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Center for Slavic, East

European and Eurasian Studies

Comprehensive National Resource Center and

Foreign Language and Area Studies Fellowships

Proposal 2022-2026

Dr. Angela Brintlinger, Director Eileen Kunkler, Assistant Director

|  |  |
| --- | --- |
|  | **Acronyms Guide** |
| **AATSEEL……..** | American Association of Teachers of Slavic and East European Languages |
| **ACTFL…………** | American Council on the Teaching of Foreign Languages |
| **ARL…………….** | Association of Research Libraries |
| **ASEEES……….** | Association for Slavic, East European, and Eurasian Studies |
| **BCS…………….** | Bosnian-Croatian-Serbian |
| **BTAA…………..** | Big Ten Academic Alliance |
| **CC………………** | Community College |
| **CCWA…………**  **CEHE………….** | Columbus Council on World Affairs  College of Education and Human Ecology |
| **CLLC…………..** | Center for Languages, Literatures, and Cultures |
| **CNIS……………** | Columbus North International School |
| **CSEEES……….** | Center for Slavic, East European and Eurasian Studies |
| **DSEELC……….** | Department of Slavic and East European Languages and Cultures |
| **FAO…………….** | Foreign Area Officer |
| **FLAS…………...** | Foreign Language and Area Studies |
| **FTE…………….** | Fulltime Equivalency |
| **GIS……………..** | Graduate Interdisciplinary Specialization |
| **GTA…………….** | Graduate Teaching Assistant |
| **HBCU…………..** | Historically Black College or University |
| **IS……………….** | International Studies |
| **ITL……………..** | Institute for Teaching and Learning |
| **LCTL…………...** | Less Commonly Taught Language |
| **MOU……………** | Memorandum of Understanding |
| **MSI……………..** | Minority Serving Institution |
| **MWSC………….** | Midwest Slavic Conference |
| **NELC…………..** | Department of Near Eastern Languages and Cultures |
| **NRC……………** | National Resource Center |
| **ODEE………….** | Office of Distance Education and eLearning |
| **OIA……………..** | Office of International Affairs |
| **OPI……………..** | Oral Proficiency Interview |
| **OSU…………….** | The Ohio State University |
| **REEE…………..** | Russia, Eastern Europe, and Eurasia |
| **SEA…………….** | Serbian Educational Alliance |
| **SEEES M.A…….** | M.A. in Slavic, East European and Eurasian Studies |
| **SEELC………….** | Slavic and East European Languages and Cultures |
| **UG………………** | Undergraduate |
| **USEd……………**  **URM…………….** | U.S. Department of Education  Underrepresented Minority |

THE OHIO STATE UNIVERSITY | Center for Slavic, East European and Eurasian Studies

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# CRITERION A: COMMITMENT TO SUBJECT AREA

**A.1: INSTITUTIONAL SUPPORT:** Russian, East European, and Eurasian (REEE) studies have decades of rich history at The Ohio State University (OSU) since the founding of the Center for Slavic, East European and Eurasian Studies (CSEEES) in 1965. Over the decades institutional support for REEE studies has grown to $12,420,043 (2020-21 figure) as shown in Table 1, an increase of 15% since 2016-17. The Office of International Affairs (OIA) provides

CSEEES with salary and administrative support worth over $225,000 annually. OIA, with an annual operating budget of

$16 million, is the locus for international education at OSU and currently covers .5 FTE of the CSEEES assistant director and officer coordinator positions, as well as course buyouts for the director. Starting September 2021, OIA will cover .5FTE of the CSEEES outreach coordinator position and in August 2022, .7FTE of the assistant director. Within CSEEES, the Serbian Educational Alliance (SEA) is funded through a $300,000 grant from the Department of State, while the Polish

**Table 1 – OSU REEE Support, 2020-21**

|  |  |
| --- | --- |
| **CSEEES OFFICE** |  |
| Administrative Salaries & Fringe Benefits | $101,730 |
| Center Operating Budget | $42,068 |
| Polish Studies Initiative Budget | $17,030 |
| Central Service Support | $8,965 |
| Slovene Research Initiative Endowment | $64,266 |
| **Subtotal** | **$225,094** |
| **REEE FACULTY & STAFF** |  |
| Area Studies Salaries & Fringe Benefits | $4,680,590 |
| Language Salaries & Fringe Benefits | $394,232 |
| Faculty Research & Travel Grants | $98,910 |
| REEE Programming Endowments | $803,741 |
| DSEELC Salaries & Fringe Benefits | $242,275 |
| NELC Salaries & Fringe Benefits | $36,825 |
| CLLC Salaries & Fringe Benefits | $71,400 |
| IS Salaries & Fringe Benefits | $48,349 |
| Global Business Salaries & Fringe Benefits | $44,688 |
| OIA Salaries & Fringe Benefits | $661,937 |
| Mershon Salaries & Fringe Benefits | $26,933 |
| **Subtotal** | **$7,109,880** |
| **REEE STUDENTS** |  |
| Graduate Associateships (stipends & tuition) | $1,997,312 |
| FLAS Tuition & Fee Awards | $223,712 |
| Fellowships & Scholarships | $161,304 |
| Student Support Endowments | $429,535 |
| **Subtotal** | **$2,811,863** |
| **LIBRARY** |  |
| Staff Salaries & Fringe Benefits | $598,389 |
| Acquisitions | $151,514 |
| Hilandar & Special Collections Endowments | $1,523,303 |
| **Subtotal** | **$2,121,692** |
| **Grand Total** | **$12,420,043** |

Studies Initiative and Slovene Research Initiative are funded through endowments and OSU seed funds. All have strengthened CSEEES' regional coverage.

**A.2: SUPPORT FOR TEACHING STAFF:** 86 faculty members teach REEE studies at OSU, including four new tenure-track area studies hires, four new lecturers or visiting assistant professors for language instruction, and five new faculty affiliates since 2016-17. Overall, the university invests $4,680,590 (Table 1, pg. 1) towards REEE area studies salaries and benefits and $394,232 towards language instruction salaries and benefits. $98,910 in research and travel grants were awarded in 2020-21 to REEE faculty, with a further $803,741 in endowments generating funds for REEE faculty programming.

**A.3: SUPPORT FOR LIBRARY RESOURCES:** REEE library acquisitions totaled $151,514 in 2020-21, and library staff salaries and benefits totaled $598,389. A key area of focus for the University Libraries has been digital access, e-resources, and mentorship/consultation services. **A.4: LINKAGES WITH INSTITUTIONS ABROAD:** Ohio State values global engagement and its international partnership staff have facilitated the creation of 17 active REEE international partnerships that focus on agriculture, aviation engineering, environmental sciences, the social sciences, veterinary medicine, and women’s, gender, and sexuality studies.

Memoranda of Understanding (MOUs) with Polish institutions allow Ohio State aviation engineering students to intern at the Institute of Aviation and study abroad in Warsaw at the Institute of Philosophy and Sociology, while OSU scholars work with agricultural universities in Ukraine on collaborative research and lend expertise on developing graduate agricultural science programs. An MOU with the University of Belgrade aligns with CSEEES’ SEA and will help create new study abroad opportunities and faculty exchanges.

**A.5: SUPPORT FOR OUTREACH ACTIVITIES:** As a land-grant institution, OSU considers outreach to be a key mission. CSEEES’ outreach work is enhanced by a university-wide Office of Outreach and Engagement that promotes service-learning, outreach, and research, and that

works to facilitate and amplify other units’ outreach activities. It also awards over $200,000 annually to fund programs and recognize outstanding activities. Additionally, within Ohio State’s College of Education and Human Ecology (CEHE), the P12 Initiative focuses on providing resources to Ohio K12 schools and educators, directly connecting them to the expertise and resources of Ohio State. CSEEES works closely with these units to advertise its K12 programming, find resources, and continuously improve program techniques and offerings.

**A.6: STUDENT SUPPORT:** Fifty-seven graduate students active in REEE studies across 17 different disciplines in the humanities and social sciences received $1,997,312 in funding in the form of associateships or fellowships in 2020-21. The Graduate School provided a further

$223,712 in tuition and fee awards for graduate student Foreign Language and Area Studies (FLAS) fellows (Table 1, pg. 1). Two REEE graduate students won prestigious 12-month fellowships worth more than $135,000 from the Graduate School, while four received $5,000 grants in recognition of studies related to sustainability initiatives. Other units awarded $161,304 in scholarships and fellowships to REEE students, and endowments worth $429,535 are held by the university. In total, student support for REEE studies in 2020-21 was $2,811,863.

# CRITERION B: QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM

**B.1.a EXTENT OF LANGUAGE INSTRUCTION:** OSU regularly offers instruction across several departments in seven REEE languages: Bosnian-Croatian-Serbian (BCS), Modern Greek, Polish, Romanian, Russian, Turkish, Uzbek, and Yiddish. It also stands out for having the only Romanian program in the Midwest and as one of two institutions in the U.S. to offer Uzbek during the academic year. In 2019-20, DSEELC also offered a one-semester elementary Hungarian language course. An Old Church Slavonic grammar course is offered every two years. Modern Greek is offered through the Department of Classics. The Department of Near Eastern

Languages and Cultures (NELC) teaches Turkish and Uzbek. In 2020-21, the Department of Germanic Languages and Literatures restarted its Yiddish program. Additionally, through the Big Ten Academic Alliance (BTAA), students can study via distance learning other languages offered by the 14 participating universities, such as Armenian (2017-18), Czech (2018-21), Estonian (2018-19), and Ukrainian (2020-21), at no extra cost.

To spread access to REEE languages beyond their campus, DSEELC and NELC make Polish, Romanian, and Uzbek courses available via the BTAA, with students from Purdue University, University of Minnesota, and University of Michigan regularly enrolling. DSEELC also has invested in making multiple modalities available for 1st and 2nd year Russian language, including online (launched in 2019-20) and self-paced, independent study. Online offerings will allow Russian to be taught for the first time at the regional campuses in 2022-26. To supplement language studies, study abroad programs are available in six REEE countries (Criterion D, pg.

18). Lastly, CSEEES has contributed funds to three intensive summer language workshops that teach critical, less commonly taught languages (LCTLs).

**B.1.b REEE LANGUAGE ENROLLMENTS:** Enrollments in REEE languages are strong,

with an average of 658 students enrolled per year from 2018-21. Of the seven languages

**Table 2, Language Enrollments and Levels Offered, 2018-21**

regularly taught, as shown in Table 2, Russian has the highest enrollments (1,463), followed

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **2018-19** | **2019-20** | **2020-21** | **Levels** |
| **BCS** | 23 | 11 | 15 | 1st & 2nd |
| **Czech\*** | 11 | 5 | 8 | 1st & 2nd |
| **Estonian\*** | 2 | 0 | 0 | 2nd |
| **Hungarian** | 0 | 12 | 0 | 1st |
| **Modern Greek** | 52 | 67 | 66 | 1st, 2nd, 3rd, & 4th |
| **Polish^** | 38 | 40 | 38 | 1st, 2nd, & 3rd\* |
| **Romanian^** | 7 | 15 | 23 | 1st & 2nd |
| **Russian** | 551 | 459 | 453 | 1st, 2nd, 3rd, 4th, & 5th |
| **Turkish** | 13 | 11 | 24 | 1st & 2nd |
| **Ukrainian\*** | 0 | 0 | 2 | 2nd |
| **Uzbek^** | 8 | 11 | 8 | 1st, 2nd, & 3rd |
| **Yiddish** | 0 | 0 | 4 | 1st |
| **TOTAL** | **703** | **631** | **624** |  |
| \*languages received through BTAA; ^languages offered through BTAA | | | | |

by Modern Greek (185), Polish (116), BCS (49), Turkish (48),

Romanian (45), and Uzbek (27).

* + 1. **LEVELS OF TRAINING:** DSEELC offers 1st – 5th year Russian, and 1st and 2nd year BCS, Polish, and Romanian. 6th year Russian will be offered starting in autumn 2022. New courses were added in 2018-21, including a Russian language sequence for heritage speakers (Appendix 1). Upon completion of the two-semester sequence, students take a placement test, typically continuing in 3rd or 4th year Russian. Another course added in 2020-21, Russian 2200: Russian Language and Culture for Travel and Business, is a two-credit course that covers basic phrases and vocabulary. An annual two-course sequence for graduate students who need Russian reading skills for research is available. Other advanced Russian offerings focus on pronunciation, reading skills, conversation, and language maintenance. Third year BCS and Polish (2019-21) are offered on-demand through the BTAA. Four levels of Modern Greek instruction are taught and one of Yiddish. NELC teaches two levels of Turkish and Uzbek annually. 3rd year Uzbek was taught by OSU in 2020-21 and can also be received through the BTAA when needed.
    2. **LANGUAGE COURSES IN OTHER DISCIPLINES:** While Russian language classes are exclusively taught by DSEELC, a variety of interdisciplinary and topical courses ensure that curricular offerings at Ohio State go beyond language, linguistics, and literature. Specialized materials were developed for fourth semester Russian language that are focused on public affairs and earth sciences for students majoring in those fields. Russian 3570: CLLC Radio is offered in partnership with the Center for Languages, Literatures, and Cultures (CLLC) and is a course in which students prepare three live radio broadcasts in their target language – it has also been offered for Polish. New courses added in 2019-21, Russian 5630: Russian Translation and Russian 5160: Russian for Open-Source Media Research, provide curricular options for students to learn critical, applied skills (Appendix 1). A business Russian course, Russian 5150, was revised in autumn 2020 to teach vocabulary and skills for working in commercial sectors. In

addition, the BCS, Polish, Romanian, Turkish, and Uzbek programs all integrate a variety of materials and sources into their curricula to expose students to different disciplines, resources, and perspectives.

* + 1. **SUFFICIENCY OF FACULTY:** As of 2020-21, 14 teaching staff taught REEE languages--three tenured faculty, an assistant professor, a visiting assistant professor, the DSEELC language program coordinator, and eight lecturers (Appendix 3). Eight - ten graduate teaching associates (GTA) in DSEELC also support language teaching. Lecturers in Russian and Modern Greek are being promoted into new positions as professors of teaching in 2021-22. Instructors for the BCS, Polish, Romanian, Turkish, and Uzbek programs are all lecturers or senior lecturers. In the Russian language program, GTAs typically instruct first- and second-year courses, while native speakers and lecturers teach more advanced courses. Russian pronunciation, open-source media, and translation courses are taught by tenured faculty (Appendix 1).
    2. **PEDAGOGY TRAINING:** Three units at Ohio State provide training and resources for pedagogy: the Michael V. Drake Institute of Teaching and Learning (ITL), the Office of Distance Education and eLearning (ODEE), and the CLLC. The ITL provides university-wide pedagogy trainings and resources. Offered programs include course redesign workshops, teaching endorsement certificates on topics such as inclusive teaching and digital humanities pedagogy, faculty mentorship programs, and unit-level consultations. Similarly, ITL runs an orientation for new graduate teaching assistants and provides toolkits and resources.

ODEE oversees online teaching and provides consultations to instructors designing online courses. DSEELC consulted regularly with ODEE as it created its online Russian language courses. ODEE staff advised on how to build out the language courses to make sure

they are user-friendly and that content is adapted for online learning. ODEE also provided invaluable resources in the spring of 2020 with the sudden switch to teaching online.

The CLLC is the unit that addresses the specific pedagogical needs of language instruction. Each August it runs a multi-week workshop for new graduate student language instructors. Morning sessions cover general language teaching theory, materials, and practicum sessions, while in the afternoon, students attend sessions specific to their language department, thus gaining the basic skills and knowledge to be effective language teachers. Additionally, the CLLC offers workshops about new technologies and their possible uses and awards grants to language instructors to attend conferences. DSEELC GTAs are also required to pass a Russian proficiency examination before teaching any Russian language course. In their first semester of teaching, they also must take Slavic 7801: Language Teaching Workshop, which is taught by the language program coordinator (Appendix 1).

* + 1. **PERFORMANCE-BASED INSTRUCTION:** OSU language programs all implement performance-based instruction and focus on increasing students’ communication skills, intercultural competencies, and learning autonomy. All are taught in a 4-skill (speaking, listening, reading, and writing), communication-oriented format. Language teachers are required to engage students in the target language to the maximum extent possible. Tests throughout the semester measure student progress in speaking, listening, reading, composition, grammar, vocabulary, and culture. The textbooks used are also performance-based, and native language materials are used at all levels of instruction. Language departments regularly review chosen teaching materials for updates and select textbooks that contain online and video listening resources and exercises. DSEELC uses embedded test sampling, portfolios, and proficiency testing to gauge student performance across multiple Russian course sections. The DSEELC language program coordinator

has American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI) certification for Russian (Appendix 3).

* + 1. **ADEQUACY OF RESOURCES:** Within the CLLC are the World Media and Culture Center, which runs the individual instruction center, and the Hypermedia Studio that assists faculty in making multimedia language projects a part of their courses. The individualized instruction center allows students to study introductory and intermediate level language courses in a self-paced format, including Russian, which provides increased student access. It offers lab space to students for completing reading and listening assignments, testing, and one-on-one instructor consultations. The CLLC also assists with placement tests, which were made available online in 2020. Fifteen distance learning classrooms are available for receiving or hosting BTAA language courses with tech support from the CLLC. Language departments and the CLLC are all located in Hagerty Hall, which has a student computer lab and a 250-seat auditorium for lectures and film screenings. University Libraries (Criterion F, pg. 25) also holds thousands of primary source materials such as films, dictionaries, and books, available to instructors and students.
    2. **PROFICIENCY REQUIREMENTS:** Each department offering a foreign language employs a language program coordinator to oversee the curriculum and to determine language proficiency requirements. The language program coordinators for both DSEELC and NELC have training in administering ACTFL OPIs for the Russian and Turkish languages. For the Russian

program, each spring the DSEELC language program coordinator conducts OPIs with a sample of students to determine whether students are making adequate progress and whether the department’s language attainment

## Russian Language ACTFL OPI Expectations

1st Year – Novice mid/high

2nd Year – Novice high/Intermediate low 3rd Year – Intermediate mid

4th Year – Intermediate high 5th Year – Advanced low

expectations are reasonable. Seven of eight students surveyed in spring 2021 met or surpassed expectations. Similar assessment models exist for the other REEE languages. For the Turkish program, the language instructor conducts OPIs with students at the end of each semester to ensure that the curriculum is suitable for meeting the ACTFL language guidelines. In the Uzbek program, it is anticipated that after the 1st-year sequence, students can initiate and maintain simple face-to-face conversations, while after 2nd-year, they should be able to communicate effectively about a particular topic or field of interest.

# CRITERION C: QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

* + 1. **COURSES AND DISCIPLINES:** REEE area studies at Ohio State are well represented

across the university. From 2018-21, 198 unique area studies courses were taught, 138 at the undergraduate level, 44 graduate courses, and 16 courses in the professional schools. Courses were spread across 34 disciplines, in the arts, the humanities, the social sciences, and professional fields. Additionally, 24 of these courses were taught at a regional campus (Lima, Newark, Marion, or Mansfield), in geography, history, political science, Russian, Slavic languages and literatures, theatre, and sociology, demonstrating that REEE

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Disciplines** | **100%**  **Area Courses** | **<100%**  **Area Courses** | **UG** | **Grad** | **Prof** |
| Architecture | 1 | 0 | 0 | 0 | 1 |
| Business | 0 | 2 | 2 | 0 | 0 |
| Communications | 0 | 1 | 1 | 0 | 0 |
| Dance | 0 | 1 | 1 | 0 | 0 |
| Earth Sciences | 0 | 2 | 2 | 0 | 0 |
| Economics | 0 | 1 | 1 | 0 | 0 |
| Geography | 0 | 4 | 3 | 1 | 0 |
| Germanic | 0 | 3 | 3 | 0 | 0 |
| History of Art | 0 | 3 | 2 | 1 | 0 |
| History | 6 | 26 | 26 | 6 | 0 |
| International Studies | 0 | 9 | 6 | 3 | 0 |
| Jewish Studies | 0 | 2 | 2 | 0 | 0 |
| Law | 0 | 4 | 0 | 0 | 4 |
| Linguistics | 0 | 2 | 0 | 2 | 0 |
| Modern Greek | 6 | 0 | 6 | 0 | 0 |
| Music | 0 | 2 | 2 | 0 | 0 |
| NELC | 0 | 2 | 1 | 1 | 0 |
| Political Science | 0 | 5 | 4 | 1 | 0 |
| Public Affairs | 0 | 1 | 0 | 0 | 1 |
| Public Health | 0 | 5 | 0 | 0 | 5 |
| Russian | 16 | 0 | 13 | 3 | 0 |
| Slavic Languages & Literatures | 13 | 0 | 9 | 4 | 0 |
| Theatre | 0 | 2 | 2 | 0 | 0 |
| Turkish | 2 | 0 | 2 | 0 | 0 |
| Yiddish | 0 | 2 | 2 | 0 | 0 |
| **TOTALS** | **44** | **79** | **90** | **22** | **11** |

**Table 3, REEE Area Studies Courses by Discipline & Level, 2020-21**

studies are well integrated into the curriculum across the university, not only at OSU’s main campus. Table 3 (pg. 9) shows the course offerings by level and discipline in 2020-21, testifying to the fact that OSU is able to offer well over 120 different REEE courses per year. Since 2018, 11 new area studies courses have been created, with three other new area studies courses to be offered in the 2021-22 academic year. Eight of the newly created courses were at the undergraduate level, two were in professional programs, and one was at the graduate level. Of particular note, a new offering in autumn 2020, Architecture 5290: Slavic & East European Architecture, was created using CSEEES Title VI course development funds. It has proven popular with graduate students from multiple programs and will now be offered annually (Appendix 1). In the same 2018-21 period, a further 19 courses were redesigned to include at least 25% REEE content, and online versions of six already existing REEE courses were designed.

* + 1. **AREA COVERAGE IN PROFESSIONAL SCHOOLS:** Eleven CSEEES affiliate

faculty come from the colleges of education, law, medicine, public affairs, and public health, as well as the school of architecture (Appendix 3). Two are current members of the CSEEES Advisory Council, and professional school faculty are also well represented in FLAS and Polish Studies Initiative scholarship committees. As shown in Table 3 (pg. 9), 11 courses were taught in the professional schools in 2020-21, with the strongest REEE content in law and public health.

Professional school study abroad programs (Criterion D, pg. 18) include European Architecture Studies (summer 2019, Czech Republic) and Exploring Medical Care Delivery and Education from a Global View (spring 2019, Estonia).

Professional courses in architecture, law, public affairs, and public health are all taken by students in the M.A. in Slavic, East European and Eurasian Studies (SEEES M.A.), administered

by CSEEES. Public Affairs/International Studies 5700: Rebuilding Failed and Weak States continues to be popular for students who wish to learn about post-Soviet Ukraine, as well as Law 7700: Human Rights for students wishing to work in the non-profit sphere. Through dual degree programs, CSEEES also collaborates with professional schools to enhance curricular offerings. A dual degree with Public Affairs has existed since 2009, and a dual degree in Bioethics with the College of Medicine will be started in 2022-23.

* 1. **SPECIALIZED COVERAGE:** OSU departments offered specialized coverage of the REEE region with 74 course offerings that directly teach about Central Asia, Eastern Europe,

Modern Greece, Russia and the Soviet Union, Southeastern Europe, and/or Turkey, and that had

**Table 4, Courses by Region of**

|  |  |
| --- | --- |
| **Region/Country** | **# of Courses** |
| Russia & Soviet Union | 28 |
| Eastern Europe | 22 |
| Greece | 7 |
| Turkey | 6 |
| Central Asia | 6 |
| Southeastern Europe | 5 |
| **TOTAL** | **74** |

**Coverage**

50% - 100% of content specific to REEE as outlined in Table 4. These course offerings allow CSEEES to provide deep, comprehensive coverage of the REEE region at both the undergraduate and graduate level. Additionally, 12 different departments or colleges offered four or more REEE courses in

2018-21: the departments of Classics, Geography, Germanic Languages and Literatures, History, International Studies, Law, NELC, Political Science, Public Health, Sociology, Theatre, and SEELC. Three departments have four or more REEE tenure-track faculty: History (9), DSEELC (8), Classics (4), and two have three such faculty: Political Science (3), and Sociology (3).

* 1. **.a SUFFICIENCY OF NON-LANGUAGE FACULTY:** Eighty-three faculty support REEE area studies at OSU, with 72 exclusively in area studies and an additional 11 teaching a combination of REEE language and area studies (Appendix 3). Fifty-seven of the 83 (69%) are tenured or tenure-track faculty, while twenty-six are lecturers or visiting assistant professors (31%). Across 2018-21 there were four new tenure-track area studies hires in architecture,

history, and Slavic and East European languages and cultures, while five new faculty affiliates were added in earth sciences, geography, Germanic, political science, and theatre. Seven REEE affiliates teach at four regional campuses, making REEE area studies available across the state. In addition, in 2019 Ohio State became one of three U.S. institutions to be selected by the Polish-

U.S. Fulbright Commission to be a dedicated host of an annual Fulbright Slavic Scholar award.

CSEEES and DSEELC will host the first Fulbright Slavic Scholar in 2021-22, and the intent of the award is to have a visiting scholar teach one course each year on a topic related to Poland.

**C.3.b PEDAGOGICAL TRAINING:** As outlined in Criterion B (pg. 6), ITL and ODEE provide university-wide support and resources for pedagogy training, course development, and online instruction and these two same units are crucial assets for area studies instruction. Specific to area studies, ITL administers the Course Design Institute, a five-part workshop in which an instructor works on designing or redesigning a specific course side-by-side with ITL staff. Through the workshop, instructors receive feedback and ideas from peers across the university in different disciplines and take advantage of the guidance of ITL staff who are experts in pedagogy and integrating new theories and tools into the classroom. In addition to the e-learning support, ODEE is a core member of the Classroom Readiness Committee, which is responsible for the service of campus classroom space and making recommendations for improvements to classrooms and technology. In combination with the tools and resources that it provides to instructors to enhance online or hybrid teaching, ODEE has simultaneously invested in updating classroom spaces to provide them with flexible configurations, whiteboards, document cameras, multiple displays, and audiovisual equipment, as well as with enhanced features for remote or hybrid teaching. This university-wide investment has been much appreciated during semesters

affected by the COVID-19 pandemic and will continue to be used in future to expand instructional flexibility and access and to enhance student experience.

Much like language courses, area studies courses are taught by a combination of GTAs, lecturers, and faculty. GTAs usually teach introductory courses or recitation sections, or serve as graders, while post-candidacy Ph.D. students are given the opportunity to teach lower-level undergraduate courses to improve their own professional development. Upper-level undergraduate and all graduate courses are taught by lecturers or faculty. Departments ensure that faculty regularly teach courses at a variety of levels so that undergraduate coursework is not taught solely by GTAs and lecturers, and all offer honors courses to give undergraduates opportunities to take more rigorous curriculum in smaller, faculty-taught courses. REEE area studies courses have honors options as well (Appendix 1). Departments are required to provide pedagogical training to graduate students before they begin teaching, which varies by department: pre-service workshops, semester-long courses, and apprenticeships. Of note, the Department of History is home to the Harvey Goldberg Center for Excellence in Teaching.

Within the department, the Goldberg Center runs professional development programs focused on best practices and effectively using technology. On a wider scale, it produces a series of publications, including *Origins: Current Events in Historical Perspective*, to provide teachers on campus and beyond with quality teaching and learning materials.

* 1. **INTERDISCIPLINARY COURSES:** Interdisciplinary courses are richly embedded within REEE area studies curricula, and the university recognizes the importance of interdisciplinarity across humanities, social sciences, and natural/physical sciences. CSEEES also works with departments and faculty to encourage the development of interdisciplinary courses and offers curriculum development grants. From 2018-21, 30 different interdisciplinary undergraduate and

graduate courses were taught (Appendix 1), in units ranging from architecture, earth sciences, economics, geography, international studies, music, NELC, public affairs, and DSEELC. Notable examples include: Slavic 6501: Intro to Slavic and East European Studies, which is a required course for the M.A. in Slavic, East European and Eurasian Studies and is also taken by graduate students from other departments who are focusing on the region; Earth Sciences 3411: Water Security, which explores the issues around the quality and quantity of freshwater resources; and International Studies 5701: Advanced Intelligence, a course that explores the history of intelligence practices in the U.S. and its connections to politics and policymaking.

# CRITERION D: QUALITY OF CURRICULUM DESIGN

* + 1. **REEE STUDIES IN UNDERGRADUATE PROGRAMS:** Six primary degrees exist for undergraduate REEE studies, plus one certificate. DSEELC offers a Russian major and minor, a

Slavic minor, and a new Russian language and culture certificate. The Undergraduate International Studies Program (IS) offers a major and minor in REEE studies. A

## Quick Facts, 2018-21

*46 Russian majors*, 61% pursued a double major

*134 Russian minors*, 33% who completed a Bachelor of Science (BS) degree

*14 Slavic minors*, 57% who completed a BS

*18 REEE international studies majors*, 50% who also majored/minored in a foreign language

new minor started in 2019 through NELC is for Central Asian studies.

* + 1. **APPROPRIATENESS OF REQUIREMENTS:** Requirements for the six undergraduate REEE degree options and certificate reflect the depth of area studies course offerings (Criterion C) and language offerings (Criterion B) available at Ohio State. In 2020-21, undergraduate students in one of these programs could choose from 90 area studies and 59 language courses. Table 5 (pg. 15) lists the requirements for each program and number of graduates from 2018-21. The Russian major offers two tracks: literature, culture, and film, or language. The language track requires at least three years of Russian, while the literature, culture, and film track requires

at least two. In addition, required advanced Russian reading courses and language electives bring students to a higher proficiency level. Current IS curricula all require a language minor and at least 30 credit hours of interdisciplinary coursework. However, a major redesign of the IS curricula will be implemented in 2022-26 following an external evaluation. Current offerings are distributed across thematic specializations (e.g., security and intelligence) and regional specializations such as REEE studies. Over the years, this has meant more students have selected thematic tracks while still taking much of the regional coursework. For example, from 2018-21, 45 IS students graduated from a track other than REEE studies but either completed a Russian language minor or took more than 12 credit hours of REEE coursework. The new curricular options will require students to choose both a thematic and regional specialization (27 credit hours), plus complete a core set of foundational courses for all IS majors (9 credit hours) and a language minor. This change should reinvigorate regional studies.

**Table 5, Undergraduate REEE Degree Requirements & Graduates, 2018-21**

|  |  |  |
| --- | --- | --- |
| **PROGRAM** | **SUMMARY OF MINIMUM REQUIREMENTS** | **# GRADS** |
| Russian Major (DSEELC) | 33 credit hours: Language -10 credits for culture track, 12 credits for language track; 18 credit hours of language & literature/culture  electives (language track), 21 credit hours of electives across literature, culture, and film; capstone (both tracks) | 46 |
| Russian Minor (DSEELC) | 13 credit hours: 2nd year Russian & 9 credit hours of literature/culture electives | 134 |
| Slavic Minor (DSEELC) | 12 credit hours: 2nd year language & 9 credit hours of literature/culture electives | 14 |
| Essential Skills Certificate (DSEELC) | 12 credit hours: 8 credits of 1st year Russian (online), 4-5 credits of culture and basics of Russian language and culture (online) | 0 |
| REEE Studies Major (IS) | 30 credit hours: 12 credits in IS, geography, & political science; 12 credits in critical perspectives; REEE language minor; 6 credits of electives. BA & BS options. | 18 |
| REEE Studies Minor (IS) | 15 credit hours; 3 credits IS; 12 credits of electives | 0 |
| Central Asian Studies Minor (NELC) | 13 credit hours: Uzbek 2101 (4 credits), 3 credits from literature/culture in translation course options, and at least 6 credits across language and  non-language electives | 1 |
|  | **TOTAL** | **213** |

* + 1. **CURRICULAR OPTIONS FOR GRADUATE STUDENTS:** Multiple graduate

programs exist at Ohio State that have strong records of producing REEE experts and that are

supported by the wide array of language and area studies courses. In 2020-21, 22 graduate courses and 11 professional courses were offered, with graduate students also being able to take some upper-level undergraduate courses and the same 59 language courses (Appendix 1). The five graduate degrees are outlined in Table 6. Two CSEEES-administered terminal M.A. degrees permit students to deepen their REEE area studies knowledge and advance their language skills: the SEEES M.A. and the Mid-Career Professional Track in Slavic, East European and Eurasian Studies. The Mid-Career Professional Track can be completed in fewer semesters than the regular M.A., matching the needs of Foreign Area Officers (FAOs) and other professionals who already have extensive work experience in the region. Two dual degree options exist for students in the M.A. program, a dual Master of Public Affairs and an M.A. in Bioethics, for students who wish to expand their skillset for non-profit and public sector careers. First enrollments for the bioethics dual degree will be accepted for autumn 2022. Also administered by CSEEES, the Graduate Interdisciplinary Specialization (GIS) in East European and Eurasian Studies is a curricular option for graduate students in programs outside of CSEEES to demonstrate their

**Table 6, Graduate REEE Degree Requirements & Graduates, 2018-21**

|  |  |  |
| --- | --- | --- |
| **PROGRAM** | **SUMMARY OF MINIMUM REQUIREMENTS** | **GRADS** |
| M.A. in Slavic, East European & Eurasian Studies (CSEEES) | 38 credit hours over 3 or more disciplines; 4 years of Russian  language or 2 years of another REEE language; & M.A. written exam or thesis option | 12 |
| Mid-Career Professional Track in Slavic, East European & Eurasian Studies (CSEEES) | 30 credit hours over 3 or more disciplines; 4 years of Russian or 2 years of another REEE language; & M.A. written exam | 1 |
| GIS in East European & Eurasian Studies (CSEEES) | 15 credit hours over 2 or more disciplines; 3 years of Russian or 2 years of another REEE language | 1 |
| M.A. in Slavic and East  European Languages & Cultures (DSEELC) | 34 credit hours, tracks in cultural studies, second language  acquisition, or linguistics; written & oral exams; passing of Russian proficiency exam; M.A. paper or thesis; & M.A. exam | 7 |
| Ph.D. in Slavic and East European Languages and Cultures (DSEELC) | 46 credit hours above M.A, tracks in cultural studies, second language acquisition, or linguistics; passing of Russian proficiency exam; submission of professional candidacy paper; written & oral candidacy exams; & dissertation prospectus and defense. For cultural studies track, proficiency in a second Slavic language and research language competency also required. | 3 |
|  | **TOTAL** | **24** |

interdisciplinary area studies knowledge and language skills. DSEELC offers two degrees, an

M.A. and a Ph.D. in Slavic and East European Languages and Cultures with three separate tracks: literature, film, and cultural studies; second language acquisition; and Slavic linguistics. A new terminal M.A. specialization in DSEELC, Russian for the Professions, will accept applicants starting in autumn 2022 semester and will ensure high level language training.

* + 1. **GRADUATE PROGRAM REQUIREMENTS:** Table 6 (pg. 16) also outlines the requirements for current degrees, which shows that they are rigorous and comprehensive. All CSEEES degrees allow students to choose a country or regional specialization while stressing the importance of interdisciplinarity. The programs also have language requirements that ensure students have a minimum level of professional functionality. Familiarity with two REEE languages is encouraged. Sixty-three percent of graduates since 2016 (17 of 27) studied at least two REEE languages. The reduced credit hour requirement for the Mid-Career Track reflects the fact that admitted applicants must possess first-hand professional experience in the region. Dual degree offerings allow students to complete two degrees in a reduced timeframe, while maintaining core degree components. DSEELC programs prepare students for the future rigors of academia, honing their language, research, and pedagogy skills.
  1. **STUDENT ADVISING:** All students in CSEEES’ three graduate programs are advised by a faculty advisor and a program advisor. The CSEEES director serves as graduate studies chair and advises students as they matriculate and during their first year through regular meetings. A final faculty advisor is selected based upon the field of specialization. Throughout the duration of the program, the CSEEES assistant director serves as the program advisor, making sure that students make adequate degree progress, are meeting requirements, and receive timely career advice. Graduate programs in DSEELC are overseen by a graduate studies chair, and students are

advised by a faculty member based on program track and research focus. Orientation and web- based student resource sections also aid students. At the undergraduate level, staff advisors are designated for each undergraduate degree and programs maintain robust services and advising information online. IS provides programmatic advising for students, and students pursuing research can select a faculty member from across campus. DSEELC faculty members also advise majors and minors, with undergraduate and graduate studies chairs also supporting students.

For career advising, cross-campus resources are also available to students, including the Center for Career and Professional Success and Younkin Success Center that provide job search and career advising services, with the Graduate School and ITL providing further options for the specific needs of graduate students, including exploring careers outside of academia. These units provide resume and cover letter review, national scholarship application support, and job search tips. Career and internship fairs are held each semester, with colleges frequently holding events specific to their fields. The CLLC organizes events that focus on world languages and careers, such as how to market world language skills and competencies, roundtables with recruiters, and recruitment events with government agencies. CSEEES shares information about these events and resources with its graduate students and with all FLAS Fellows. Additionally, the CSEEES assistant director works closely with graduate students and FLAS Fellows searching for REEE- related jobs and advises on the government job application process.

* 1. **.a RESEARCH AND STUDY ABROAD OPTIONS:** Due to the COVID-19 pandemic,

study abroad options at Ohio State have been sharply curtailed since the spring of 2020. For 2018-19, Ohio State ranked 10th in the country among doctoral institutions for the number of students it sent abroad – 2,829. REEE study abroad programs are diverse, with those that took place in 2018-19 listed in Table 7 (pg. 19). In terms of research, Ohio State is a top producer of

Fulbright U.S. scholar and student programs. It ranked number one nationally in 2020-21. Six REEE graduate students received Fulbright, Title VIII, and Critical Language Scholarship grants to support overseas research and language study from 2018-20. During the pandemic, the university has also supported Collaborative Online International Learning programs. The DSEELC language program received a grant in the spring of 2021 to create a collaborative online program for 5th year Russian.

**D.3.b ACCESS TO NON-OSU PROGRAMS:** Global Education cooperates with study abroad providers to create simpler pathways for OSU students to enroll in third-party provider programs while suppressing tuition at Ohio State. This gives students wide access to programs. Eight such agreements exist for overseas programs, mainly focused on language instruction, in Central Europe, Eastern Europe, Eurasia, and Southeastern Europe. Students transfer credit to Ohio State after completing a program. OSU students are also able to study at domestic summer intensive

language programs and frequently avail themselves of this option.

**Table 7, 2018-19 REEE Study Abroad Programs**

|  |  |  |
| --- | --- | --- |
| **COUNTRY** | **PROGRAM** | **#** |
| Czech Republic | Global Business Expedition: A Global Communication Adventure in Prague and Vienna | 23 |
| Estonia | Estonia Biomedical Sciences Spring Break | 10 |
| Czech Republic | Czech Republic: Sustainability and Agricultural Policy in the EU | 10 |
| Czech Republic | European Architecture Studies | 36 |
| Greece | Introduction to Western Traditions & Contemporary Issues in Corfu, Greece | 22 |
| Greece | The European Model of Sport | 17 |
| Hungary, Poland | Global May Hungary | 21 |
| Poland | The U.S., Europe and the Second World War: Interactions in 20th Century History | 24 |
| Poland | Central & Eastern Europe in Comparative Perspective -Social Science Research | 8 |
| Poland | Poland Institute of Aviation Internships | 5 |
| **TOTAL** | | **176** |

# CRITERION E: QUALITY OF STAFF RESOURCES

* + 1. **QUALITY OF CSEEES FACULTY AND STAFF:** In total, 86 faculty members support REEE studies at Ohio State: 57 tenured or tenure-track faculty, including two at the University Libraries, with 28 that are lecturers or visiting assistant professors as of August 2021. Seventy-

two of the total 86 are exclusively area studies faculty, three are language faculty, and the teaching and research profiles of 11 combine both area studies and language. As noted in Criterion B and C, faculty are spread over 25 different colleges, departments, or schools, demonstrating CSEEES’ ability to provide teaching and research that is interdisciplinary and comprehensive. Furthermore, Ohio State REEE faculty are recognized nationally and internationally for their accomplishments, having received multiple awards and grants (Appendix 3). Examples include Alisa Lin receiving a National Endowment for the Humanities Summer Stipend to support her research for a book-project on the impact of psychology and philosophy on acting and David Hoffmann and Jennifer Suchland receiving fellowships from the American Council of Learned Societies. During 2018-21, Ohio State REEE faculty received $560,512 in external funds to support their research, publications, and outreach projects.

Ohio State REEE faculty have also been the recipients of additional awards and recognition. For example, Dorothy Noyes was awarded an honorary doctorate from the University of Tartu in 2019 and received the Kenneth Goldstein Award for Lifetime Academic Achievement. Others have been commended for their exceptional teaching abilities and service to the university. Multiple faculty members serve on boards of leading relevant scholarly associations such as the Association for Slavic, East European, and Eurasian Studies (ASEEES), Association for Jewish Studies, and the American Association for Teachers of Slavic and East European Languages. Many also are editors or reviewers for prominent journals, including *Slavic and East European Journal*, *Morphology*, *Polish Sociological Review*, and *Journal of Social History*.

Professor Angela Brintlinger has served as the director of CSEEES since January 2019. She holds a Ph.D. in Slavic Languages and Literatures, speaks Russian fluently, and has studied

Polish and Hungarian. A faculty member at Ohio State for over 25 years, Brintlinger has served in all capacities across campus: as undergraduate studies, graduate studies, and interim department chair in Slavic and East European Languages and Cultures, as director of study abroad programs to Russia, Hungary and Poland, as faculty fellow in the Graduate School, and as professor to students on all levels, from undergraduates to Ph.D. students, and is committed to interdisciplinary teaching and research. She also has a strong record as a board member for national and international professional organizations as well as local non-profits. With nine books and dozens of articles published in English and in Russian, Brintlinger is an expert in Russian literature and trains a multi-disciplinary lens on phenomena such as mental illness, war, diplomacy, and travel. In 2013 she held the Fulbright Distinguished Professorship at the Center for East European Studies at the University of Warsaw, Poland and facilitated the Slavic Scholar Fulbright award initiated in 2020 to bring a scholar of Poland to Ohio State annually. Professor Brintlinger has graduated and recruited two rounds of SEEES M.A. students since becoming director, worked to increase regional expertise and connections through grants and gifts, and is well-placed to facilitate language training, area studies teaching and research, and community engagement in Columbus and across the Midwest.

Eileen Kunkler has been the assistant director of CSEEES since 2012. She holds M.A.s in Slavic and East European Studies and Public Policy from OSU and has studied Romanian, Russian, and Uzbek. During her time at CSEEES, she has made numerous presentations at national conferences about outreach and working with alumni and is adept at program design and implementation. Alicia Baca has worked as the outreach coordinator since 2018 and holds an

M.A. in Russian Studies from the University of Colorado – Boulder. She brings to the outreach coordinator position several years’ experience teaching and supporting student language and

regional studies programs. Maryann Walther-Keisel has worked as CSEEES’ office coordinator since 1987. She holds an M.A. in Russian literature from the University of Pittsburgh and has studied Russian, Georgian, Polish, and BCS (Appendix 2).

* + 1. **PROFESSIONAL DEVELOPMENT OPPORTUNITIES:** CSEEES faculty and staff

have access to a wide array of professional development. At the staff level, the CSEEES assistant director and outreach coordinator have received grants from the university to attend national conferences, have been given access to trainings and workshops to learn about new technologies and how they could be used in CSEEES programming, and have been able to participate in management training workshops run by the College of Public Affairs with sponsorship of OIA. For tenure-track faculty, all departments provide research and travel funds. ITL and ODEE provide funding for faculty to participate in pedagogy training and workshops, or to conduct their own research studies about student learning. REEE faculty also receive funding from interdisciplinary and cross-university units and initiatives, such as the Mershon Center and the Global Arts and Humanities Discovery Theme, for research, including international travel, publications, and events such as workshops, conferences, and symposia. $296,726 in internal funding was awarded to REEE faculty from 2018-21. Examples of funded activities are a lecture series about the impact of COVID-19 on audiences and the arts, a series of events focused on migration and mobility in Eastern Europe, and manuscript subvention grants. Faculty may also apply for $1,000 subvention grants from CSEEES – eight were awarded from 2018-21.

* + 1. **TEACHING, SUPERVISING, AND ADVISING STUDENTS:** As noted in Appendix 3,

REEE faculty actively advise undergraduate and graduate students. Undergraduate students can work on research projects with faculty through honors courses, independent studies, and internships. All undergraduate students are assigned staff advisors for their programs to help with

general questions and support, monitor degree progress, and provide information on scholarships, fellowships, and internships, and majors are frequently advised by a department’s undergraduate studies chair. Graduate students all work closely with a faculty advisor based on their specialization, and graduate studies chairs oversee graduate programs from admissions, to graduation, to student engagement, and to career advising. As already noted in Criterion D (pg. 17) numerous university-wide resources are available to students for career and job search advice. As students in an interdisciplinary program without faculty lines, CSEEES M.A. and GIS students are advised by the director of CSEEES until they are matched with a faculty advisor based upon their interests. The CSEEES assistant director works closely with students to check degree progress and prepares them for the job market. CSEEES also publishes a nationally recognized monthly job newsletter.

* + 1. **PROGRAM OVERSIGHT ARRANGEMENTS:** A nine-member Advisory Council oversees CSEEES. Led by the director, it includes faculty members from eight different units: the colleges of medicine and public affairs, the departments of anthropology, history, SEELC, and theatre, and the University Libraries (Appendix 3). The Advisory Council meets twice a year and is consulted on short-, medium-, and long-term plans and strategies. A pattern of administration for the Center was adopted in 2016-17 and is regularly updated. Within OIA, the director of CSEEES reports to the associate vice provost. Lastly, CSEEES commissioned an internal and external evaluation in 2020-21 and results are outlined in Criterion G (pg. 35).

## ADEQUACY OF ADMINISTRATION AND OUTREACH STAFF: Day-to-day

operations of the center are overseen by the assistant director (1.0 FTE), who also manages the FLAS Fellowship program in its entirety (Appendix 2). She also leads program planning and implementation. The office coordinator (1.0 FTE) is responsible for processing center

expenditures and coordinating travel for all activities and programs. An outreach coordinator (.5 FTE, increasing to 1.0 FTE in autumn 2021) assists with designing outreach programming, on- and off-campus events, and routine communications. OIA covers .5 FTE of the office coordinator position. In 2021-22, it will start providing .5 FTE for the outreach coordinator position, making that position full-time. Then starting in 2022-23, OIA will increase its support for the assistant director position from .5 to .7 FTE. Central OIA units provide crucial financial, communications, and technology support that aid the work of the center.

* + 1. **CROSS CAMPUS INVOLVEMENT:** Faculty from across campus are highly involved with CSEEES. As already mentioned, affiliate faculty come from 25 different units. This includes faculty well beyond the traditional humanities departments of languages, literatures, and cultures or history, drawing in faculty from architecture, law, political science, and public health (for more see Appendix 3). The Libraries also have two REEE tenure-track positions. The CSEEES director purposefully invites faculty from a broad range of units to be a part of the Advisory Council and to serve on FLAS Fellowship and M.A. admissions committees. CSEEES also draws from this pool of faculty when designing outreach programming.

**E.3 NON-DISCRIMINATORY EMPLOYMENT PRACTICES:** CSEEES and OSU are

committed to providing equal opportunity and recruiting a diverse workforce (see GEPA 427). The university has made a commitment to hiring more diverse faculty and staff with initial efforts showing progress. The proportion of faculty from an underrepresented minority (URM) background increased to 27.1% from 23% (2018-21), and 21% of staff identify as a URM. 47% of university executives, including both president and provost, are female while 19.7% (35 of 178) identify as URM including the African American provost. Across the university, units such as the Office of Student Life Multicultural Center, Office of Diversity and Inclusion, Disability

Services, Senate Diversity Committee, President and Provost’s Council on Women, and the Association of Staff and Faculty Women exist to implement inclusive policies and provide access to resources and support. When hiring, CSEEES also strives to ensure diversity by seating hiring committees that are diverse both in terms of gender and ethnic identities.

# CRITERION F: STRENGTH OF LIBRARY

* + 1. **STRENGTH OF HOLDINGS:** The Ohio State University Libraries is one of the largest libraries in the U.S., ranking 18th in the U.S. for total volumes held according to the Association

of Research Libraries’ (ARL) 2018 statistical report.

**Table 8, REEE Library Volumes**

Specific to REEE studies, it has an unrivaled East European and Slavic studies collection with 1,219,377 items – 1,017,347 volumes and 202,030 microforms.

|  |  |
| --- | --- |
| **LANGUAGE** | **VOLUMES** |
| Czech | 38,811 |
| Hungarian & Romanian | 22,900 |
| Polish | 89,895 |
| South Slavic | 106,649 |
| Russian | 382,951 |
| Other East European/Eurasian | 194,424 |
| Western Language | 181,717 |
| **TOTAL** | **1,017,347** |

University Libraries hold 82,781 REEE-related serial

titles, both online and foreign language serial titles. Access is also purchased to 102,239 print journals and 861 online journals. Language breakdowns for regional holdings are given in Table 8, with materials for many different countries and regions matching the research and teaching profiles of OSU faculty. University Libraries subscribe to hundreds of relevant databases across disciplines, including the Universal Database of Social Sciences and Humanities, American Bibliography of Slavic and East European Studies, and Academic Search Complete. East-View Digital Archives connect scholars to major Russian newspapers, government publications, and social science and humanities publications. The library also maintains collections of DVDs and CDs, as well as subscriptions to digital resources such as Kanopy for film and music materials.

OSU also has exceptional special collections. The Hilandar Research Library has the largest collection of medieval Slavic manuscripts on microform in the world and is used by

scholars from across the globe. Other prominent examples are the Czech and Slovak Theatre and Culture Collection, which contains a wealth of programs, designs, and other items documenting Czech and Slovak theatre from 1899-2017, the Edward Kasinec Russian and East Central European Book Studies Collection, and the Thomas A. Allsen Central Eurasian Book Collection, newly acquired to align with CSEEES’ deepening expertise on Central Asia. As part of its commitment to public scholarship, the Steven Enich Serbian Orthodox Culture Slide Collection is part of Knowledge Bank, an open-access database that is indexed by major search engines.

This collection has been downloaded or viewed 1,105,310 times through 2021.

* + 1. **INSTITUTIONAL SUPPORT:** REEE library acquisitions totaled $565,315 between fiscal years 2018-21, an average of $141,328 per year. Staff support is also strong, with $598,389 in salary and benefits costs for personnel who directly feed into REEE studies, including catalogers, conservationists, special collections staff, and exhibition and access coordinators (Criterion A, pg. 1). Ohio State is ranked 20th in the country by ARL’s 2018 report for total library investment. Two tenured library faculty members are dedicated to REEE studies, a full professor who currently serves as the head of area studies and special collections, and the second an associate professor who is curator of the Hilandar Research Library and director of the Research Center for Medieval Slavic Studies (Appendix 3). An East European and Slavic studies coordinator, a staff position, provides day-to-day collection support.

These three individuals are heavily involved in service to library patrons. While held materials are relevant for students of all levels, whether for course reserves or research, REEE librarians make themselves available to students for consultations and mentorship to encourage undergraduate students in particular to use the library. All three REEE librarians engage in outreach. Over the past three years, they have conducted 375 consultations with researchers or

class presentations. Furthermore, Hilandar organizes biennially the Medieval Slavic Summer Institute to train young scholars on the research methods and skills needed for medieval Slavic studies while highlighting OSU special collections.

**F.2 ACCESSIBILITY:** Promoting accessibility has been a key recent endeavor of University Libraries, which led to it being ranked third in the country by ARL for total items loaned in 2018-

19. Similarly, it ranked ninth in terms of the numbers of items borrowed. It is a member of OhioLINK, a consortium of 121 libraries at public and private organizations and colleges and universities, including one historically Black university, three technical colleges, 21 community colleges (CC), and 41 minority serving institutions (MSI) that share content. Additionally, it is part of SearchOhio, a public library consortium. Loans of materials through these agreements in 2018-21 totaled 176,255. Recently, University Libraries also joined the new OCLC Express program that provides article and chapter scans to other libraries in under 18 hours on average. **CRITERION G: IMPACT AND EVALUATION**

* 1. **CENTER IMPACT:** CSEEES programming is intentionally designed to have an impact at the university, community, regional, and national level to achieve four key goals: training K12 teachers, broadening access to REEE content, increasing the supply of REEE experts, and disseminating knowledge about the region. At the university level, CSEEES funds instruction in five LCTLs (Criterion B, pg. 3) and the development of new area studies courses at the undergraduate, graduate, and professional levels, ensuring that Ohio State students have a robust program of study. Enrollments in



**CSEEES University Impacts, 2018-21**

**$14,134** – REEE Title VI library acquisitions **196** – students taught in CSEEES funded LCTLs **34** – lectures/academic events, **1,314** attendees

**8** – Faculty subvention grants awarded

**3** – New area studies courses created

**2** – thematic conferences organized, **622** attendees

REEE degree programs for 2018- 21 as outlined in Criterion D are strong, with 21 majors and 50

minors graduating per year. DSEELC and CSEEES graduate programs have averaged eight graduates per year from 2018-21, with other Ph.D. programs such as history and political science graduating students each year who also focus on REEE. CSEEES leverages a small amount of funds for library acquisitions to garner overall acquisitions of over $140,000 per year. In partnership with faculty, CSEEES organizes special thematic conferences that align with and enhance the research and publications of OSU experts. Similarly, subvention grants are awarded to CSEEES affiliates to advance research on REEE topics. Lectures and other academic events enrich the discussion of and knowledge about the region by showcasing a variety of disciplines, scholars, and schools of thought, while also sharing a diversity of views (see GEPA 427).

Specific impacts are outlined above.

In the community, CSEEES purposefully works with organizations and institutions in the

business, education, and non-profit sectors to meet their international educational needs.

Table 9 summarizes programs and outcomes. CSEEES teaches Russian at a K12 school in

**Table 9, CSEEES Community Impacts, 2018-21**

the city of Columbus, Ohio, nurturing the only Russian language program in Columbus-area schools. Of the six Ohio public schools teaching Russian, as of the October 2019 school census, the student body at Columbus North International School (CNIS) had the highest rate of economic disadvantage (100%) and students from a URM background (95%), meaning that it is uniquely providing an opportunity for underserved populations to learn the Russian language.

|  |  |
| --- | --- |
| CNIS Russian program | Taught **19 students** |
| Teacher training programs | **12 organized**, attended by  **171 teachers** |
| K12 outreach programs | **12 presentations**, reaching  **865 students** and **15 educators** |
| Ohio Slavic Outreach Network events | **6 events** with **437 attendees** |

From 2018-21, CSEEES has run teacher training programs and visited schools to get REEE content directly into the classroom. While many teacher participants come from Ohio, by providing more online programming, CSEEES increasingly is able to reach teachers on a

regional and even national level. Collaborating with non-profit and heritage organizations, CSEEES funded Ohio Slavic Outreach Network events as community-focused programming across the state, opening up opportunities to learn about REEE more widely.

Regionally, CSEEES’ largest activity is the organization of the annual Midwest Slavic Conference (MWSC), a regional



**CSEEES Impact Regionally, 2018-21**

**15,101** –Visitors to Columbus Museum of Art special exhibit

**2,694 –** users of **9** created REEE modules **442** – attendees at Midwest Slavic Conferences **4** – Ohio Faculty REEE Travel Grants awarded

**4** – *Origins* articles co-sponsored

**1 –** Ohio Undergraduate REEE Research Forum

Slavic studies conference co- hosted with the Midwest Slavic Association, a regional affiliate of ASEEES. It is one of the largest

regional Slavic studies conferences in the country. The MWSC widely distributes new REEE knowledge, with attendees and participants coming from all over the state, region, and country. It also allows opportunities for young scholars to network and share their research, training future cohorts of REEE experts. From 2018-21, 31% of attendees were graduate students, 11% were undergraduates, and 21% were members of the general public. A total of 154 papers have been presented at the 2019, 2020, and 2021 MWSCs and 10 of these were uploaded to Knowledge Bank and have been downloaded 1,546 times. To support REEE faculty in the larger region, CSEEES started a new program in 2018 to give small travel grants for scholars to travel to research libraries in the Midwest, including Ohio State’s.

In terms of events, CSEEES partnered with the Columbus Museum of Art in 2018-19 to co-sponsor an exhibit about a Czech playwright that was wildly successful. Started in 2020-21, the Ohio Undergraduate REEE Research Forum aims to support young scholars while honing professional presentation skills. A module project commissions OSU experts to create open- access materials that are available for CC, MSI, and K12 educators, as well as to students and the

public. These modules serve as resources and the program was started after receiving feedback through teacher training events on how hard it is to find and implement easy-to-use content that can fit a variety of different education levels. Lastly, through a partnership with *Origins: Current Events in Historical Perspective* CSEEES co-sponsors the writing of REEE articles in an electronic publication whose intended audience is also the general public and educators. In 2021 the article “History, Memory, and the Art of Protest in Belarus” garnered 1,157 views, while a piece on Operation Barbarossa had 13,095 unique readers. Overall, *Origins*’ REEE content reached a global audience of 334,455 in 2021.

At a national level, impacts of which are listed in Table 10, CSEEES’ programs impact

the supply of REEE specialists. CSEEES accomplishes this by training REEE experts in its M.A. and GIS programs (Criterion D, pg. 15), administering FLAS Fellowships (Criterion J, pg. 47), co-sponsoring LCTL language consortia (Criterion B, pg. 3) for

|  |  |
| --- | --- |
| **6** | Curriculum development stipends awarded to CC/MSI faculty |
| **3** | Subawards to Fort Lewis College and Howard University (MSIs) |
| **8** | Events organized at Fort Lewis College to strengthen REEE programming |
| **160** | Audience members at Fort Lewis REEE events |
| **3** | LCTL language consortia co-sponsored |
| **14** | Graduates of CSEEES graduate programs since 2018 |
| **74** | FLAS awards, 2018-21 |
| **53** | FLAS for advanced level |

**Table 10, CSEEES National Impacts, 2018-21**

summer intensive workshops, and creating programming that increases substantial opportunities for historically underrepresented groups to undertake REEE studies (Criterion K, pg. 50).

* 1. **PLACEMENT IN POST GRADUATE EMPLOYMENT:** While a student is enrolled in the SEEES M.A. program at Ohio State, the CSEEES director and staff work hard to establish a relationship and provide career advice (Criterion D, pg. 17), and then track placements post- graduation. Students are surveyed at the beginning and end of the program and then six-12 months after graduation. Since 1990, the SEEES M.A. and the Mid-Career Professional Track have produced 171 graduates. The new GIS has one graduate since 2018, with more in the

pipeline. Nineteen FAOs are graduates of the M.A., and 13 students have completed the dual

M.A. and public affairs degree. Table 11 gives select placements for the SEEES M.A. Recruitment into the M.A. and Mid- Career track will continue to be a focus of CSEEES,

**Table 11, CSEEES M.A. Placements, 2016-21**

including continued attendance at and communications with the Defense Language Institute to meet with FAOs. Dual degrees will yield yet more REEE experts.

|  |  |  |  |
| --- | --- | --- | --- |
| **NAME** | **DEGREE** | **YEAR** | **PLACEMENT** |
| Andrew Hascher | Mid-Career Track | 2019 | FAO |
| Bridget Stonchus\* | CSEEES M.A. | 2019 | Ford Motor Company |
| Andrew Fredericks\* | CSEEES M.A. | 2019 | Atlas Consultants |
| Dane Kirk\* | Dual M.A./M.P.A | 2019 | Ohio Department of Transportation |
| Brandon Davis | Mid-Career Track | 2018 | FAO |
| Jacob Coakwell\* | Dual M.A./M.P.A | 2018 | Novetta |
| Patrick Roush | Mid-Career Track | 2017 | FAO |
| Jared Dye\* | Dual M.A./M.P.A | 2017 | CD Projekt Red |
| Conrad Rinto | CSEEES M.A. | 2017 | Ohio National Guard |
| Taylor Reynolds\* | CSEEES M.A. | 2016 | Franklin University |
| Chris Guerrini\* | Dual M.A./M.P.A | 2016 | Ohio Office of Budget and Management |
| \*FLAS Fellowship recipient | | | |

FLAS Fellows from across the university are also integrated into the Center’s events and career advising so that they can access and make full use of CSEEES resources and networks.

CSEEES regularly surveys fellows after graduation and tracks placements. OPIs are also administered to monitor fellows’ language progression, with the 2018-21 cohort usually improving by one to two sublevels over the course of a fellowship. Over half of fellows awarded

from 2018-21 are still students. Seven percent work for a government entity or contractor, 6% in

**Table 12, Select FLAS Placements, 2010-15**

|  |  |  |
| --- | --- | --- |
| **YEAR** | **NAME** | **PLACEMENT** |
| 2010 | Daniel Davidson | Analyst, Department of Defense |
| 2010 | Sara Garrett | Russian Linguist, Naval Intelligence |
| 2010 | Shannon Potter | Vice President of Professional Development, National Investor Relations Institute |
| 2010 | John Johnson | High School history teacher |
| 2011 | Sophia Papadimos | Anti-Trafficking Program Specialist, Ohio Task Force on Human Trafficking |
| 2011 | Brian Rinz | Product Support Specialist, Global Libraries and Education, Overdrive |
| 2011 | Kathryn Clark | Government, confidential |
| 2011 | Kelly Bryant | Commercial Manager, S&P Global Platts |
| 2012 | Peter Marzalik | Collections Manager, Cyberintelligence, ZeroFOX |
| 2012 | Kathryn Johnson | U.S. Airforce |
| 2012 | Daniel Purdy | Risk Intelligence, Google |
| 2013 | Lauren Post | Research and Writing, StandWithUs |
| 2013 | Joshua Gibson | U.S. Army |
| 2015 | Rebecca Bostock | Assistant Acquisitions Editor, Ohio State University Press |
| 2015 | Simon Hessler | Analyst, U.S. Department of State |

the non-profit sector, and 4% each in the private and education sectors. In the longer term, from 2010-21 CSEEES awarded 244 undergraduate, graduate, and professional fellowships and 197 went to a student who has since completed their degree. Based on CSEEES’ data, 26% are employed in the private sector, 19% are employed by a government agency, the military, or with a government contractor, 18% have an unknown placement, 10% are in academia, 6% are in higher education, 4% work in the secondary school system, 4% in the medical industry, and 3% are self-employed. Table 12 (pg. 31) shows select fellow placements for 2010-15. One respondent from a June 2021 FLAS survey said, “FLAS [gave me] a unique skill set that has proven to be extremely useful in International Education.” Another wrote: “My current position and future goals would definitely be impossible without the opportunity the FLAS fellowship provided. It has opened doors for both education and career development.” A third asserted “It was absolutely vital for building Russian language skills needed for every job I have had since then.” Placement data are provided in Table 13 for graduates of Ph.D. programs who had a

REEE focus, many of whom were also FLAS recipients.

**Table 13, Ph.D. Placements, 2016-21**

|  |  |  |  |
| --- | --- | --- | --- |
| **YEAR** | **NAME** | **PROGRAM** | **INSTITUTION** |
| 2016 | Ian Johnson\* | History | Assistant Professor, Notre Dame University |
| 2016 | Jeffrey Parker\* | SEELC | Assistant Professor, Brigham Young University |
| 2016 | Paul DeBell\* | Political Science | Assistant Professor, Fort Lewis College |
| 2017 | Margaret Hanson | Political Science | Assistant Professor, Arizona State University |
| 2018 | Kathryn Marklein | Anthropology | Assistant Professor, University of Louisville |
| 2018 | Brenna Miller\* | History | Post-doc, Washington State University |
| 2018 | Sanja Kadric\* | History | Assistant Professor, Texas A&M-Commerce |
| 2020 | Jonathan Dreeze\* | History | Assistant Professor, Cornell College |
| 2020 | Hope Wilson | SEELC | DuoLingo |
| 2020 | Izolda Wolski- Moskoff | SEELC | Senior Lecturer, DSEELC |
| 2020 | Natalia Zotova | Anthropology | Research Coordinator, Albert Einstein College of Medicine |
| 2020 | Yuliya Buquoi | SEELC | Assistant Professor of Russian, U.S. Air Force Academy |
| 2021 | Leyla Tosun\* | Political Science | Senior Research Analytics Specialist, Ohio Colleges of Medicine Government Resource Center |
| 2021 | Pietro Shakarian\* | History | Lecturer, American University of Armenia |
| \*FLAS Fellowship recipient | | | |

* 1. **NATIONAL NEEDS AND DISSEMINATION OF INFORMATION:** CSEEES’

activities directly address national needs by targeting the production and distribution of REEE knowledge at all levels of the education system to increase the support of REEE experts who speak a language of the region at an advanced level and who have a deep, interdisciplinary understanding of the region. It supports K12 teacher training and outreach, funds LCTL and area studies courses at the post-secondary level and administers graduate programs. Through its academic programming, CSEEES infuses interdisciplinary, multi-perspective discussions about the culture, history, languages, and politics of REEE into the campus through events for students and the community and probes the key questions facing the U.S. and REEE. Including both undergraduate and graduate degrees, OSU produced 237 REEE graduates from 2018-21.

Seventy-four academic events were organized between 2018-21 and garnered 4,357 attendees. Fifty-four percent of attendees were from the general public, followed by non-OSU faculty (17%), undergraduate students (12%), graduate students (11%), and OSU faculty (6%). A new endeavor has been to offer more events as webinars, or with the option to livestream the event through CSEEES’ Facebook page. Thirty-five events were delivered as webinars and 12 have been recorded and uploaded to CSEEES’ Youtube channel for wider use after the event. In this way CSEEES ensures it is disseminating REEE knowledge to diverse audiences, sharing information with multiple levels of students, and getting it into the community.

Teacher training programming in 2018-21 reached teachers in 16 states, with participants coming from 103 different schools or school districts, including educators at CCs and adult education centers. These teachers impact over 900 students per year. To widen the impact of these programs, CSEEES co-operates with the other area studies centers at OSU to host websites for teacher programs. It also maintains a resource section on its own website and a Knowledge

Bank community for pedagogical materials. This allows resource guides and lesson plans to be posted for other teachers to use. The 83 lesson plans and guides uploaded to Knowledge Bank to date have been downloaded 11,680 times.

* 1. **EVALUATION PLAN:** Regularly evaluating programming is built into CSEEES’ normal operational plans. As previously mentioned, CSEEES methodically surveys students in its M.A. program. Based on past post-graduation surveys, CSEEES has invited staff from the Younkin Success Center to give small workshops on how to write a resume and cover letter, and how to market skills from graduate school to potential employers. It has designated a graduate student representative to streamline communication with the student cohort and to encourage the students to take leadership in organizing student social events. Each year CSEEES staff analyze the results of the student entry survey to see whether there is particular information from orientation or about degree requirements that is not being understood in order to tailor advising to individual students. FLAS tracking surveys allow CSEEES to collect placement data, testimonials from students about the fellowship’s impact, and a sense of whether fellows feel connected to CSEEES. Based on past surveys, CSEEES partnered with the other area studies centers to organize a FLAS Fellowship reception to congratulate the fellows publicly, give them networking opportunities, and raise the profile of the fellowship at the university.

Surveys are conducted following each teacher training event, frequently with longer-term follow-up surveys, which give CSEEES greater insights about how teachers use knowledge and materials from a training after they have had time to reflect and integrate the information into their teaching. Based on a follow-up survey conducted in 2017-18, CSEEES added a pedagogy session to the year-long Global Fellowship program after respondents indicated that a summation session focused on helping them think through their own teaching needs would better allow them

to integrate materials. Surveys following one-day workshops also revealed that teachers wanted more challenging content, with pre-readings assigned in advance to give them basic background about a topic or theory. As a testament to the impact of CSEEES’ programming, one surveyed teacher noted, “I teach middle school math, and also teach math to the English learner population at my school. I know I am not the typical person you would expect to take these classes.

However, these programs continue to broaden my perspective and understanding of various cultural, political, and social issues that are part of my students' backgrounds.” Another commented: “I have been able to utilize a significant amount of information in discussions of

U.S. Foreign Policy and comparative government.”

The DSEELC language program coordinator administers OPIs for all FLAS fellows of BCS, Polish, Romanian, Russian, Turkish, and Uzbek to monitor fellows’ language skill development. A more holistic programmatic evaluation took place in 2020-21, when CSEEES commissioned an internal self-study and external evaluation. Two affiliate faculty members led the self-study, meeting with students, faculty, staff, and library personnel in focus groups to review the Center comprehensively and determine CSEEES’ strengths and weaknesses. This internal team delivered five recommendations across operations, communications, teaching, research and programming, and outreach. The self-study was given to the external evaluator, an outside expert in the REEE studies field. Many of his recommendations mirrored those of the self-study: to focus on OSU strengths, streamline communications, increase fundraising, and get more support from the university for staff. As a result of the external evaluation and benchmarking data, in 2021-22 the outreach coordinator will be made full-time, with .5 FTE to be funded by OIA. In 2022-23, OIA will also increase its support of the assistant director’s position to .7 FTE.

Central university funding for Qualtrics and associated trainings gives CSEEES easy access to survey software. An evaluation specialist employed by OIA is available for consultations and to help with data collection. Activity and product data from CSEEES programs and funded

activities are centrally stored in a database for easy access. Based on prior evaluation activities and available resources, CSEEES will implement a comprehensive evaluation plan for programming in the 2022-26 period as outlined in Table 14.

**Table 14, CSEEES Evaluation Plan, 2022-26**

|  |  |  |
| --- | --- | --- |
| **ACTIVITY** | **FREQUENCY** | **OUTCOMES** |
| M.A. graduate surveys | Annually | Deepened REEE area studies knowledge of graduates |
| FLAS ACTFL OPIs | Annually | Increased language proficiency |
| FLAS alumni survey | Y1 & Y3, 2022- 23 & 2024-25 | Increased knowledge of fellows’ employment placements |
| Teacher training surveys & assessments | Annually; larger  assessment in Y3, 2024-25 | Increased teachers’ knowledge of  REEE content & use of curriculum resources |
| Usage tracking of curriculum materials | Annually | More integration & use of materials in the classroom |
| Feedback assessment from Central State  University faculty | Y3, 2024-25 | Determine if programming has been successful, how to continue it, &  how to expand in future |
| Conference & special event surveys | Annually | Greater participation in conferences  & growth of REEE area studies knowledge of participants |
| Tracking of webinar & livestreaming attendance | Annually | Greater understanding of potential virtual audiences and needs |
| Usage tracking of resources on CSEEES website & Knowledge  Bank | Annually | Higher usage of CSEEES resources & broader dissemination of REEE knowledge produced by CSEEES to  the general public & community |

* 1. **EQUAL ACCESS:** CSEEES is committed to providing equal access and treatment to all participants. As programming became virtual in 2020, CSEEES developed a policy to provide transcription services or other accommodations for audience members. Programming with CNIS and with CCs and MSIs strives to promote access to REEE knowledge to underserved communities and students who identify as URM. In 2022-26, CSEEES will work with Central State University, CNIS, Columbus State Community College, the Howard University REEE Undergrad Think Tank project, and Lakeland Community College. At Ohio State, based on national benchmarking data in 2019-20, 50% of OSU Russian major graduates identified as male

and 50% female. Sixty-seven percent of OSU Russian major graduates self-identified as white, 17% as Asian, and 17% as two or more races. Thus, Ohio State’s Russian program is reaching students of different genders and racial identities. By working with multiple internal and external partners, CSEEES can help to address historical inequities and strive to make OSU Russian and REEE graduate numbers more reflective of the country’s demographics.

## FLAS FELLOWSHIPS AWARDED TO ADDRESS NATIONAL NEEDS: National

needs are fundamentally integrated into CSEEES FLAS Fellowship program through the languages and levels it funds and its applicant evaluation process (Criterion J, pg. 47). During 2018-21, CSEEES awarded $921,885 in FLAS funding in the form of 74 fellowships, 41 at the graduate and professional level (55%), and 33 undergraduate fellowships (45%). 100% were for a LCTL in one of the following languages: BCS, Bulgarian, Estonian, Polish, Romanian, Russian, Tajik, Turkish, Ukrainian, and Uzbek. Table 15 displays FLAS awards by language from 2018-21 excluding Bulgarian (1 award, summer 2019), Estonian (1 award, 2018-19), Tajik

(1 award, summer 2021), and Ukrainian (1 award, 2020-21). Seventy-two percent of FLAS

**Table 15, FLAS Awards by Language, 2018-21**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **LANGUAGE** | **LEVEL** | **2018-19** | **SU19** | **2019-20** | **SU20** | **2020-21** | **SU21** | **TOTAL** |
| BCS | Elementary | - | - | - | - | 1 | - | 1 |
| Intermediate | - | - | - | - | - | - | 0 |
| Advanced | - | - | - | - | - | - | 0 |
| Polish | Elementary | - | - | - | - | 1 | - | 1 |
| Intermediate | 2 | - | 2 | - | 2 | - | 6 |
| Advanced | - | - | 1 | - | 2 | - | 3 |
| Romanian | Elementary | - | - | - | - | 1 | - | 1 |
| Intermediate | - | - | - | - | - | - | 0 |
| Advanced | - | - | - | - | - | - | 0 |
| Russian | Elementary | - | - | - | - | - | - | 0 |
| Intermediate | - | - | - | 1 | - | - | 1 |
| Advanced | 12 | 11 | 11 | 2 | 7 | 3 | 46 |
| Turkish | Elementary | - | - | - | - | - | - | 0 |
| Intermediate | 1 | - | - | - | - | - | 1 |
| Advanced | - | - | - | - | - | - | 0 |
| Uzbek | Elementary | - | - | 2 | - | - | - | 2 |
| Intermediate | 2 | - | 2 | 1 | - | - | 5 |
| Advanced | - | - | - | - | 2 | 1 | 3 |
| **TOTAL** |  | **17** | **11** | **18** | **4** | **16** | **4** | **70** |

fellowships were for advanced language study, 20% intermediate, and 8% elementary, for students who need a second REEE language for their research. Fellowships were also awarded to students from 19 different fields: anthropology, art, business, comparative studies, computer science and engineering, economics, electrical engineering, English, geography, history, international studies, linguistics, NELC, neuroscience, philosophy, politics, and economics, political science, public affairs, Russian, and SEELC. 76% of fellowships were awarded to students who demonstrated both academic merit and financial need.

# CRITERION H: OUTREACH ACTIVITIES

* + 1. **ELEMENTARY AND SECONDARY SCHOOLS:** Outreach programming is led by the CSEEES outreach coordinator, who serves as the main point of contact for teachers, schools, educational institutions, and the Ohio Department of Education. Table 16 lists the 11 teacher

training programs run or co-sponsored by CSEEES in 2018-21 that reached 178 teachers. The Global Teacher Seminar and Global Fellowship programs are organized with the three other OIA area studies centers to cover East Asia, Eastern Europe and Eurasia, Latin America, the Middle East, and include dedicated sessions on pedagogy in partnership with CEHE. CSEEES also runs its own annual K12 one-day workshop, partners with Harvard

|  |  |  |
| --- | --- | --- |
| **YEAR** | **PROGRAM** | **#** |
| 2018 | Global Teacher Seminar: Global Environmental Issues | 23 |
| 2018 | Global Fellowship Program: Minority Issues around the World | 9 |
| 2018 | CSEEES K12 Teacher Training Workshop: The European Union and Poland | 14 |
| 2018 | K12 Teacher Workshop: The Russian  Revolution – run by Eastern Kentucky University, CSEEES co-sponsored | 16 |
| 2019 | Global Fellowship Program: Global Pollution and Cross-Cultural Perspectives | 12 |
| 2019 | Global Teacher Seminar: Where Does Our Food Come From? Agricultural and  Economic Sustainability | 24 |
| 2019 | CSEEES K12 Teacher Training Workshop: The European Union and Hungary | 12 |
| 2020 | Global Fellowship Program: Intersection of Coffee and Tea Around the World | 14 |
| 2021 | Global Teacher Seminar: Global Protests and Social Justice Activism | 13 |
| 2021 | CSEEES K12 Teacher Training Workshop: Feminism and Women’s Rights in Central  and Eastern Europe | 27 |
| 2021 | Engaging Eurasia Teacher Fellowship  Program – run by Harvard University, CSEEES co-sponsored | 14 |
| **TOTAL** | | **178** |

**Table 16, CSEEES Teacher Training Programs, 2018-21**

University on the Engaging Eurasia Teacher Fellowship program, and co-sponsors workshops organized by REEE faculty at other Midwestern institutions, like it did with Eastern Kentucky University in 2018 to reach audiences in different states.

CSEEES also delivered 13 presentations to K12 educators and students. It collaborates with the Columbus Council on World Affairs (CCWA) to make presentations as part of its Global Scholars Diploma and in addition to supporting Russian language at CNIS, CSEEES hosts the CNIS students for a campus visit or takes them on a cultural field trip. In collaboration with DSEELC, CSEEES hosts the K12 Russian Language Olympiada, which allows CSEEES and DSEELC to maintain strong relationships with the Russian language programs in the state.

* + 1. **POSTSECONDARY INSTITUTIONS:** In 2018-21, CSEEES partnered with Fort Lewis College, Howard University, and Lakeland Community College, all three of which are MSIs, to support lecture series as part of courses at these campuses. Working with other Title VI REEE centers, CSEEES has co-sponsored a national curriculum development competition that awards grants to faculty at CCs and MSIs to create new courses or redesign an existing course. Six courses were supported from 2018-21. CSEEES also was a contributor to the ASEEES series “Race in Focus: From Critical



**POSTSECONDARY OUTREACH**

**4** REEE Travel grants awarded

2020 **Ohio Undergraduate REEE Research Forum** 2019 & 2020 **Ohio Undergraduate Olympiada of Spoken Russian**

**70%** of MWSC presenters come from outside OSU

Pedagogies to Research Practices in Public Engagement in Slavic, East European and Eurasian Studies”.

* + 1. **BUSINESS, MEDIA, AND THE GENERAL PUBLIC:** Most CSEEES academic events

are open to the general public and community. An excellent example of CSEEES’ partnership with and outreach to the community is the exhibit “Permanent Interaction: Jaroslav Malina” held at the Columbus Museum of Art with co-sponsorship of CSEEES. Additionally, CSEEES

created for the CCWA a module on doing business in Russia for its Global Fluency Training, which is offered to business leaders. Groups such as the Rotary Club frequently contact CSEEES as they host delegations of business professionals from the region, including a 2019 delegation from Romania. The Ohio Office of Small Business and Entrepreneurship liaises with CSEEES when delegations from the region visit Ohio businesses. Delegations from Romania, Serbia, and Uzbekistan have visited in the past three years. As experts, REEE faculty have been interviewed by local media about disinformation and Ukraine.

# CRITERION I: PROGRAM PLANNING AND BUDGET

* 1. **DEVELOPMENT PLAN:** In 2022-26, CSEEES has articulated an interdisciplinary program that addresses overlapping audiences and cohorts, including students, faculty, K12 teachers, the general public and business community. Programming will achieve four primary goals: increasing REEE experts; disseminating REEE knowledge; broadening access to REEE studies; and training K12 teachers (Table 17). These programs directly address all absolute and

competitive priorities and are noted in the full timeline available in Appendix 4.

**Table 17, CSEEES Development Plan, 2022-26**

|  |  |
| --- | --- |
| **Y1-Y4 Annual Activities** | |
| ***Increasing REEE Experts***  LCTL instruction  Co-sponsoring summer language workshops FAO recruitment  CSEEES Alumni Professional Development Lecture series  ***Broadening Access***  Russian language at CNIS Russian January term at Metro School\*  Partnerships with Central State University\*, Columbus State Community College\*, and Lakeland Community College  Annual CC/MSI curriculum development subaward competition  Howard University Undergrad REEE Think Tank\* Online curricular module development | ***Training K12 Teachers*** Outreach coordinator & travel Global Teacher Seminar Global Fellowship Program  CSEEES REEE K12 Workshop Engaging Eurasia Teacher Fellowship Program  AATSEEL Pre-College Teaching Program\*  ***Disseminating REEE Knowledge***  REEE library acquisitions Ohio Slavic Outreach Network  Ohio Undergraduate REEE Research Forum Ohio REEE Faculty Research Initiative OSU faculty subvention grants  Midwest Slavic Conference OSU REEE Lecture series  *Origins* publications partnership\* |
| \*New or expanded programming | |

|  |  |
| --- | --- |
| **Rotating Activities** | |
| **Y1**  ***Increasing REEE Experts***  National and international security course development  ***Disseminating REEE Knowledge*** Association for the Study of Eastern Christian History and Culture 9th Biennial Conference\* | **Y2**  ***Training K12 Teachers***  CSEEES REEE Inclusive Education Workshop\*  ***Disseminating REEE Knowledge***  Interdisciplinary workshop "Hidden Wealth and Patron Power”\*  Interdisciplinary workshop "Other Europes”\* |
| **Y3**  ***Increasing REEE Experts***  National and international security course development  ***Training K12 Teachers***  CSEEES REEE Inclusive Education Workshop\*  ***Disseminating REEE Knowledge***  Symposium "Global Legacies of State Socialism"\* | **Y4**  ***Increasing REEE Experts***  National and international security course development  ***Training K12 Teachers***  CSEEES REEE Inclusive Education Workshop\* |

**To increase REEE experts, CSEEES will** fund annually instruction in LCTLs at beginning, intermediate, and advanced levels, as well as language and culture instruction of Columbus-area middle and high school students. Other annual activities include co-sponsoring summer language workshops, recruiting FAOs, organizing the MWSC, and hosting the Ohio Undergraduate REEE Research Forum. Funds are also allocated for area studies course development. **REEE knowledge will be disseminated by** holding several faculty-led research fora on the Ohio State campus along with the annual interdisciplinary MWSC. These research conferences directly address the absolute priority of reflecting diverse perspectives and generating debate. Additional dissemination of REEE knowledge is facilitated through faculty publication subventions and an increase in the support of the online journal *Origins*. One main research article per year, two smaller articles per year, and a Youtube video feature (Y1 and Y3) will be supplemented by REEE-related photo essays in the Getty Images co-sponsored “Picturing Black History” project (Y2 and Y4). Throughout the grant period the REEE lecture series and Ohio Slavic Outreach Network will share specialist knowledge with the community, while on campus alumni from CSEEES will share their perspectives in professional development lectures.

**Broadening access will be achieved by** supporting CC and MSIs. CSEEES will share resources, including providing expert lecturers, awarding course development awards, and developing curricular modules that will facilitate the dissemination of knowledge about the region to four partner institutions -- Central State University, Columbus State Community College, the Howard University REEE Think Tank, and Lakeland Community College. The final piece of the development plan is **to train K12 teachers**. Annual programs will be held in a variety of formats. CSEEES is also creating an accessibility teacher workshop to reach teachers of special needs students and students with disabilities. In year 1 the outreach coordinator will develop the workshop and recruit participants from across Ohio and then this piece will be added to the REEE K12 Workshop in years 2-4, thereby also broadening access.

* 1. **QUALITY ACTIVITIES:** The proposed budget of CSEEES and its objectives and activities for 2022-26 comprehensively align with the priorities set by the Department of Education (USEd) and conform to all Title VI guidelines. First, CSEEES will address the absolute priority of teacher training through these key activities: 1) an annual themed one-week intensive seminar planned and organized with CEHE for K12 teachers to develop global content and materials relevant to all world regions (budget line E.1.a); 2) an annual K12 teacher training workshop that will assist teachers in relating REEE content to state and national standards and will include a separate accessibility piece for teachers of students with disabilities and special needs (E.1.b, E.1.c and D.4); 3) a K12 Teacher Global Fellowship Program for 20-40 teachers from across the country that will convene discussion group workshops throughout the academic year with four regional sessions to cover global dimensions of salient issues affecting the world, and a fifth session on pedagogy (E.1.e); and 4) the Engaging Eurasia Teaching Fellowship Program, a national program run by Harvard for high school teachers and CC faculty (E.1.d). Combined

CSEEES K12 programming over the period from 2018-21 has reached 103 different schools and school districts. In addition, CSEEES will co-sponsor an Indiana University-run K12 Russian language teacher training program (E.1.f). An annual K12 Russian language speaking competition also will be organized (D.3). Finally, Title VI funding is requested to assist in the administration of teacher training programs: 50% of the outreach coordinator position, with funds allocated for travel as necessary, plus a portion of the 30% of the assistant director's and 50% of the office coordinator's salaries (A.3.a, A.4.a, A.4.b, and C.1.a).

Second, CSEEES proposes significant and sustained collaborative activities to engage with CCs and MSIs in response to USEd’s stated NRC Competitive Preference Priority 1.

Specifically, CSEEES proposes to support course development and lecture series at three partner institutions: Central State University (HBCU/MSI), Lakeland Community College (CC and MSI), and Columbus State Community College (CC and MSI). Details include area specialists brought in to supplement Lakeland faculty expertise in specific classes (E.3.c); course development funds, including funds for materials and expert guest lecturers, so that faculty at Central State can add REEE content to existing class syllabi (E.3.a and D.6); and modules developed for Columbus State World History courses to increase REEE content (E.3.d).

CSEEES will support a national CC and MSI curriculum development competition with other REEE Title VI centers in which faculty will propose to create new or redesign existing courses to have 25% or more REEE content (E.3.b). These activities will leverage the 12 years of collaborations with CC and MSI leadership which have offered significant and sustained programs for the internationalization of curricula. An undergraduate Russian Think Tank Project has emerged from support by CSEEES and other institutions for Howard University in previous

grant cycles, and CSEEES will support the Think Tank’s efforts to facilitate minority students studying REEE subjects in the next grant cycle (E.3.f).

Funds are also requested for OSU faculty and graduate student additional pay for development of curricular modules designed to infuse existing courses with REEE content (E.3.e). These self-contained units of instruction could be inserted individually into existing courses, or a number of modules could be combined to develop new courses. Modules will be added to those already freely available on the CSEEES website to be used by a broad audience of educators. CSEEES will nurture its relationship with CNIS by continuing to fund a .25 FTE position to teach a Russian language course (A.2.e). CSEEES will also fund the Russian portion of a “January term” two week Russian and Arabic language and culture course at Metro Early College Middle and High Schools in Columbus, whose student body is 32% economically disadvantaged and 63% minority (A.2.g).

Third, CSEEES will increase the supply of experts. First, it will strengthen advanced LCTL offerings at OSU by co-sponsoring instructorships in priority languages. Funds are requested to support: (1) a lecturer in Polish for elementary and intermediate courses, which will be made available to other schools in the BTAA (A.2.b); (2) an instructor for elementary and intermediate BCS (A.2.a); (3) an instructor for elementary and intermediate Romanian courses, which will be made available to the BTAA (budget A.2.c); (4) elementary and intermediate Uzbek instruction at OSU that also will be offered via distance learning to the University of Michigan and other BTAA schools (A.2.f); and (5) Russian language advanced topics courses for the new 6th year sequence (A.2.d). Second, CSEEES will recruit students from professional schools and traditionally underrepresented groups. Third, it will train military and intelligence personnel by recruiting FAOs to CSEEES M.A. programs (C.1.b). Fourth, in line with

Competitive Preference Priorities for the FLAS program, CSEEES will recruit students with financial need for language and area studies training, as well as offer specific programming for career advising and support for these students. Fifth, CSEEES will contribute to the Central Eurasian Studies Summer Institute, the Central Asian Language Consortium, and the Balkan and Black Sea Language Consortium (E.6.a, E.6.b, E.6.c). Sixth, to support area studies instruction at OSU, CSEEES will seed courses addressing national and international security needs in Y1, Y3 and Y4 (budget A.1.a). Seventh, funds are requested to organize an annual undergraduate REEE online research forum (D.5) and Russian speaking competition (D.2).

To support dissemination of the most relevant and innovative knowledge and research on REEE, CSEEES will organize conferences, workshops, and lecture series, as well as make research findings available online. It is committed to USEd’s absolute priority to include diverse perspectives and a wide range of views in all these planned activities. First, CSEEES requests funds for the annual MWSC (budget E.4.a) and to co-sponsor other conferences (budget E.4.b, E.4.c, E.4.d, and E.4.e). Second, funds are requested for the Ohio Slavic Outreach Network to support lectures and events that will take place at partner institutions throughout the state whose primary audience is not in Columbus (budget E.2.b). Funds also are requested for an annual lecture series (budget E.2.a); subsidizing *Origins* publications (budget E.5.a); subventions of REEE faculty-authored books (budget E.5.b); a professional development lecture series (E.2.c); REEE library acquisitions (D.1); and the Ohio Faculty Research Initiative (E.3.g). Less than 1% of funds will go towards travel associated with outreach, FAO recruitment, and language pedagogy professional development (C.1.c).

**FLAS RECRUITMENT:** During 22-26, CSEES proposes to offer FLAS fellowships in BCS, Polish, Romanian, Russian, Turkish, and Uzbek, requesting $333,500 in funds per year. Tuition

and fee awards from OSU’s Graduate School in the amount of $131,208 will allow CSEEES to offer more fellowships.

* 1. **COST EFFECTIVENESS OF ACTIVITIES:** To use effectively USEd resources, CSEEES has secured co-sponsorship from OSU units or externally. Five of seven language instruction budget lines include co-sponsors, providing a match of $0.45 for every dollar of funds requested with the level of co-sponsorship increasing over the four-year cycle. BCS, Polish, Romanian, and Russian courses will be co-sponsored with DSEELC, while Uzbek courses will be co-sponsored with the East Asian Studies Center, the Middle East Studies Center, and NELC. In terms of programming, four of six K12 teacher training programs are co-sponsored, as are many of the special events and conferences, the CC and MSI course development stipend program, and all language consortia. OIA and OSU provide strong support for administrative positions, covering 70% of the assistant director’s (starting in 2022) and 50% of the office coordinator’s salaries, as well as 50% of the FTE for the outreach coordinator and the director’s course releases.
  2. **LONG TERM IMPACT:** The outlined activities of CSEEES for 2022-26 will have a lasting impact on student programs at OSU, as well as on educators and students at K12 schools, CCs and MSIs, businesspeople, and communities throughout Ohio and the U.S. These activities will:

(1) increase the number of teachers with knowledge of REEE as evidenced in teacher surveys and classroom content; (2) enhance educational access to REEE content for students at CCs and MSIs, as demonstrated by the amount of curriculum designed and number of students reached;

(3) produce more specialists with advanced priority language skills, including FAOs, based on graduation rates and number of FLAS awarded; and (4) encourage the participation of students with demonstrated financial need in the study of REEE languages that will result in diverse cohorts of fellows based upon language, level, and background.

# CRITERION J: FLAS AWARDEE SELECTION PROCEDURES

* 1. **SELECTION PLAN:** CSEEES is committed to running a FLAS Fellowship program that offers fellowships at both the undergraduate and graduate/professional levels. Its selection plan and criteria respond to the purpose of the fellowship program and the priorities set out by USEd. FLAS Fellowships are awarded based on (1) the academic merit of the applicant as evidenced in GPA, transcripts, and letters of recommendation; (2) merit of the applicant’s statement per USEd guidelines as demonstrated in the need to study language, future career goals, devotion to the region, and a well-developed proposal; (3) language or level as per USEd guidelines with preference given to priority LCTL language study and advanced level; and (4) the demonstrated financial need of the applicant (Criterion K, pg. 50). The selection committees will rank the applicants on the first three criteria, using both objective factors, such as transcripts, and subjective factors such as statements of intent and letters of reference. Standardized test scores will no longer be a required component of the application and will not be integrated into committee scoring for 2022-26. This change also responds to CSEEES’ commitment to removing barriers for financially disadvantaged applicants.

To establish financial need, students will be required to submit a FAFSA application to the office of Student Financial Aid in addition to the FLAS application. Student Financial Aid will then calculate students’ financial need and provide a score to CSEEES staff, with scores ranging from 1-5, with 5 representing the highest financial need. Students with the highest financial need, a score of 4 or 5, will receive .5 – 1 point added to their final score. This modification is being proposed after analyzing the results of the FLAS competitions from 2014- 2020, which revealed that while most awards were going to students with financial need, financial need was not increasing a student’s ability to receive a fellowship. Additionally, per

USEd guidelines, higher priority is given to professional and terminal M.A. students, with up to 1 extra point awarded to students who indicate that they intend to work for the government and are in a professional or terminal M.A. program.

**J.2 ADVERTISING:** Fellowship advertising begins in late October and continues through February, with advertising reaching a cross-campus audience. First, working with OIA Communications staff, CSEEES places email advertisements in graduate (11,095), professional (3,290), and undergraduate (46,984) student email lists, as well as in a faculty and staff email list (45,407). Second, CSEEES sends separate emails to all graduate and professional program coordinators and undergraduate staff advisors. Third, CSEEES works with affiliate faculty to ensure that they pass the information on to students. Fourth, CSEEES hosts a webpage that gives detailed information about the fellowship, contact information for questions, and a video presentation of the application process for students who cannot attend an information session. It also includes the competition information in its own weekly email to faculty and students that has close to 1,000 subscribers. Fifth, CSEEES and OIA also advertise the fellowship through social media. Lastly, in November, December, and January CSEEES hosts multiple information sessions at different times to accommodate students’ schedules, with the FLAS coordinator also providing one-on-one advising meetings with prospective applicants.

* 1. **APPLICATION PROCEDURE:** All Title VI centers at OSU have a standardized online application process with separate applications for summer and academic year fellowships. Applications are available starting in November through a link on CSEEES’ website to a secure, online system. Applicants answer biographical and background questions, and then upload required supporting documentation: a statement of intent in which the applicant describes the need for language and area studies in order to achieve academic and/or professional goals;

transcripts; and a resume. Three letters of reference, with at least one from a language instructor, are submitted separately. In addition, students are required to complete a FAFSA application.

The entire completed application must be submitted online by February 1st at 4:30 p.m.

* 1. **SELECTION COMMITTEE:** CSEEES has two selection committees, one for the graduate and one for the undergraduate competition. The graduate selection committee consists of at least five faculty members from five different departments in at least three different colleges or divisions within the College of Arts and Sciences, including the director of CSEEES and the DSEELC language program coordinator. In 2020, FLAS selection committee members came from architecture, CSEEES, DSEELC, law, linguistics, and public affairs. The undergraduate selection committee consists of at least three faculty members, including the CSEEES director and the DSEELC language program coordinator. 2020 undergraduate committee members came from CSEES, DSEELC, and IS. Each year, members of committees are rotated. Committee members individually review application materials to create a rank ordering of applicants based on academic merit and then meet to discuss their rankings. Separately, Student Financial Aid reviews applicants’ FAFSAs to calculate a financial need score. CSEEES then correlates need and merit rankings to determine which applicants demonstrate both academic merit and financial need following the system outlined in Criterion J.1.
  2. **FLAS TIMELINE:** A detailed application timeline is published in application materials and on CSEEES’ website. The deadline for the fellowship is always February 1st, or the first Monday of February if the first falls on a weekend. Electronic copies of the applications are made available to the committees by mid-February. Committees meet at the end of February or first week of March to discuss and rank applications. Award notifications are sent out by mid-March

to ensure that incoming graduate students have adequate time to make their decisions before the Council of Graduate School’s April 15th timeline for offers of financial support.

* 1. **PRIORITIES:** CSEEES’ FLAS program adheres to the two competitive preference priorities for USEd for 2022-26. Awards will be made based on an applicant’s academic merit and stated financial need (Competitive Preference Priority 1) and CSEEES will award 100% of fellowships for the study of LCTLs (Competitive Preference Priority 2) with preference for languages deemed priority languages by the U.S. government.

# CRITERION K: COMPETITIVE PRIORITIES

To conclude, CSEEES’ application for Title VI NRC and FLAS grants for 2022-26 will train K12 teachers, broaden access to REEE studies, increase the U.S. supply of REEE experts, and disseminate REEE knowledge to diverse audiences. Within its proposal, it requests funds that align with the NRC and FLAS competitive preference priorities, as outlined in Table 18.

**Table 18, USEd Competitive Preference Priorities and CSEEES Programming, 2022-26**

|  |  |
| --- | --- |
| **Priority** | **CSEEES Activity** |
| **NRC Competitive Preference Priority 1**: Applications that propose significant & sustained collaborative activities with CCs and MSIs | CSEEES will work with **Central State University** (MSI/HBCU) in Y1-Y4 to enhance an existing international business curriculum to include REEE content through guest class speakers and purchase of REEE materials. With **Lakeland Community College** (MSI), CSEEES will send two speakers/year Y1-Y4 who will be part of an international speaker series connected to specific courses. REEE modules will be created for the World History curriculum at **Columbus State Community College** (MSI). For the **Howard University REEE Think Tank program,** which targets URM  students, CSEEES will fund two mentorship stipends per year. |
| **FLAS Competitive Preference Priority 1:** Applications that propose to give preference to FLAS applicants with demonstrated financial need | A **two-tier evaluation system** for judging FLAS applications will be implemented. A FLAS committee will first determine the applicants’ academic merit; financial need will be calculated by OSU’s Student Financial Aid based on the students’ FAFSA. CSEEES staff will then correlate financial data with merit rankings, giving an extra .5 – 1  point to students with the highest financial need. |
| **FLAS Competitive Preference Priority 2:** Applications that propose to award 25% or more of academic year  fellowships in LCTLs | Applicants who propose to study a priority LCTL will be given higher scores during the application review process. **100% of awards in 2018-21 went to LCTL language study.** |