-secondary teaching/

Language competence: Russian (native), BCS 3, Polish 2, Macedonian 2, Slovene 2, Turkish 2, French

Overseas experience: Intensive language study in Croatia, Serbia, Slovenia, Macedonia

Recent publications: “iHybrid Wh-Coordination in Russian. 2014. In *Proceedings of Formal Approaches to Slavic Linguistics 22*, Ann Arbor, MI: Michigan Slavic Publications; Volume Editor with Steven Franks, Markus Dickinson, George Fowler, and Melissa Witcombe: *Proceedings of Formal Approaches to Slavic Linguistics 21*, Michigan Slavic Publications, Ann Arbor, 2013.

107. SNEZHANA ZHELTOUKHOVA, Language Instructor SWSEEL: 2012-2014

Academic year employer: University of Wisconsin-Madison

Language courses taught: Intensive Intermediate Russian I/II

Current research interests: Second Language Acquisition, Conversation Analysis, Teaching Methods, Russian Literature.

Education: MA, Lomonosov Moscow State University, 2000
MA, University of Missouri-Columbia, 2010

Language pedagogy training: Oral Proficiency Interview tester workshop; Coursework in Teaching Methods (Fall 2011) and Russian as a Second Language (2003-2005)

Academic experience: 8 years post-secondary teaching

Language competence: Russian (native)

Recent publications: “Student and Tutor Perspectives of Tutoring in a Russian Flagship Program”
Russian Language Journal, Volume 62, 2012/Co-author with Dianna Murphy and Karen Evans-Romaine

107. YELENA ZOTOVA, Visiting Professor SWSEEL: 2010-2014

Academic year employer: Pennsylvania State University

Language courses taught: Intensive Intermediate Russian I/II; Advanced Intensive Intermediate Russian I/II; Advanced Russian I.

Current research interests: Russian Modernist and post-Modernist prose, Bakhtin, dialogism, identity, intertextuality

Education: BA with Distinction in Russian, University of Illinois at Chicago (2001)
MA in Russian, with Minor in Polish, University of Illinois at Chicago (2003)
PhD in Russian Literature, University of Illinois at Chicago (2014).

Language pedagogy training: Multiple pedagogy workshops at Indiana University, University of Chicago, University of Illinois-Chicago 2010-2014; Full ACTFL Russian Oral Proficiency Interview Tester Certification for Russian (May 2014)

Academic experience: 12 years of college instruction in the US; 4 summers of pre-college instruction in the US.

Language competence: Russian (native), Ukrainian 2, Polish 1

Overseas experience: Lived, studied and co-taught in Eastern Ukraine

Recent publications: O smysle zaglaviia romana Konstantina Vaginova *Trudy i dni Svistonova* [On the Meaning of the Title of Konstantin Vaginov’s Novel *The Works and Days of Svistonov*]. 2010. In Materialy XVII Mezhdunarodnoi nauchnoi konferentsii studentov, aspirantov i molodykh uchenykh ‘Lomonosov’: sektsiia ‘Filologiiia’ [April 12-15, 2010]. Moscow State University

Appendix 2: Faculty/Staff Biographical Information

HUNGARIAN

[9.] VALERIA VARGA, Lecturer, Department of Central Eurasian Studies, see bio # 9.

POLISH

108. KINGA KOSMALA, Visiting Professor, SWSEEL 2014

Academic year employer: University of Chicago

Language courses taught: Intensive Elementary Polish I/II

Current research interests: Pedagogy of Polish as foreign and heritage language; theory and ethics of Polish and American non-fiction; discourse and media theory; 20th-century East European culture; contemporary Polish culture and politics; contemporary European and American cinema

Education: PhD, University of Chicago, 2010

Language pedagogy training: Thoroughly trained in methodology of foreign language teaching; Conducted the following workshops: 1) Language Proficiency Workshop, Chicago Language Center, University of Chicago, Winter 2014; 2) Summer Workshop for Teachers of the Polish language working outside of Poland, School of Polish Language and Culture at the University of Silesia (Uniwersytet Śląski) in Cieszyn, Poland, August 2013; 3) Workshop in Teaching Heritage Speakers: professional development workshop at the Language Center at Yale University, May 2012

Academic experience: 8 years post-secondary teaching

Language competence: Polish (native), Russian 3

Overseas experience: Born and lived for 26 years in Poland

Recent publications: "Olga Stanisławska's *Charles de Gaulle Roundabout: Raw Facts and the Danger of Finalizing Narratives*" –*The Polish Review* (58.1, 2013),; *Ryszard Kapuściński: Reportage and Ethics or Fading Tyranny of the Narrative*, Peter Lang International Academic Publishers in Frankfurt am Mein, Germany (2012); Review of *Polish Cinema Now!: Focus on Contemporary Polish Cinema*, ed. Mateusz Werner (New Barnet, Herts: John Libbey Publishing, 2010) in *Slavic and Eastern European Journal* (57.2, 2013)

TATAR

110. DILYARA SHARIFULLINA, Visiting Professor, SWSEEL 2011-2014

Academic year employer: Kazan Federal University (Russia)

Language courses taught: Intensive Elementary Tatar I/II

Current research interests: Pedagogy of Tatar and English as foreign languages

Education: Philology Specialists, Kazan Federal University, 2005
Candidate of Sciences, Kazan Federal University, 2009

Language pedagogy training: Thorough undergraduate and graduate training in methodology of teaching Tatar and English as foreign languages ; SWSEEL pedagogy workshops 2011, 2012,

Academic experience: 6 years post-secondary teaching, 1 year pre-college teaching

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

Overseas experience: Born, raised, and educated in Tatarstan, Russia

Appendix 3: REEI Courses and Enrollments

Non-Language Courses

Enrollments Offerings
 2012-13 2013-14 2014-15
 % I Hours Instructor Offered U G U G

Course	Title	%	I	Hours	Instructor	Offered	U	G	U	G
Russian and East European Institute										
R300/R500	Russia and Its Neighbors (In Russian)	100	I	1	Zlotin	Fall			1	0
R495	Readings in Russian & East European Studies	100	I	3	Kenney	Fall,Spr	2	0	0	0
R600	Proseminar in Russian and East European Area Studies	100	I	3	Friberg/Brett	Fall	0	10	0	8
R601	Interdisciplinary Colloquium in Russian and East European Studies	100	I	3	Kenney	Spr	0	6	0	9
R575	Readings in Russian & East European Studies	100	I	3	Kenney	Fall,Spr	0	0	0	1
Language Across Curriculum										
I325	Environmental Issues in Russian (in Russian)	100	I	1	Zlotin	Spr			0	1
S320/S540	Russian Modernism (in Russian)	100	I	3	Shardakova	Fall				✓
College Topics Curriculum										
E103	Contemporary World Cinema (includes discussion, readings, lectures, and films on the Russian and East European area)	25	I	3	Beinek	Spr	120	0		
E103	Radical Thinking: Marx to MLK (includes discussions, readings, and lectures on Russian and East European areas)	25	I	3	Robinson	Spr	72	0		
E103	Sacred Spaces (includes discussion, readings, and lectures on Russian and East European areas)	25	I	3	Bassett	Spr	97	0	117	0
E103	Civilization and Russian Far East	100	I	3	Valentino	Spr			119	0
E103	Dreams Come True (area-related readings and lectures)	25	I	3	Emery	Fall				✓
E104	Empire of the Mongols (includes discussions, readings, and lectures on Russian and East European areas)	25	I	3	Atwood	Spr	120	0		
E104	Oil, Islam and Geopolitics (includes discussion, readings and lectures on R/EE area)	25	I	3	Bovingdon	Fall	117	0		
E104	Thinking about Language (area-related readings and lectures)	25	I	3	Franks	Fall				✓
Honors Interdepartment Colloquia										
H212/E390	Economic History of Russia and Eastern Europe	100	I	3	Spechler M	Spr	14	0		
H234/I203	Literature of Time and Place: Literature of the Holocaust (area-related lectures and readings)	25	I	3	Rosenfeld	Spr	24	0	23	0
H304/G320	Espionage in the 21st Century (examines history and cases of espionage related to Russian and East European areas)	25	I	3	Coyle	Spr			24	0

**Appendix 3: REEI Courses and Enrollments
Non-Language Courses**

Enrollments Offerings
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Course	Title	% I	Hours	Instructor	Offered			Enrollments				
					U	G	U	G	U	G		
H304/G321	Intelligence & National Security (examines history of intelligence during the Cold War, specifically against USSR, and compares to modern day)	25	I 3	Coyle	Fall	21	0	21	0	0	0	✓
H304/Y363	Comparative Foreign Policy (students complete major research project on Russian and East European topic for REEI credit)	25	I 3	Spechler D	Fall	36	1	38	0	0	0	✓
Global Village Living Learning Center												
G210/G210/H234	Colloquium: Vampires in European and American Culture (studies the East European origins of vampires to compare with contemporary manifestations)	50	I 3	Holdeman	Fall	10	0	20	0	0	0	✓
G220/G220	Colloquium: Immigration and Ethnic Identity in the US (readings, discussions, and lectures on Russian and East European area ethnic identities and immigration)	25	I 3	Holdeman	Spr	8	0					
G320	Colloquium: Espionage in the 21st Century (examines history and cases of espionage related to Russian and East European areas)	25	I 3	Coyle	Spr	20	0					
I300	New Faces of International Security in the 21st Century (R/EE area readings and major research project)	30	I 3	Albright	Spr							✓
International Studies												
I206	Identity and Conflict (area-related readings and lectures, students complete research on Russian and East European area topics for REEI credit)	25	I 3	Bovingdon	Fall							✓
I300	Global Human Trafficking (area-related readings and lectures, student projects on Russian and East European topic for REEI credit)	25	I 3	Koytova	Fall,Spr	60	0	56	0	0	0	✓
I300	US and EU as Monetary and Fiscal Unions (area-related readings and lectures, student projects on Russian and East European area topic for REEI credit)	25	I 3	Kravchuk	Fall							✓
I300	Issues in Globalization: Introductory Political Economy (area-related lectures and readings, students complete projects on Russian and East European topic for REEI credit)	25	I 3	Spechler M	Fall			16	0	0	0	
I303	Advanced Topics in Global Development: Food and Development (area-related readings and lectures)	25	I 3	Dunn	Fall							✓
I304/I500	Human Rights and the Arts (area related readings, students complete research on Russian and East European area topic for REEI credit)	25	I 3	Kahn	Spr			24	1	1	1	

Appendix 3: REEI Courses and Enrollments
Non-Language Courses

Enrollments Offerings
2012-13 2013-14 2014-15

Course	Title	% I	Hours	Instructor	Offered			U G U G			
					U	G	U	G	U	G	
I305	Language and Globalization (area related readings and lecture, students complete research on Russian and East European area topic for REEI credit)	25	I 3	Graber	Spr			26	0		
I310/I310	Contemporary Security Issues (area related readings and lectures, students complete research on Russian and East European area topic for REEI credit)	25	I 3	Coyle	Spr			27	0		
I310/I310	Intelligence Techniques Around the World (examples, readings, and lectures drawn from the Russian and East European area)	25	I 3	Coyle	Fall						✓
I422	Contested Territories/Conflicted Identities: Humanitarianism and Displacement (area-related readings and lectures, students complete research on Russian and East European topic for REEI credit)	25	I 3	Dunn	Fall						✓
I426/I426	Political Imprisonment (area related examples, readings, and lectures; students complete research on Russian and East European area topic for REEI credit)	25	I 3	Kenney	Fall						✓
Anthropology											
E260	Culture, Health, and Illness (area related readings and lectures, students complete research on Russian and East European topics for REEI credit)	25	I 3	Phillips	Spr	133	1	128	0		
E382/E682	Memory and Culture (individual research and projects using Russian and East European materials. Graduate Students also give two presentations)	25	I 3	Bahloul	Fall			13	7		
E387/E687	The Ethnography of Europe (area related readings, students complete research on Russian and East European topics for REEI credit)	25	I 3	Bahloul	Fall			18	5		
I305	Language and Globalization (area related readings and lecture, students complete research on Russian and East European area topic for REEI credit)	25	I 3	Graber	Spr			26	0		
I310/I310	Contemporary Security Issues (area related readings and lectures, students complete research on Russian and East European area topic for REEI credit)	25	I 3	Coyle	Spr			27	0		
I310/I310	Intelligence Techniques Around the World (examples, readings, and lectures drawn from the Russian and East European area)	25	I 3	Coyle	Fall						✓

Appendix 3: REEI Courses and Enrollments
Non-Language Courses

Enrollments Offerings
 2012-13 2013-14 2014-15

Course	Title	% I	Hours	Instructor	Offered			Enrollments			Offerings		
					U	G	U	U	G	U	G	U	G
I422	Contested Territories/Conflicted Identities: Humanitarianism and Displacement (area-related readings and lectures, students complete research on Russian and East European topic for REEI credit)	25	I 3	Dunn	Fall								✓
1426/1426	Political Imprisonment (area related examples, readings, and lectures; students complete research on Russian and East European area topic for REEI credit)	25	I 3	Kenney	Fall								✓
Anthropology													
E260	Culture, Health , and Illness (area related readings and lectures, students complete research on Russian and East European topics for REEI credit)	25	I 3	Phillips	Spr	133	1	128	0				
E382/E682	Memory and Culture (individual research and projects using Russian and East European materials. Graduate Students also give two presentations)	25	I 3	Bahloul	Fall			13	7				
E387/E687	The Ethnography of Europe (area related readings, students complete research on Russian and East European topics for REEI credit)	25	I 3	Bahloul	Fall			18	5				
E400/E600	Islam in the Balkans	100	I 3	Trix	Fall								✓
E400/E600	Migrations and Diasporas (readings from the Russian and East European area, and individual research project)	25	I 3	Bahloul	Spr			8	4				
E400/E600	Reproduction, Culture, & Identity (readings from the Russian and East European area, and individual research project)	25	I 3	Bahloul	Spr			9	1				
E485	Art and Craft of Ethnography (students complete major research project on Russian and East European topic for REEI credit)	25	I 3	Royce	Fall	15	1						
E412/E312	Anthropology of Russia and Eastern Europe	100	I 3	Phillips	Spr	6	9						
E445/E645/ A667	Seminar in Medical Anthropology (area related readings, students complete research on Russian and East European topics for REEI credit)	25	I 3	Phillips	Spr			11	6				✓
E600/R711/ N695	Islam and Politics in Central Asia and the Middle East (readings from FSU countries and individual research projects)	50	I 3	Shahrani	Fall			0	13				
E614	Post-Socialist Gender Formations	100	I 3	Phillips	Spr			0	7				
L200	Language and Culture (area related readings, lectures, and examples)	25	I 3	Graber	Fall								✓

Appendix 3: REEI Courses and Enrollments
Non-Language Courses

Enrollments Offerings
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Course	Title	% I	Hours	Instructor	Offered			U G U G		
					U	G	U	G	U	G
L400/L600/ R399/R599	Language and Identity in Central Eurasia (area related readings and lectures, students complete major research project on Russian and East European are topic for REEI credit)	50	I 3	Graber	Spr		5	11		
Central Eurasian Studies										
R213	Islam in Central Asia (students complete major research project on Russian and East European topic for REEI credit)	50	I 3	DeWeese	Spr	11	0			
R294	Hungary, Estonia, and Finland	100	I 3	Hooker	Spr		4	0		
R299	Introduction to Estonia, Finland, and Hungary	100	I 3	Caples	Spr	1	0			
R302/R502	Finland in the 20th Century	100	I 3	Raun	Spr		5	4		
R309	Estonia's Place: Borders and Neighbors	100	I 3	Kivik	Spr	2	0			
R309	Old Barny, the Czar's Madman, and Estonian Survival	100	I 3	Kivik	Fall,Spr		4	0		
R309/B303	Modern Scandinavia and the Baltic States	100	I 3	Raun	Fall		11	0		✓
R309/R509/ L490/L590	Structure of Estonian	100	I 3	Kivik	Fall					✓
R310/R510	Introduction to Central Asian History (area related readings, students complete research paper on Russian and East European topic for REEI credit)	25	I 3	Sela	Fall					✓
R313/513	Islam in the Soviet Union and Successor States	100	I 3	DeWeese	Fall					✓
R315/R515	Politics and Society in Central Asia	100	I 3	Schwab	Fall		9	2		
R316/R516/ E398/E600/ N397	Peoples & Cultures of Central Asia	100	I 3	Shahrani	Fall	12	14	10	3	
R352/R552/ E397/E600/ N397	Peoples & Cultures of the Middle East (area related readings, students complete research on Russian and East European topics for REEI credit)	25	I 3	Shahrani	Fall			28	4	
R349/R549/ R300/R500/ W405/W605	Economy, State, and Society: Contemporary Hungary	100	I 3	Benczes	Spr			2	6	
R349/R549	Transition to Democracy in Hungary and in Eastern Europe	100	I 3	ARR	Fall					✓
R349/R549	Hungarian Politics and Society in European Comparative Perspectives	100	I 3	ARR	Fall					✓

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Enrollments Offerings
2012-13 2013-14 2014-15

Course	Title	% I	I	Hours	Instructor	Offered			U			G		
						Fall	Spr	Fall	Spr	Fall	Spr	Fall	Spr	Fall
R349/C398	Parallel Nation-building in the Hungarian Kingdom in the long 19th Century	100	I	3	Bertyeni	Fall		9	0					
R349/R544/D300	History of Hungary 1945-2000	100	I	3	Bertyeni	Fall		19	2					
R349/R549	Hungary between 1890-1945	100	I	3	Bertyeni	Spr		3	1					
R389/R589	Contemporary Turkey (area related readings and lectures)	25	I	3	Crum	Fall								✓
R393/R593	The Mongol Century (area related readings, particularly of the FSU-area countries, and individual essay)	50	I	3	Atwood	Fall								✓
R395/R595	Politics of Identity in China and Inner Asia	50	I	3	Bovingdon	Spr		12	9	0	0			
R399/R599/D300	Europe between Hitler and Stalin	100	I	3	Borhi	Fall		34	2					
R399/R599	Crimea: From Great Power to Political Pawn, 15th to 21st Centuries	100	I	3	Lizzerini	Fall								✓
R399/R599/R300/R500	Transition Economies: From Communism to the Free Market	100	I	3	Benczes	Fall				1	5			
R399/R599/R300/R500/W405/W605	Governance and Crisis in Europe: History, Institutions, and New Members	100	I	3	Benczes	Spr					9	3		
R399/R599	Bronze Age Charioteers to Mongol Conquest	50	I	3	Beckwith	Fall		3	6					✓
R413/R613	Islamic Central Asia (area related readings and lectures, individual research)	25	I	3	DeWeese	Fall								
R501	The Baltic States Since 1918	100	I	3	Raun	Fall		0	4					✓
R509/W605	Unity and Diversity in the European Union (includes Russian and East European area countries)	50	I	3	Raun	Fall				0	10			
R596/T500	The Rus, Khazars, and Bolgars	100	I	3	Lizzerini	Fall		0	4					
R628	Russia's Orient 1552-1924	100	I	3	Lizzerini	Fall				0	6			
Comparative Literature														
C301/S320	Topic: Introduction to Literary Theory and Cultural Studies (area-related readings and lectures)	25	I	3	Nizynska	Spr					2	0		
C580	History and Theory of Translations (students complete major research project on Russian and East European topic for REEI credit)	25	I	3	Losensky	Fall		0	10					

Appendix 3: REEI Courses and Enrollments

Non-Language Courses

Enrollments Offerings
 2012-13 2013-14 2014-15

Course	Title	% I	Hours	Instructor	Offered			U			G		
					U	G	Spr	U	G	U	G	U	G
C603/R601	Seminar in Russian Literature: Puzzles and Puzzlers	100	3	Emery	Fall			2	13				
C647/R601	Seminar in Russian Literature: Doubles, Dopplegangers, Clones	100	3	Emery	Spr	0	12						
Criminal Justice													
P340	Law and Society: Cross-Cultural Perspectives (students complete major research project on Russian and East European topic for REEI credit)	25	3	Parnell	Fall	25	0	23	0				
P380	Dispute Management (students complete research projects on Russian and East European topics for REEI credit)	25	3	Parnell	Spr	25	0						
P610	Law and Society	25	3	Parnell	Fall	0	9						
Economics													
E303	Survey of International Economics (includes examples from Russian and East European area)	25	3	ARR	Fall								✓
E331	International Trade (students complete major research project on Russian and East European topic for REEI credit)	25	3	Lugovskyy	Fall	68	0						✓
E332	International Monetary Economics (students complete major research project on Russian and East European topic for REEI credit)	25	3	Lugovskyy/ Hatchondo	Fall	48	0						✓
E386/E501	Soviet-type Economies in Transition	100	3	Alexeev	Spr	28	2						✓
Fine Arts													
A101	Ancient and Medieval Art (includes art from Russian and East European countries)	25	3	Bassett	Fall	67	0						✓
A226	Survey of Medieval Art (includes art from Russian and East European countries)	25	3	Bassett	Fall,Spr			22	0				
A341	19th Century European Art (includes art from Russian and East European countries)	25	3	Facos	Fall			34	0				✓
A421/521 M490/502	Early Christian Art/Christian Art in the Roman Empire (includes art from Russian and East European countries)	85	3	Bassett	Fall,Spr			16	7				
A425/525	Heaven on Earth: Art and the Church in Byzantium (includes art from Russian and East European countries)	50	3	Bassett	Spr								✓
A621	Problems in Early Christian Art (includes art from Russian and East European countries)	25	4	Bassett	Spr	0	2						✓

**Appendix 3: REEI Courses and Enrollments
Non-Language Courses**

Enrollments Offerings
2012-13 2013-14 2014-15

Course	Title	% I	Hours	Instructor	Offered			U			G		
					U	G	U	G	U	G	U	G	
Folklore													
F312/R349	European Folk Musics (includes Russian and East European Countries)	50	I 3	Hooker	Fall		23	0				✓	
F330/F635/ R342	Roma (Gypsy) History and Culture	100	I 3	Hooker	Spr	25	0					✓	
Geography													
G110	Intro to Human Geography	25		Dunn	Fall							✓	
G120/G120	World Regional Geography (Russia and Eastern Europe are one region covered)	25	I 3	Zlotin/Meyer/ Akhter	Spr	136	0	57	0			✓	
G427/R399/ R599/I325	Russia and Its Neighbors	100	I 3	Zlotin	Spr	29	2	29	1				
G428/W405	Geography of Europe	40	I 3	Knudsen	Fall	27	0	12	0			✓	
Germanic Studies													
E351/Y505/ C377	Yiddish Literature: Fantasy, Realism, and Fiction in "Classic" and Modern Literature (readings and lectures include area related content/culture)	50	I 3	Kerler	Fall	7	0	4	1			✓	
E352/Y506/ C378	Yiddish Culture: Culture, Memory, and Identity in the Post Holocaust World (readings and lectures include area related content/culture)	50	I 3	Kerler	Spr	5	1					✓	
E352/Y506/ C378	Yiddish Culture: Ghetto, Shtetl, and Beyond: Millennium of History and Society of Yiddish (readings and lectures include area related content and culture)	50	I 3	Kerler	Spr			5	0			✓	
Graduate School													
I701	Issues and Approaches in Global Studies (students complete research on Russian and East European area topics for REEI credit)	25	I 3	Kahn	Fall			0	3				
I705	Multidisciplinary Graduate Seminar in Human Rights (students complete seminar research and paper on human rights topic in the Russia and East European area for REEI credit)	75	I 3	Ochoa	Spr	0	7						
History													
B200	Women in Modern Europe (area related readings and lectures)	40		Frieberg	Fall	11	0						
B200	War and Violence: 20th Century Europe (area related readings and lectures)	40		Roseman	Fall	115	1						
B200	International Relations in Europe, 1814-1938 (area related readings, lecture materials drawn from Russia and Eastern Europe)	40	I 3	Borhi	Fall	34	0						

I=Interdisciplinary **Bold=100% Russian and East European area-related**

**Appendix 3: REEI Courses and Enrollments
Non-Language Courses**

Enrollments Offerings
2012-13 2013-14 2014-15

Course	Title	% I	Hours	Instructor	Offered			Enrollments		
					U	G	U	U	G	U
H720	Seminar in Modern West European History: Modern Europe (area related readings and lectures, students complete research on Russian and East European area topic for REEI credit)	25	4	Perhger	Spr		0	5		
H740	Seminar in Russian History: Imperial Russia	100	4	Eklöf	Fall					✓
H740/R500	Seminar in Russian History: Modern Russia/Ukraine	100	4	Kuromiya	Spr		0	10		
J300	Jewish Memories, Memoirs, and History (students complete major research project on Russian and East European topic for REEI credit)	25	3	Veidlinger	Fall	0	20			
J300	Seminar: East European History	100	3	Brett	Fall		20	0		
J300	Seminar: Anna Karenina: Culture, Society, and Politics in Imperial Russia	100	3	Eklöf	Spr		20	0		
J300	Seminar: Europe and World War I	25	3	Brett/Roots	Spr		20	0		✓
J400	Seminar: Collapse of Historical Societies (area-related readings and lectures)	25	3	Ransel	Spr	20	0			
J400	Seminar: Divided Germany during the Cold War (area-related readings and lectures)	25	3	Frieberg	Spr	18	0			
J400	Perpetrating Genocide (area-related examples and readings, and individual research project)	25	3	Roseman	Fall					✓
J400	Anna Karenina: Suicide as Social and Cultural History	100	3	Eklöf	Fall					✓
T500/R599	History of the Cold War	100	3	Borhi	Spr	0	10			
T500/R627	Islam and Modernity in Central Eurasia	50	3	Lizzerini	Spr	0	6			
T500/R698	Empire and Ethnicity in Modern Russian History	100	3	Raun	Spr	0	10			
Jewish Studies										
J251/H251	Jewish History: Bible to Spanish Expulsion (students complete major research project on Russian and East European topic for REEI credit)	25	3	Mokhtarian	Fall	65	0	64	0	✓
J252/H252	Jewish History: Spanish Expulsion to the Present (readings and lectures cover area-related content)	25	3	Veidlinger	Spr	62	0	51	0	✓
Linguistics										
R404/L501	Structure of Russian I: Phonology and Morphology	100	3	Fowler	Fall	7	3	4	1	✓
L502	Structure of Russian II: Syntax/Semantics	100	3	Melnyk	Spr			0	2	
L503	Russian Word Formation	100	3	Fowler	Spr	1	3			
L700/L601	Agreement: Typological and Formal Considerations	100	3	Franks	Fall	0	7			

**Appendix 3: REEI Courses and Enrollments
Non-Language Courses**

Enrollments Offerings
2012-13 2013-14 2014-15

Course	Title	% I	Hours	Instructor	Offered			Enrollments			
					U	G	U	G	U	G	
Y657	Comparative Politics: European Politics: East, West, North, South (area-related readings and lectures, and students complete major research project on Russian and East European topic for REEI credit)	25	I 3	Hellwig	Fall						✓
Y657	Comparative Politics: Comparative Democratization (area-related readings and lectures, and students complete major research project on Russian and East European topic for REEI credit)	40	I 3	Bielasiak	Spr	0	12				
Y657/R528	Post-Soviet Transition in Central Asia: Identity, Language, and Social Issues	100	I 3	Schwab	Spr	0	6				
Y675	Political Philosophy: Approaches and Issues (area-related readings and lectures, students complete research project on Russian and East European area for REEI credit)	25	3	Craitutu	Fall			0	9		
Y675	Political Philosophy: Marxism (area-related readings and lectures, students complete research project on Russian and East European area topic for REEI credit)	25	3	Isaac	Spr			0	9		
Y669	International Relations: IPE Seminar (students complete major research project on Russian and East European topic for REEI credit)	25	I 3	Hart/Winecoff	Fall	0	3	0	9		✓
Religious Studies											
A300/R300/ R531/R300/ R500	Topics: Russian Orthodoxy/Orthodoxy and Dilemmas of Modernity (area-related readings and lectures, student projects focus on Russian and East European area topic for REEI credit)										✓
Slavic Languages and Literatures											
C223	Introduction to Czech Culture	100	I 3	Cravens	Spr	33	0				✓
G901	Advanced Research	100	I 3	Franks/ Valentino	Fall,Spr						✓
P223	Introduction to Polish Culture	100	I 3	Nizynska	Spr			40	0		
P363/P563	Survey of Polish Literature and Culture	100	I 3	Nizynska	Fall						✓
P365/P565	Post-Communist Polish Culture	100	I 3	Nizynska	Fall			1	1		
P565	Globalization and Memory in Contemporary Poland	100	I 3	Nizynska	Fall						✓
R223	Introduction to Russian Culture	100	I 3	Stefani/Valentino	Fall	44	1	45	0		✓
R224	Contemporary Russian Culture	100	I 3	Shardakova	Spr	34	0				
R229	Russian Folktales	100	I 3	Shrager	Spr	13	0				✓

**Appendix 3: REEI Courses and Enrollments
Professional School Courses**

Enrollments
2012-13 2013-14 2014-15

Offerings

Course	Title	% I	Hours	Instructor	Offered	Enrollments			Offerings	
						U	G	U		U
Kelley School of Business										
C330	International Communication Strategies (group projects on assigned EE topic, and students complete research project on R/EE topic for REEI credit)	25	I 3	Goddin	Spr	24	0	25	0	✓
D301	International Business Environment (Russia, Hungary, or Croatia are assigned countries for student group projects)	25	I 3	Schlegel	Spr	104	0			
D302	Operation of International Business (Russia, Hungary, or Croatia are assigned countries for student group projects)	25	I 3	Terjesen	Spr	118	0			
D503	International Business Environment (Russia, Hungary, or Croatia are assigned countries for student group projects)	25	I 1.5	Schlegel	Fall		0	29		✓
D594	International Competitive Strategies (students complete major research project on Russian/East European topic for REEI credit)	25	I 1.5	Li	Spr	0	35	0	34	
D595	International Management (students complete major research project on Russian/East European topic for REEI credit)	25	I 1.5	Powell	Spr	0	68			
F494	International Finance (students complete major research project on Russian/East European topic for REEI credit)	25	I 3	Gupta/Patterson	Fall/Spr	117	0	167	0	✓
F570	International Financial Markets (students complete major research project on Russian/East European topic for REEI credit)	25	I 1.5	Shockley	Spr	0	30	0	31	
F571	International Corporate Finance (students complete major research project on Russian/East European topic for REEI credit)	25	I 1.5	Shockley	Spr	0	74	0	43	
G494	Public Policy and the International Economy (students complete major projects on Russian/East European topic for REEI credit)	25	I 3	Hauskrecht	Fall			25	0	✓
L579	Cybersecurity Law and Policy (students complete major research project on Russian/East European topic for REEI credit)	25	I 1.5	Shackelford	Spr	49	0	47	0	

Appendix 3: REEI Courses and Enrollments
Professional School Courses

Enrollments Offerings
2012-13 2013-14 2014-15

Course	Title	% I	I Hours	Instructor	Offered	Enrollments			Offerings		
						U	G	U	G	U	G
M594	Global Marketing Management (student complete research project on Russian/East European topics for REEI credit)	25	I 1.5	Lalwani	Spr			0		32	
X488	Current International Topics	25	3	McAllister	Fall	3	0				
X576	Managing Political Risk in East European Emerging Markets	100	1.5	Shackelford	Spr						✓
School of Education											
H551	Comparative Education I (research on R/EE area topic for REEI)	25	I 3	Sutton	Fall	0	10				✓
H552	Comparative Education II (research on R/EE area topic for REEI)	25	I 3	Ross	Spr					10	
School of Journalism											
J414/ J448	Global Journalism: Issues and Research (area related readings, students complete project on Russian/East European topic for REEI credit)	25	I 3	Raymer/Johnson/ Ibold	Fall/Spr			50	0		✓
J514	International Communication (students complete research project on Russian/East European topic for REEI credit)	25	I 3	Johnson	Fall			0	11		
J560	Topics: Foreign News Coverage (area related readings, students complete research and projects on a Russian/East European area for REEI credit)	25	I 3	Coleman	Spr	0	11				✓
School of Informatics and Computing											
S515/ Z515	Information Architecture (students complete major project on a Russian or East European area for REEI credit)	25	I 3	Milojevic	Fall	0	16	0	0	24	✓
Z542	International Information Issues (students complete major research project on a Russian or East European area for REEI credit)	25	I 3	Fichman	Spr			0	0	10	
S605/ Z605	Internship (students complete an internship related to Russian/East European area for REEI credit)	100	I 2-6	ARR	Fall,Spr, Smr	0	65	0	0	40	✓
S629/ Z629/ R620	Information Sources and Services: Slavic Bibliography	100	I 3	Cheun	Spr			0	0	2	✓

**Appendix 3: REEI Courses and Enrollments
Professional School Courses**

Course Title **% I Hours** **Instructor** **Offered** **U** **G** **U** **G** **Enrollments** **Offerings** **2012-13** **2013-14** **2014-15**

School of Law												
Course	Title	% I	Hours	Instructor	Offered	U	G	U	G	Enrollments	Offerings	
B523/ R500	Milosevic Trial	100	I 3	Waters	Fall							✓
B565/ R500	International Criminal Law (R/EE area case studies used for comparison)	40	I 3	Waters	Fall			0	12			
B665/ R500	International Law (area related readings and case studies used for comparison)	25	I 3	Waters	Fall	0	26	0	11			✓
B755	European Union Law (area related readings)	25	I 3	Craig	Fall			0	20			✓
B798	Human Rights (area related readings and case studies used)	25	I 3	Waters	Spr							✓
L712/ I500	Topic: World War I (area related readings)	25	I 3	Waters	Fall							✓
School of Public and Environmental Affairs												
V160	National & International Policy (area related readings and examples)	25	I 3	Karaagac/Bolinger/ Graham/ Preston/Siena/ Afoaku/Lee	Fall/Spr	1077	0	1081	0			✓
V160	International Development Finance (area related readings and examples)	25	I 3	Preston	Spr	26	0	24	0			✓
V450/ V450	American Intelligence Community (area related readings)	50	I 3	Coyle	Fall	23	0	27	0			✓
V450/ V450	Post-Cold War Espionage Challenge (area related readings and examples)	50	I 3	Coyle	Spr	26	1					✓
V524	Civil Society in a Comparative Perspective (students complete research project on R/EE topic for REEI credit)	25	I 3	Lenkowsky	Fall			0	15			✓
V450/ V575	Comparative Public Management & Administration (student 'adopts' R/EE area country, completes research, projects and exercises about selected country)	25	I 3	Karaagac	Spr	0	4	9	4			✓
V550/ E555	International Energy Issues: A Nation-State Perspective (students complete research project, in groups, on Russian and East European topics for REEI credit)	50	I 3	Graham/Rupp/ Schenk	Fall							✓

**Appendix 3: REEI Courses and Enrollments
Professional School Courses**

Enrollments Offerings
2012-13 2013-14 2014-15

Course	Title	% I	Hours	Instructor	Offered	Enrollments			Offerings			
						U	G	U	G	U	G	
V550	National Security Challenges (area related readings and students complete research project on Russian/East European area for REEI credit)	25	1	3	Coyle	Fall	0	8				
V577	International Economic Strategy and Trade Policy (area related readings)	25	1	3	Tran	Spr	1	14	1	10	✓	
V578	Intro to Comparative and International Policies (students complete major research project on Russian/East European topic for REEI credit)	25	1	3	Reuveny	Fall/Spr	0	15	1	28	✓	
V596	Sustainable Development (area related readings, interdisciplinary approach)	25	1	3	Reuveny	Fall	0	22	0	15	✓	
V710/ E710/ E535	International Environmental Policy (group projects on assigned EE topic, and students complete research project on R/EE topic for REEI credit)	25	1	3	Rinquist	Fall	0	19			✓	
School of Music												
M402	History & Literature of Music II (student complete research project on R/EE topic for REEI credit)	25	1	4	Goldberg	Spr	129	0				
M502/ R349/ R549	Bela Bartok: Composer in Context (area related readings, and students complete research project on Russian/East European topics for REEI credit)	100	1	3	Hooker	Spr			0	12	✓	
M510	Russian Opera	100	1	3	Goldberg	Fall	0	16			✓	
M510/ R349/ R549	Examining Operetta	100	1	3	Hooker	Fall	10	1			✓	
M510/ F635/ R649	Roma through History, Music, and Film	100	1	3	Hooker	Spr	0	7				
M602	Seminar in Musicology (R/EE area topics, and/or students complete research project on R/EE topic for REEI credit)	25- 100	1	3	Goldberg	Spr	0	5			✓	
Z282	Music of Russia	100	1	3	Huseynova	Fall					✓	

**Appendix 3: REEI Courses and Enrollments
Study Abroad Course List**

Location	Title/Partner Institution	Sponsored By	I	Hours	Instructor/ Coordinator	Offered	Student Category	Enrollment 2012-13
Administered by Indiana University								
Croatia and Bosnia and Herzegovina	V482/V582 Regional Study, Conflict, Post Conflict, Reconciliation, and Economic Development	IUB/SPEA	I	2 wk+ trip/4 credit course	D. Preston	Sumr	UG/Grad	9/2
Hungary	Corvinus University	IUB/Business			T. Orahod	Smst	UG	5
Hungary	Debrecen University	IUB/OVPIA	I		S. Reynolds	Year	Grad/Faculty	1/3
Poland	Warsaw University School of Polish Law	IUB/Law			L. Davis	Smst	Grad	1
Poland	University of Warsaw	IUB/OVPIA	I		S. Reynolds	Smst	Prof School/ Faculty	0/5
Poland	Jagiellonian University	IUB/OVPIA	I		S. Reynolds	Smst	Grad/Faculty	0/3
Russia	E482/E582/R300/R500: US-Russia Global Environmental Issues/Language Learning Courses Study Program (Tyumen)	IUB/SPEA	I	3 wk trip/3 credit course	V. Meretsky	Smr	UG/Grad	5/5
Russia	V482/V582/V582: Culture, Public Policy, and Administration in Russia (Moscow)	IUB/SPEA	I	2 wk+ trip/3 credit course	M. Pirog	Smr	UG/Grad	3/2
Russia	V482/V582: Globalization and Public Policy: The European Context (Russia was one of several country visits)	IUB/SPEA	I	2 wk+ trip/3 credit course	D. Audretsch	Smr	UG/Grad	9/8
Administered by Other Institutions								
Czech Republic	Semester at Charles University	CIEE	I		—	Smst/Year	UG	10
Czech Republic	Summer at Charles University	CIEE	I		—	Smr	UG	7
Hungary	Semester at Corvinus University	Corvinus U	I	6	—	Smst	Grad	1
Hungary	Semester at University of Debrecen	U Debrecen	I		—	Smst	Grad	1
Hungary	Semester at the Budapest University of Economic Sciences	CIEE	I		—	Smst/Year	UG	1
Poland	John Paul II University in Lublin or Jagiellonian University in Krakow	Kosciuszko Foundation	I			Smtr/Smr	GRAD	1
Russia	Semester at St. Petersburg State University—Russian Language	CIEE	I		—	Smst/Year	UG	7

**Appendix 3: REEI Courses and Enrollments
Study Abroad Course List**

Location	Title/Partner Institution	Sponsored By	I	Hours	Instructor/ Coordinator	Offered	Student Category	Enrollment 2012-13
Russia	Duke in Russia Language and Culture	Duke U	I		—	Smr	Grad	1
Turkey	Semester at Koc University	CIEE	I		—	Smst	UG	3
Ukraine	Summer Ukrainian School	Harvard University	I	6	—	Smr	Grad	1

IUB = Indiana University Bloomington

OVPIA=Office of the Vice-President for International Affairs (Indiana University)

SPEA=School for Public and Environmental Affairs

LAW=IU Maurer School of Law

Business=IU Kelley School of Business

CIEE = Council on International Educational Exchange

Appendix 3: REEI Courses and Enrollments
Language Courses
EAST EUROPEAN LANGUAGE INSTRUCTION

Enrollments Offerings
 2012-13 2013-14 2014-15

Dept	Course	Title	Hours	Instructor	Offered	U	G	U	G
Czech									
SLAV	C101/C501	Elementary Czech I	5	Cravens	Fall		7	3	✓
SLAV	C102/C502	Elementary Czech II	5	Cravens	Spr		4	3	✓
SLAV	C201/C503	Intermediate Czech I	3	Cravens	Fall	0	4		✓
SLAV	C202/C504	Intermediate Czech II	3	Cravens	Spr	1	3		✓
Estonian									
CEUS	T103/T503	Introductory Estonian I	4	Kivik	Fall	2	0	0	0
CEUS	T104/T504	Introductory Estonian II	4	Kivik	Spr		1	0	✓
CEUS	T203/T603	Intermediate Estonian I	4	Kivik	Fall	1	0	0	✓
CEUS	T204/T604	Intermediate Estonian II	4	Kivik	Spr		0	0	✓
CEUS	T303/T703	Advanced Estonian I	3	Kivik	Fall	0	0	0	✓
CEUS	T304/T704	Advanced Estonian II	3	Kivik	Spr		0	0	✓
Modern Greek									
WEUR	E100	Beginning Modern Greek I	4	Hess	Fall	18	0	23	0
WEUR	E150	Beginning Modern Greek II	4	Hess	Spr	11	0	16	0
WEUR	E200	Intermediate Modern Greek I	3	Hess	Fall	12	0	9	0
WEUR	E250	Intermediate Modern Greek II	3	Hess	Spr	11	0	10	1
WEUR	E300/E580	Advanced Modern Greek I	3	Hess	Fall	0	0		✓
WEUR	E350/E581	Advanced Modern Greek II	3	Hess	Spr	0	0		✓
WEUR	E582	Guided Independent Study in Modern Greek	1-3	Hess	Fall	2	0	0	1
Hungarian									
CEUS	T141/T541	Introductory Hungarian I	4	Varga	Fall	1	1	6	0
CEUS	T142/T542	Introductory Hungarian II	4	Varga	Spr	1	0	3	0
CEUS	T241/T641	Intermediate Hungarian I	4	Varga	Fall	2	1	2	1
CEUS	T242/T642	Intermediate Hungarian II	4	Varga	Spr	3	0	1	1
CEUS	T341/T741	Advanced Hungarian I	4	Varga	Fall	5	2	2	0
CEUS	T342/T742	Advanced Hungarian II	4	Varga	Spr	5	2	2	0
CEUS	T141/T541	Intensive Elementary Hungarian I (four weeks)	20	Varga	Smr	1	8	✓	✓
CEUS	T142/T542	Intensive Elementary Hungarian II (four weeks)	20	Varga	Smr	1	8	✓	✓

**Appendix 3: REEI Courses and Enrollments
Language Courses**

EAST EUROPEAN LANGUAGE INSTRUCTION

Enrollments Offerings

2012-13 2013-14 2014-15

Dept	Course	Title	Hours	Instructor	Offered	U	G	U	G	
Polish										
SLAV	P101/P501	Elementary Polish I	4	Sztabnicka	Fall	11	1	16	1	✓
SLAV	P102/P502	Elementary Polish II	4	Sztabnicka	Spr	9	2	11	0	✓
SLAV	P201/P503	Intermediate Polish I	3	Sztabnicka	Fall	2	3	6	4	✓
SLAV	P202/P504	Intermediate Polish II	3	Sztabnicka	Spr	2	2	5	3	✓
SLAV	P301/P505	Advanced Intermediate Polish I	3	Sztabnicka	Fall	2	0	0	2	✓
SLAV	P302/P506	Advanced Intermediate Polish II	3	Sztabnicka	Spr	1	0	1	2	✓
SLAV	P473	Fourth-Year Polish I		Sztabnicka	Fall	0	0			
SLAV	P474	Fourth-Year Polish II		Sztabnicka	Spr	4	0			
SLAV	P111/P511	Intensive Elementary Polish I (four weeks)	20	Kurowska-Mlynarczyk/ Kosmala	Smr	0	8	✓	✓	✓
SLAV	P122/P512	Intensive Elementary Polish II (four weeks)	20	Kurowska-Mlynarczyk/ Kosmala	Smr	0	8	✓	✓	✓
Romanian										
SLAV	M101/M501	Elementary Romanian I	4	Illias	Fall	17	1	5	0	✓
SLAV	M102/M502	Elementary Romanian II	4	Illias	Spr	9	1	4	0	✓
SLAV	M201/M503	Intermediate Romanian I	3	Illias	Fall	0	1	8	0	✓
SLAV	M202/M504	Intermediate Romanian II	3	Illias	Spr	0	0	6	0	✓
SLAV	M350/M565	Individual Readings in Romanian (Advanced Romanian)	3	Illias	Fall, Spr	3	3	0	2	✓
SLAV	S498	Romanian Individual Study	3	Illias	Spr			0	1	✓
SLAV	M111/M511	Intensive Elementary Romanian I (four weeks)	20	Krebs	Smr	1	4	✓	✓	✓
SLAV	M122/M512	Intensive Elementary Romanian II (four weeks)	20	Krebs	Smr	1	4	✓	✓	✓
Serbian, Croatian, and Bosnian										
SLAV	S101/S501	Elementary Serbian, Croatian and Bosnian I	4	Malbasa/Ismaili	Fall	10	3	7	1	✓
SLAV	S102/S502	Elementary Serbian, Croatian and Bosnian II	4	Malbasa/Ismaili	Spr	5	2	3	2	✓
SLAV	S201/S503	Intermediate Serbian, Croatian and Bosnian I	3	Malbasa/Ismaili	Fall	3	1	4	2	✓
SLAV	S202/S504	Intermediate Serbian, Croatian and Bosnian II	3	Malbasa/Ismaili	Spr	4	1	5	1	✓
SLAV	S301/S505	Advanced Intermediate Serbian, Croatian and Bosnian I	3	Malbasa/Ismaili	Fall	5	0	4	1	✓
SLAV	S302/S506	Advanced Intermediate Serbian, Croatian and Bosnian II	3	Malbasa/Ismaili	Spr	1	0	4	0	✓

**Appendix 3: REEI Courses and Enrollments
Language Courses
EAST EUROPEAN LANGUAGE INSTRUCTION**

Enrollments Offerings
2012-13 2013-14 2014-15

Dept	Course	Title	Hours	Instructor	Offered	U	G	U	G	
SLAV	S398	Special Credit in Slavic Lang	3	Ismaili	Fall	0	1		✓	
SLAV	S540	Grad Readings in Slavic Studies	1	Ismaili	Spr			0	2	
SLAV	S562	4th Year Serbian, Croatian Bosnian I	3	Malbasa/Ismaili	Fall	0	2	1	✓	
SLAV	S562	4th Year Serbian, Croatian Bosnian II	3	Malbasa/Ismaili	Spr		3	4	✓	
SLAV	S111/S511	Intensive Elementary Serbian, Croatian, and Bosnian I (four weeks)	20	Cvikic	Smr	0	3			
SLAV	S122/S512	Intensive Elementary Serbian, Croatian, and Bosnian II (four weeks)	20	Cvikic	Smr	0	3			
Ukrainian										
SLAV	U182/U582	Ukrainian Through Russian I	3	Melnyk	Fall				✓	
SLAV	U183/U583	Ukrainian Through Russian I	3	Melnyk	Spr				✓	
SLAV	U311/U511	Intensive Elementary Ukrainian I (four weeks)	20	Melnyk	Smr					
SLAV	U312/U512	Intensive Elementary Ukrainian II (four weeks)	20	Melnyk	Smr					
SLAV	U411/U611	Advanced Intensive Ukrainian I through Slavic Languages (four weeks)	20	Melnyk	Smr				✓	
SLAV	U412/U612	Advanced Intensive Ukrainian II through Slavic Languages (four weeks)	20	Melnyk	Smr				✓	
Yiddish										
GER	Y100/Y501	Beginning Yiddish I	4	Lang/Posner	Fall	3	1	2	1	✓
GER	Y150/Y502	Beginning Yiddish II	4	Lang/Posner	Spr	2	0	1	1	✓
GER	Y200/Y503	Intermediate Yiddish I	3	Kerler	Fall			2	2	✓
GER	Y250/Y504	Intermediate Yiddish II	3	Kerler	Spr			3	2	✓
GER	Y495	Individual Readings in Yiddish (Advanced Yiddish)	3	Kerler	Fall	2				✓
GER	Y495	Individual Readings in Yiddish (Advanced Yiddish)	3	Kerler	Spr					✓
GER	Y815	Individual Readings in Yiddish Studies	20	Kerler	Fall/Spr			0	1	✓
GER	Y501	Intensive Elementary Yiddish I (four weeks)	20	Stern-Gottschalk	Smr	0	1			
GER	Y502	Intensive Elementary Yiddish II (four weeks)	20	Stern-Gottschalk	Smr	0	1			
GER	Y815	Individual Readings in Yiddish Studies	20	Stern-Gottschalk	Smr	0	0			

**Appendix 3: REEI Courses and Enrollments
Language Courses
RUSSIAN LANGUAGE INSTRUCTION**

Enrollments Offerings
2012-13 2013-14 2014-15

Dept	Course	Title	Hours	Instructor	Offered	U	G	U	G
Russian									
SLAV	R101	Elementary Russian I	4	Madsen/Simonchyk/ Witcombe/Braley/ Cravens/Baumgartner/ Asher/ Khawaldah	Fall	77	1	70	1
SLAV	R102	Elementary Russian II	4	V. Trotter/Witcombe/ Simonchyk/Shrager/ Shardakova	Fall, Spr	42	1	37	1
SLAV	R200	Russian for Heritage Speakers	3	Shrager/V. Trotter	Fall				
SLAV	R201	Intermediate Russian I	4	Shrager/V. Trotter/ Asher/Doludenko	Fall	27	4	28	2
SLAV	R202	Intermediate Russian II	4	Shrager/V. Trotter/ Asher/Doludenko	Spr	9	0	22	0
SLAV	R300	Russian for Heritage Speakers	3	Shrager	Spr				
SLAV	R301	Advanced Intermediate Russian I	3	Doludenko/ Shardakova	Fall	10	2	9	4
SLAV	R302	Advanced Intermediate Russian II	3	Shardakova/Melnyk	Spr	12	1	7	1
SLAV	R325	Advanced Intermediate Oral Russian I	2	Staff	Fall				
SLAV	R326	Advanced Intermediate Oral Russian II	2	Fowler	Spr				
SLAV	R398	Special Credit in Slavic Lang	3	Holdeman/Malbasa	Fall, Spr	2			
SLAV	R401	Advanced Russian I	3	Shrager	Fall	5	4	3	7
SLAV	R402	Advanced Russian II	3	Shrager	Spr	3	4		
SLAV	R403	Russian Phonetics	3	Shrager	Spr				
SLAV	R405	Readings in Russian Literature (in Russian)	3	Shardakova	Fall				
SLAV	R406	Readings in Russian Literature II (in Russian)	3	Shrager	Spr				
SLAV	R470/R570	Political Russian	3	Chernishenko/Melnyk	Fall				
SLAV	R472/R572	Business Russian	3	Melnyk	Spr			7	9
SLAV	R491	Russian for Graduate Students I	4	Stern-Gottschalk	Fall	0	9	0	6
SLAV	R492	Russian for Graduate Students II	4	Stern-Gottschalk	Spr	0	7	0	5
SLAV	R421/R501	Fifth Year Russian I	3	Shrager	Fall	1	6	2	4
SLAV	R502	Fifth Year Russian II	3	Shrager	Spr	2	6		

**Appendix 3: REEI Courses and Enrollments
Language Courses
RUSSIAN LANGUAGE INSTRUCTION**

Enrollments Offerings
2012-13 2013-14 2014-15

Dept	Course	Title	Hours	Instructor	Offered								
					U	G	U	G	U	G	U		
SLAV	R401	Advanced Russian I	3	Shrager	Fall	5	4	3	7				✓
SLAV	R402	Advanced Russian II	3	Shrager	Spr	3	4						✓
SLAV	R403	Russian Phonetics	3	Shrager	Spr								✓
SLAV	R405	Readings in Russian Literature (in Russian)	3	Shardakova	Fall								✓
SLAV	R406	Readings in Russian Literature II (in Russian)	3	Shrager	Spr								✓
SLAV	R470/R570	Political Russian	3	Chemishenko/Melnyk	Fall								✓
SLAV	R472/R572	Business Russian	3	Melnyk	Spr			7	9				✓
SLAV	R491	Russian for Graduate Students I	4	Stern-Gottschalk	Fall	0	9	0	6				✓
SLAV	R492	Russian for Graduate Students II	4	Stern-Gottschalk	Spr	0	7	0	5				✓
SLAV	R421/R501	Fifth Year Russian I	3	Shrager	Fall	1	6	2	4				✓
SLAV	R502	Fifth Year Russian II	3	Shrager	Spr	2	6						✓
SLAV	L503	Russian Word Formation	3	Fowler	Spr	1	3						
SLAV	N111/N112	Intensive Elementary Russian I (Level 1 - nine weeks)	23	Oches/McVey/ Baumgartner	Smr	18	1	✓					✓
SLAV	N122/N221	Intensive Intermediate Russian I (Level 2 - eight weeks)	23	Bralely	Smr	5	2	✓					✓
SLAV	N231/N232	Intensive Intermediate Russian II (Level 3 - eight weeks)	23	K Madsen/S Madsen/ Rice	Smr	16	2	✓					✓
SLAV	N242/N341	Intensive Advanced Intermediate Russian I (Level 4 - eight weeks)	23	Doludenko	Smr	3	6	✓					✓
SLAV	N352/N362	Intensive Advanced Intermediate Russian II (Level 5 - eight weeks)	23	Zanon/Zheloukhova	Smr	5	14	✓					✓
SLAV	N362/N461	Intensive Advanced Russian I (Level 6 - eight weeks)	23	Zotova	Smr	3	6	✓					✓
SLAV	N471/N472	Intensive Advanced Russian II (Level 7 - eight weeks)	23	Volkova/V Trotter	Smr	4	8	✓					✓
SLAV	N581/N582	Advanced Russian Syntax and Stylistics I/II (Level 8 - eight weeks)	23	Yastrebova/Zanon	Smr	2	6	✓					✓
SLAV	N691/N692	Advanced Russian Syntax and Stylistics III/IV (Level 9 - eight weeks)	23	Sharogradskaya	Smr	0	6	✓					✓

Appendix 3: REEI Courses and Enrollments

Language Courses

CENTRAL ASIAN AND CAUCASUS LANGUAGE INSTRUCTION

Enrollments Offerings

2012-13 2013-14 2014-15

Dept	Course	Title	Hours	Instructor	Offered			Enrollments		
					U	G	G	U	G	G
Georgian										
SLAV	G111/G511	Intensive Elementary Georgian I (four weeks)	23	Kiziria, B	Smr	2	1			
SLAV	G122/G512	Intensive Elementary Georgian II (four weeks)	23	Kiziria, B	Smr	2	1			
Tatar										
CEUS	T198/T598	Intro Central Eurasian Lang I/Tatar (four weeks)	20	Sharifullina	Smr	0	3	✓	✓	
CEUS	T199/T599	Intro Central Eurasian Lang II/Tatar (four weeks)	20	Sharifullina	Smr	0	3	✓	✓	

Appendix 3: REEI Courses and Enrollments

IU Summer Language Workshop (formerly SWSEEL) 2014

(these enrollments duplicate the ones already shown for summer under each language/Summer Language Workshop courses in Russian are team-taught by 2-4 teachers a course but only 1 of the teachers is teach-of-record for university registrar; all teachers for Russian courses are listed here, teacher-of-record only is entered in list on C24)

				UG	G
CEUS	First-year Hungarian	Varga		2	2
SLAV	First-year Polish	Kosmala		0	3
SLAV	Russian Level One	Oches/Hilchey/Clark/Simonchyk		10	0
SLAV	Russian Level One	Baumgartner/Hilchey/Clark/Simonchyk		10	1
SLAV	Russian Level Two	Braley/Hilchey/Clark/Simonchyk		8	4
SLAV	Russian Level Three	Rice/Chernysheva/Clark/Simonchyk		8	3
SLAV	Russian Level Four	Doludenko/Chernysheva/Clark/Kharlamov		3	6
SLAV	Russian Level Five	Zhelitokhova/Furniss/Clark/Kharlamov		8	6
SLAV	Russian Level Six	Zotova/Arkanov/Furniss/Clark/Simonchyk		1	6
SLAV	Russian Level Seven	V Trotter/Arkanov/M Trotter/Simonchyk		2	4
SLAV	Russian Level Eight	Zanon/Arkanov/M Trotter/Kharlamov		4	6
SLAV	Russian Level Nine	Sharogradskaya/Arkanov/Kharlamov		1	3
CEUS	First-year Tatar	Sharifullina		0	4
UG/G Totals				57	48

TOTAL STUDENTS: 105

1. Promote Area Studies and Priority FL Training on IU Campus (AP, FL, F2)									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A. Increase postsecondary students' and K-12 teachers' participation in Area Studies and Priority Language Training by 15%; and increase participating students' and teachers' use of REE content in academic studies and/or teaching by 10%. (GPRA)	<p>A.1. Search for and hire instructor of BCS [Y1]</p> <p>A.2. Develop intermediate/advanced curriculum of BCS and other priority languages (e.g. innovative advanced courses, online culture courses, online components)</p> <p>A3. Support teaching of BCS, Georgian, Romanian and Ukrainian in SWSEEL</p> <p>A4. Support advanced study of FLAS languages (4th year and above) as needed.</p> <p>A5. Provide support to BALSSI</p> <p>A6. Search for and hire tenure-track professor in Caucasus Studies</p> <p>A7. Develop curriculum in Caucasus Studies and other critical area</p>								

<p>C5. Recruit and support CASGE graduate student fellows and mentors</p> <p>C6. Sponsor visits by non-IU faculty experts to IU during AY and during SWSEEL</p> <p>C7. Support REE content at CIBER Symposium on Sustainable Development, Y4</p>	<p>D1. Provide opportunities for LCTL development beyond coursework (study abroad, SWSEEL, FLAS)</p> <p>D2. Support workshops of Center for Language Excellence (CLE)</p> <p>D3. Increase the number of faculty certified in proficiency-based LCTL instruction and testing</p> <p>D4. Track FLAS fellows FL reading, writing, and/or listening/speaking scores</p>
<p>D. Percentage of FLAS fellows who increased their FL reading, writing, and/or listening/speaking scores by at least one proficiency level. (GPRA)</p>	

<p>E. Award FLAS fellowships to UGs and graduate students who demonstrate financial need as indicated by the students' expected family contribution, as determined under part F of Title IV of the HEA (F1)</p>	<p>E1. Award FLAS fellowships to undergraduate and/or graduate students who demonstrate financial need (F1)</p>	
<p>F. Award 25% or more of AY FLAS fellowships in priority languages.</p>	<p>F1. Award 25% or more of academic year FLAS fellowships in priority languages (F2)</p>	
<p>G. Percentage of FLAS graduated fellows who secured employment that utilizes their FL and area studies skills within 8 years after graduation based on FLAS tracking survey. (GPRA)</p>	<p>G1. Track FLAS graduates to determine utilization of FL and area studies skills.</p>	
<p>H) Percentage of FLAS master's and doctoral graduates who studied priority languages as defined by the Secretary of Education. (GPRA)</p>	<p>H.1. Track the percentage of FLAS master's and doctoral graduates who studied priority languages</p>	

2. Increase opportunities for MSI/T3/CC faculty and students at partnering institutions to engage in REE learning. (NRC CPPI)								
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL	T1	T2	T3
A. Increase the numbers of faculty and students at partnering MSI/T3/CC institutions who participate in REE learning opportunities by 10% annually	A1. Establish/ foster REE working group at ISU [Y1] A2. Collaborate on ISU “Social Welfare in Russia” conference [Y2] A3. Develop REE course content for ISU programs							
B. Increase faculty participation in collaborative opportunities between MSIs and Russian universities and the numbers of publications/ presentations or integration into teaching by 10% annually.	B1. Recruit MSI Journalism faculty to Russian exchange program(s) B2 Provide predeparture orientation for MSI journalism faculty B3 Provide comprehensive professional development program in St. Petersburg, including a conference [Y1] B3. Provide support for REE curricular development at MSIs (materials, travel, professional services)							

C. Increase opportunities for collaboration among students and faculty at MSI and CCs with IU by 10% annually																				
D. Increase MSI/CC faculty use of knowledge in global and area studies, FL learning, and internationalized curricula by 10% annually.																				
C1. Create REE-themed Themerster program at Ivy Tech through ICAB program																				
D1. Sponsor REE activities at annual ICCI Global Mini-Conference																				
D2. Support course development grants for MSI/CC faculty, in collaboration with other REE NRCs.																				
D3 Work with MSI/CC business faculty and IU CIBER to develop REE case studies																				
D4 Support summer workshops of MIIE																				

3. Promote REE Area Studies knowledge and Language Training in K-12 schools (AP, N2)										
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets					
					BL	T1	T2	T3	T4	
A. Increase IU pre-service teachers' (SoE) participation in REE Area Studies and FL Training by 10% annually.	A1. Co-support postdoctoral fellow in SoE A2. Develop modules on REE Studies for SoE / College courses									

<p>methodological resources by 10% annually</p>	<p>D2. Disseminate information about REE methodology D3. Provide professional development grants to K-12 teachers to enable them to attend SWSEEL</p>
<p>E. Increase K-12 students' participation in Russian-language and REE area studies annually by 10%</p>	<p>E1. Coordinate Russian Culture Days at K-12 schools in Indiana E2. Promote Olympiada Program in Indiana and nationwide K-12 schools E3. Promote HS course offerings in REE area studies and languages E4. Support operation and assessment of Bridges program E5. Support activities of Rosinka program and Polish School (for heritage learners)</p>

4. Provide REE Area Studies knowledge and Opportunities to Key Professional Constituents								
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL	T1	T2	T3
A. Increase opportunities for businesses to to acquire relevant REE area knowledge	A1. Support CIBER Workshop: "Doing Business in Russia", Y2							
B. Increase contacts and applications from military personnel.	B1. Support annual staff travel to DLI and other institutions to recruit FAO/ROTC/Air Force/Navy applicants to REEI and SWSEEL							
C. Increase media contacts of REEI	C1. Support GA work on website and media outreach, enabling greater attention to/awareness of REEI outreach and scholarly activities C2. Support visit of Russian journalism faculty to Bloomington, including study of local media (Y1)							

Diverse Perspectives and Wide Range of Views in Funded Activities (IU REEI Title VI NRC/FLAS Proposal for 2014-18)

REEI is built squarely upon the principle of diversity of views and perspectives that characterizes both area studies in general and the mode of inquiry in the public university. While this principle holds true in everything that REEI does, the following examples illustrate these ideals in practice over the course of the grant cycle.

In the selection of students to the REEI MA program, REEI seeks – and finds – students who come from a wide variety of disciplinary, educational, and social backgrounds. Our classes bring together students on leave from military service with those completely unfamiliar with that experience; students focused on government policy with those who desire to teach language or to develop Slavic library collections; those drawn into the field by love of literature with those moved first of all by human rights issues. The interdisciplinary MA program, shaped by scholars hired with or supported by Title VI funds, is designed to sustain these conversations and to encourage each student to explore new perspectives. We recognize, too, that the FLAS has something of the same effect, as it requires students to continue language study and take area studies courses alongside their disciplinary focus. The effects are clear in REEI students' MA essays and in the career paths they choose, examples of which are in the accompanying narrative.

REEI brings to the scholarly conversation at IU a consistent multidisciplinary focus. This was evident last year in our international conference (not funded by Title VI) on “Orthodoxy, Islam and Democracy,” in which religious studies scholars, political scientists, sociologists, and historians from the Middle East, Russia, and the US considered ways to understand the relationship (or the tension) between religion and democracy today. In the next grant cycle, our proposed workshop cycle on “Russia and China in the World,” or our conference on “The Russian Revolution and its (Global) Descendants” will be conducted in the same spirit. We expect that our faculty affiliates, invited scholarly guests, and our visiting fellows from all over Russia and Eastern Europe will continue to bring unexpected new views into the REEI community.

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

**Statement on Service in Areas of National Need and in Other Employment Sectors
(IU REEI Title VI NRC/FLAS Proposal for 2014-18)**

The primary mission of the IU Russian and East European Institute (REEI) is to 1) support the training of teachers, scholars, and professionals in REE studies and 2) facilitate recruitment of REE specialists to meet the needs of education, government, business, and the non-profit/non-governmental sector on a national, regional, and local basis. Outlined below are selected resources and activities that demonstrate our commitment to this mission.

REEI aims to enhance undergraduate and graduate training in REE studies through support for study of Bosnian/Serbian/Croatian, Czech, Estonian, Georgian, Greek, Hungarian, Polish, Romanian, Russian, Ukrainian, and Yiddish; exchanges with countries in our area; partnering in education and outreach with professional schools, especially (in activities planned in this cycle) the School of Education, the School of Journalism, and the Kelley School of Business; and partnerships with Minority-Serving Institutions and community colleges. Our FLAS awards and other support of students and of instruction generally will produce students well-qualified for work in areas of national need.

To encourage careers in education, government service, business, and the nonprofit sector, REEI will maintain its strong record of placing students in employment in areas of national need. Every month throughout the school year we engage REE students in career-focused programs. REEI is particularly focused on this grant cycle's priority to train teachers in language and area studies. To further the nation's ability to train students in Russian, we are developing new programs with the School of Education and with the schools of the State of Indiana. We will work with the new Center for Language Excellence at IU to train language teachers here. To expand the number of Americans mastering REE languages and to increase the number of highly qualified REE language teachers, REEI will build on our already vigorous pre- and in-service teacher outreach programs and engage new audiences of K-12 students. We will provide instructional materials and professional development to, among others, a local high school's Russian program and regional K-12 teachers. We will reach out to new audiences of K-12 students through regional and national Russian Olympiads.

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: Indiana University, Russian and East European Institute
Name/Title of Authorized Representative: Steven A. Martin, Associate VP Research Administration
Telephone: 812-855-0516
E-mail: rugs@indiana.edu

Signature:

 Date: 06/27/2014

Adherence to Section 427 of GEPA

The commitment of Indiana University to the fundamental principles of equality of opportunity and human dignity requires that students and employees be treated fairly and be free from discrimination in all its forms. IU pledges itself to continue its commitment to the achievement of equal opportunity within the University and throughout American society as a whole. The Russian and East European Institute adheres to these general principles and makes every effort to assure equal access to and participation in its programs by all persons regardless of their gender, race, national origin, color, disability, or age.

The Russian and East European Institute works closely with the Office of Diversity, Equity, and Multicultural Affairs (DEMA) and the Office of Affirmative Action to recruit and retain students and faculty from underrepresented groups. As an institution of higher learning, IU is concerned not just with the fair and equal treatment of all, but with overcoming the vestiges of past discriminatory policies and procedures. To quote the IU Faculty Council:

All components of our academic mission—teaching, learning, scholarship, research, and creative activity—are immeasurably enriched by students, faculty, and staff with diverse experiences. Our finest efforts as educators and scholars depend on the interchange of ideas and on the testing of competing assumptions. Interaction on our campus among persons and groups with diverse backgrounds and experiences facilitates those efforts by helping us to become more reflective about the varied historical and social contexts in which we work and learn.

This statement rings especially true in international study. In this grant proposal, we detail ways in which REEI works to reach out minority constituencies at the university and beyond. This year, REEI drew upon its own funds to create a nationwide scholarship for first-generation college students to study Russian, awarded to 2 students; we intend to continue this initiative next year (again, without drawing on grant funds). Another initiative involves pioneering a minority study abroad course organized by DEMA: we will support the design of a program to study diversity in Hungary in order to introduce students to the challenges and benefits of international study. Finally, REEI works closely with Russian-language programs in high schools that are predominantly non-white. We hope in this way to increase diversity among university students and to produce, eventually, a higher number of minority graduates with advanced FL skills available to work in government, academic, and professional jobs. To the same end, our Assistant Director has made recruiting trips to universities in Washington, DC and New Orleans to recruit minority students.

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 the 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 (Clear Air) Implementation Plans under Section 176(c) of the Clear 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. §1721 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, AAudits of States, Local Governments, and Non-Profit Organizations.≡
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 		TITLE Associate VP Research Administration	
APPLICANT ORGANIZATION Trustees of Indiana University		DATE SUBMITTED 06/27/2014	

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB

0348-0046

(See reverse for public burden disclosure.)

1. Type of Federal Action: <input type="checkbox"/> NA a. contract b. grant c. cooperative agreement d. loan e. loan guarantee f. loan insurance	2. Status of Federal Action: <input type="checkbox"/> NA a. bid/offer/application b. initial award c. post-award	3. Report Type: <input type="checkbox"/> NA a. initial filing b. material change For Material Change Only: year _____ quarter _____ date of last report _____
4. Name and Address of Reporting Entity: <input type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier _____, if known: Congressional District, if known:	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: N/A Congressional District, if known:	
6. Federal Department/Agency: N/A	7. Federal Program Name/Description: N/A CFDA Number, if applicable: _____	
8. Federal Action Number, if known: N/A	9. Award Amount, if known: \$ N/A	
10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI): N/A	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): N/A	
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 this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information 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: <u>Steven A. Martin</u> Print Name: <u>Steven A. Martin</u> Title: <u>Associate VP Research Administration</u> Telephone No.: <u>812-855-0516</u> Date: <u>06/27/2014</u>	
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**Indiana
Department of Education**

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

June 9, 2014

U.S. Department of Education
1990 K Street, NW.
Washington DC 20006-8521

To whom it may concern:

It is a privilege to write in support of the Indiana University Title VI consortium "Indiana State Internationalization Plan" (ISIP) proposal, led by the Center for the Study of Global Change, which will build a stronger and more robust infrastructure for international education across the State of Indiana.

I have championed international partnerships and world language learning throughout my career because all our students and teachers benefit from the global perspectives that result from exchanges of students, teachers and administrators and introduction to world languages. Global partnerships are growing throughout Indiana in our schools but there is room for substantial growth in international exchange, global learning and study of world languages. We have reenergized our Global Learning and World Languages programs at the Indiana Department of Education and are grateful for the collaboration with the Center for the Study of Global Change on the state wide program "Advancing Global Learning in Indiana Schools", a collaborative effort funded by national and state wide public and private partners.

The IDOE is collaborating with the Global and Area Studies Centers at Indiana University on key deliverables that will benefit the ISIP project including a Survey of the State of Global Learning in Indiana Schools and development of professional learning communities focused on global learning. We are pleased to partner with the School of Global and International Studies, Indiana University centers and all who will contribute to developing the Indiana State Internationalization Plan.

The State of Indiana needs a systemic approach that is comprehensive, sustainable in the long-term, involving stakeholders from many sectors across Indiana: higher education institutions, K-12 education, businesses, policymakers, and organizations and experts from Indiana. The ISIP

plan can become a model for how to internationalize states as it brings together constituents from other states who are involved in similar initiatives in their states.

The plan has five major goals and a clear strategy of how to achieve them:

To design a consortium of diverse stakeholders that collectively promote and further international education across Indiana

To collectively develop a state-wide internationalization plan for Pre-K-16 and beyond

To develop a K-12 global learning certificate for the state of Indiana

To enhance and increase the offerings and access to area, global, and world language learning and professional development opportunities for Indiana students and teachers

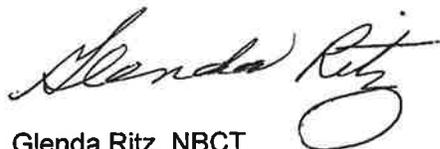
To expand routes for professional preparation and certification of world language teachers

The enhancement of world language instruction and teaching, the further integration of global learning and area studies outcomes in teaching and learning, and the increased opportunities for certification and teacher training are not only desired but necessary for our students in the 21st century.

The state of Indiana needs such a collective effort and the IDOE is delighted to be part of this important initiative. It looks forward to working with the Global and Area Studies Centers at IUB to develop and implement the plan, and thus further change the landscape of international education in the state of Indiana.

Thank you for your consideration.

Sincerely,



Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction



INDIANA UNIVERSITY

SCHOOL OF EDUCATION

Office of the Dean

June 10, 2014

Dear Colleagues:

I am writing to express my support for the initiatives spearheaded by the area studies units at Indiana University applying for Title VI funding this June. The School of Education is pleased to partner with the Title VI applicants to enhance the training and certification of K-12 teachers in the state of Indiana and beyond. As the premier institution that trains and certifies teachers in our state, the School of Education is enthusiastically supportive of the goals of this competition—to deepen the internationalization of our teacher training curriculum and bring engagement with cultures and societies from around the world into every classroom toward developing sophisticated and active global citizens.

The School of Education has a long history of global research and international partnerships along with our Global Gateway for Teachers cultural immersion program which is recognized as one of the most rigorous and innovative study abroad experiences among schools of education. Global Gateway places student teachers in 18 countries, national urban schools and the Navajo Nation. We are well positioned to support the project goals of internationalizing the curriculum in Indiana school districts and increasing the number of graduates qualified to teach foreign languages through exploring and/or expanding joint degree tracks. The School will commit to providing approximately \$15,000 for a new postdoctoral fellow position that will be jointly funded with the School of Global and International Studies and the Title VI centers at 100% FTE to coordinate internationalization efforts. In addition, the School of Education will provide administrative support through its Center for P-16 Research and Collaboration as well as the P-16 Center Director's time to supervise the fellow and serve as faculty liaison with other partners.

Our faculty looks forward to the outcomes of the activities we have planned, and I believe the investments we are making with support from the Title VI competition will have a lasting impact on the curriculum, faculty research and activities in the classroom, and, most importantly, the teachers we will be graduating into the future.

Sincerely,

Gerardo M. Gonzalez,
Dean



College of Nursing, Health, and Human Services

Department of Social Work

749 Chestnut Street
Terre Haute, Indiana 47809
Telephone: 812-237-3611
Fax: 812-237-8114

July 1, 2014

Program Officer
Title VI International Education
Program Services
U.S. Department of Education
Washington, D.C.

Dear Sir/Madam:

I am writing to offer my highest support for the grant proposal submitted by Dr. Padraic Kenny and his colleagues at Indiana University for consideration by the Department of Education. The proposed project will fulfill the expanded mission of the Title VI programs in increasing the diversity in international service professions and strengthening international studies. Dr. Kenny reached out to Indiana State University and the Department of Social Work as active contributors to the educational objectives in the proposal.

My colleague (Professor Robyn Lugar) and I will bring an applied perspective in social advocacy and community organization important to democratic governance around the world. Our collective experience in establishing social work curriculum, for example, with the Tambov State University in Russia and Hannil University in South Korea will expand the learning and exchange opportunities for students and educators in diverse regional areas, academic studies or professions.

It is a privilege and an excitement for our universities and departments to partner in this project. Dr. Kenny and I have discussed the expansion of educational services to other global regions in future endeavors.

Sincerely yours,

A handwritten signature in blue ink, appearing to read "Paul Duong Tran".

Paul Duong Tran, Ph.D.
Professor and Chair