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# ACRONYM GUIDE

|  |  |  |  |
| --- | --- | --- | --- |
| AAU | Association of American Universities | GOE | Global Opportunities Expo |
| ADA | Americans with Disabilities Act | GTA | Graduate Teaching Assistant |
| AP | Absolute Priority | GWLA | Greater Western Library Alliance |
| ACLS | American Council of Learned | HCH | Hall Center for the Humanities |
|  | Societies | HS | High School |
| ACTFL | American Council on the Teaching of | HSE | Higher School of Economics |
| APS | Foreign Languages  American Philosophical Society | IDRH | Institute for Digital Research in the Humanities |
| ARISC | American Research Institute of the | IAS | International and Area Studies |
|  | South Caucasus | ILL | Interlibrary Loan |
| AS | Area Studies | ISEP | International Student Exchange |
| ASEES | Association for Slavic, East European, and Eurasian Studies | JDC | Program  Juvenile Detention Center |
| AY | Academic Year | KASC | Kansas African Studies Center |
| BCMS | Bosnian/ Croatian/ Montenegrin/ Serbian | ICCAE | Intelligence Community Center for  Academic Excellence |
| CC | Community College | KS | Kansas |
| CEAS | Center for East Asian Studies | KU | University of Kansas |
| CGIS | Center for Global and International | KUL | KU Libraries |
|  | Studies | KUIA | KU International Affairs |
| CGSC | Command and General Staff College | LCTL | Less Commonly Taught Language |
| CH | Credit Hours | LibGuides | KU Libraries Research Guides |
| CLACS | Center for Latin American & | LTC | Language Training Center |
| CLAS | Caribbean Studies  College of Liberal Arts and Sciences | MAUI | Mid America Universities International |
| CODL | Center for Online & Distance | MSI | Minority Serving Institution |
|  | Learning | NCEER | National Council for Eurasian and |
| COIL | Collaborative Online International Learning | NEH | East European Research  National Endowment for the |
| CP | Competitive Preference Priority |  | Humanities |
| CTE | Center for Teaching Excellence | NGO | Non-Governmental Organization |
| DEIB | Diversity, Equity, Inclusion & | OA | Open Access |
|  | Belonging | OLRC | Open Language Resource Center |
| DD | Document Delivery | OPI | Oral Proficiency Interview |
| DH | Digital Humanities | OSA | Office of Study Abroad |
| DoD | U.S. Department of Defense | REE | Russia, East Europe and Eurasia |
| EFC | Estimated Family Contribution | REES | Russian, East European and Eurasian |
| EGARC | Ermal Garinger Academic Resource Center | SAR | Studies  Student Aid Report |
| ExCom | Executive Committee | SELL | Department of Slavic and Eurasian |
| FAFSA | Free Application for Federal Student Aid | TIPSS | Languages & Literatures  Today in International Politics |
| FAO | Foreign Area Officer |  | Speaker Series |
| FB | Facebook | UCC | University Career Center |
| FL | Foreign Language | UG | Undergraduate |
| FLTA  FMSO | Fulbright Foreign Language Teaching Assistant  Foreign Military Studies Office | USAID  USRF | U.S. Agency for International Development  U.S. Russia Foundation |
| GA | Graduate Assistantship | VA | Veterans Administration |
| GEPA | General Education Provisions Act | WLF | World Languages Fair |

The University of Kansas, Center for Russian, East European & Eurasian Studies iii

**Rethinking Russian, East European, and Eurasian Studies in the Heartland for a Global and Digital Age**

# NRC PROJECT NARRATTVE

1. **COMMTTMENT TO THE SUBJECT AREA**

As an R1 Doctoral/Research University and a charter member of the prestigious AAU, KU has a long tradition of excellence and commitment to international and area studies (IAS). It offers over 40 foreign languages, including 9 REE LCTLs, and study abroad programs in over 70 countries, including 13 countries of the region. It supports 4 Title VI-receiving IAS centers- CREES, the Center for East Asian Studies (CEAS), the Center for Latin American & Caribbean Studies (CLACS), and the Kansas African Studies Center (KASC)-as well as the Center for Global and International Studies (CGIS), which explores cross-regional trends. The centers collaborate with KU's Title VI-funded Open Language Resource Center (OLRC), which produces open access language learning resources, and the DoD-funded KU Language Training Center (LTC), which provides instruction to military personnel. In contrast to the national trend of constricting public higher education budgets, KU's Provost is expanding support of IAS with an additional $321,000 annually to support a new Institute for International and Global Engagement housing and offering new forms of support to the 5 IAS centers: CREES, CEAS, CLACS, KASC, and CGIS (Appendix D). The institute's establishment comes at the recommendation of a Spring 2021 external review of the IAS centers and a university-wide 2020-22 American Council on Education Internationalization Laboratory. KU's existing support

to the centers will be complemented by the addition of an institute director and two new full-time staff outreach positions to develop innovative digital and hybrid forms of global engagement for the Heartland and beyond.

A track record of effective grant management combined with KU assuming coverage of all center administration and activities following an unsuccessful Title VI application in 2014 has positioned CREES for renewed success. CREES leveraged KU funds to attract major US-Russia Foundation (USRF) grants in 2019 and 2020, and in 2020 CREES, selected as an alternate in the 2018 Title VI competition, received NRC funds for 2020-22. This Title VI funding has been transformative in expanding the scope and impact of CREES' programs in the Heartland.

CREES is poised to build on its successes even further with 2022-26 NRC and FLAS funding. In the next cycle, KU will continue to fund all of the center's administrative positions: the salaries of its Director, Associate Director, Assistant Director, Outreach Coordinator, Office Manager, academic advisors, accounting and HR sup-

|  |  |
| --- | --- |
| **Table A. KU Institutional Support to CREES** | **Calendar Year 2022** |
| CREES Administrative Salaries & Fringe | $139,075 |
| CREES-related Administration Salaries & Fringe, including new Institute for Global and International Engagement | $599,460 |
| CREES-related Faculty Salaries & Fringe | $4,558,507 |
| CREES Libraries Salaries & Fringe | $300,339 |
| CREES-related GTAs Salaries & Fringe | $324,452 |
| CREES Graduate Assistant Salary & Fringe | $27,960 |
| CREES Student Assistant Salary & Fringe | $12,106 |
| FMSO Internship Stipends | $8,320 |
| CREES Supplies, Equipment, Overhead | $20,137 |
| *Russian Review* Supplies and Overhead | $5,000 |
| CREES Staff Travel | $7,000 |
| **Total Support** | **$6,002,356** |

port staff, and undergraduate and graduate student assistants. KU will also cover in- structional and IT costs, supplies, and ad- ministrative overhead for CREES and *The Russian Review*, housed in CREES (Table A). KU furnishes CREES with 11 offices, a shared library, reception desk, kitchen, and

outreach and seminar rooms. KU employs 47 CREES-affiliated faculty (Appendix C) and pro- motes faculty development with a wide range of awards, fellowships, sabbaticals, and teaching and scholarly resources, with strengths in digital humanities and online learning. KU Libraries provides access to millions of print and digital items and employs 2 REES faculty librarians, 1 REES acquisition specialist, 2 student workers, and a DH librarian with REES expertise. KU was

also the nation's first public university to adopt an open access (OA) policy that makes faculty publications freely available to the general public.

Among US public research doctoral institutions, KU ranks 18th for the percentage of stu- dents who study abroad (27.6% of undergraduates), with 14 staff in KU's Office of Study Abroad (OSA) maintaining over 240 international study, internship, and research programs in over 70 countries. KU International Affairs has more than 200 agreements with partner universi- ties worldwide, including 16 with universities in REE, among them a longstanding partnership with Ivan Franko National University in Lviv, Ukraine. Since 2018, 13 scholars from REE have traveled to KU through Fulbright and other programs, and 11 KU faculty and students have re- ceived Fulbright awards in REE.

KU offers numerous programs to train undergraduate and graduate students for global en- gagement. Proximity to the Army's Command and General Staff College (CGSC) at Ft. Leaven- worth has yielded specialized, research-intensive degree programs for members of the military, including CREES' accelerated MA for officers. KU's Honors Program is ranked 1st among pub- lic universities and feeds into CREES' honors BA. Over 69% of KU undergraduates receive fi- nancial aid, with over $391 million awarded annually. Renewable merit scholarships based on GPA alone range from $20,000 to $64,000 across four years. CREES undergraduate and gradu- ate students are further supported by annual scholarships from the Bramlage and Willcoxon Family Foundation and a center endowment totaling nearly $300,000 that offers student awards for the study of Russian, Ukrainian, BCMS, and Slovene and supports student travel. CREES- affiliated students accepted into PhD programs at KU receive 5 years of funding in the form of GTAships, which include a living wage and health insurance. They have had collective bargain- ing rights as union members since 1992.

# QUALTTY OF THE LANGUAGE TNSTRUCTTONAL PROGRAM

**Bl. Extent of Language Tnstruction and Enrollment:** CREES students enjoy access to instruc- tion in 9 REE languages: BCMS, Czech, Polish, Russian, Slovene, Tajik/Persian, Turkish, and Ukrainian (all taught by CREES faculty), and Uyghur (taught by CEAS). All are LCTLS, and all but Uyghur are on the Department of Education's priority list. CREES also participates in CESSI, a foreign language (FL) consortium, which hosts summer institutes at the University of Wisconsin and offers Kazakh, Uzbek, and other LCTLs. Table B1 shows substantial and steady enrollment across CREES'

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Table B1. REE Languages and Enrollments at KU, 2018-2022** | | | | | | | |
| **Languages** | **Levels** | **Faculty** | **CH** | **18-19** | **19-20** | **20-21** | **21-22** |
| Russian | 5 | 4 | 3-6 | 163 | 150 | 182 | 227 |
| BCMS | 4 | 2 | 3-6 | 15 | 13 | 22 | 20 |
| Polish | 3 | 1 | 3-5 | 10 | 5 | 15 | 5 |
| Turkish | 3 | 1 | 3-5 | 14 | 1 | 8 | 0 |
| Ukrainian | 3 | 1 | 3-5 | 11 | 11 | 3 | 7 |
| Uyghur\* | 2 | 1 | 3 | 2 | 3 | 8 | 8 |
| Slovene | 3 | 1 | 3-5 | 5 | 5 | 16 | 5 |
| Czech\*\* | 2 | 1 | 3-5 | 8 | 14 | 0 | 0 |
| Tajik/Persian | 2 | 2 | 3-5 | 21 | 14 | 16 | 13 |
| \*Offered through CEAS; \*\*Czech resumes in AY 2022-23 after 2-year hiatus | | | | | | | |

language offerings. Taking 2020-21 as a sample year (since 2021-22 figures do not yet include summer 2022 enrollments), there

were significant increases in Russian, BCMS, Polish, Turkish, and Slovene, driven by the availa- bility of online and in-person offerings in these languages. Compared with the 2014-2018 aver- age, overall language enrollment in 2020-21 increased by more than 12 percent and is projected to rise further in 2021-22. The numbers in Table B1 do not include Special Forces personnel trained by Department of Slavic and Eurasian Languages and Literatures (SELL) faculty at Ft.

Carson, CO, under the auspices of KU's LTC, which meets DoD training needs. 68 Special Forces personnel took Russian through LTC in 2018-19, and another 142 took it in 2019-20. **B2. Provision of Language Training Levels:** Russian is offered at 5 levels: beginner (10CH), basic intermediate (10CH), advanced intermediate (6CH), and 2 advanced groups (each 6CH). All other REE languages are offered in at least 3 training levels. Third-year courses in Czech,

Slovene, Tajik/Persian, Turkish, and Uyghur are available on demand. All REE language classes are supported by student language tables and robust cultural programming. KU has in-house study abroad programs for Russian at the Higher School of Economics (HSE) in Moscow and Ukrainian at Ivan Franko in Lviv. KU is the home of *Mezhdu nami,* an award-winning OA intro- ductory course in Russian, currently in use at dozens of educational institutions, including UC Berkeley and Howard University. It was co-authored by one current (Perkins) and one former (Comer) CREES faculty member and is maintained by KU's Ermal Garinger Academic Re- source Center (EGARC).

CREES, in partnership with SELL, offers advanced REE-language courses in culture, history, and society (Appendix A). Prof. Wallo teaches an advanced Ukrainian cultural history course, "Biography of a City: Kyiv/Kiev/Kij6w," with readings in the original Russian, Ukrain- ian, and Polish. Prof. Dickey and CREES Assistant Director Predolac teach an advanced Balkan cultural history course, "The Cultural Impact of the Ottoman Empire on the South Slavs," with readings in BCMS and Turkish. Prof. Six recently reworked "Contemporary Russian Culture" to incorporate authentic media texts on changes since the collapse of the USSR. The SELL minor track in Russian Business and Professional Culture requires a final research project using Rus- sian-language sources. History graduate students focusing on REE must write 2 article-length re- search papers using primary sources in REE languages. To prepare undergraduate and MA stu- dents for work with original texts, Prof. Wallo created a new bridge course, "Introduction to Rus- sian Literature," in Spring 2021. It uses authentic readings in Russian at two difficulty levels, original and adapted, allowing students to gradually transition to original texts over the semester. **B3. Language Faculty Availability and Pedagogical Training:** SELL has 7 tenured faculty, 1 ATP, and 3 lecturers covering FL instruction. 6 SELL tenured faculty regularly offer FL courses.

4 SELL faculty (Chernetsky, Dickey, Six, Wallo) and 12 GTAs cover the Russian language cur- riculum. An advanced linguistics sequence includes Old Church Slavonic and Old Russian (Greenberg). 2 faculty (Dickey and Pirnat-Greenberg) teach BCMS. Unique in the US, KU offers 3 years of Slovene (Pirnat-Greenberg). 1 faculty (Vassileva-Karagyozova) teaches Polish, and 1 GTA will start teaching Czech in Fall 2022 under Vassileva-Karagyozova's supervision. 1 fac- ulty (Wallo) and 1 GTA teach Ukrainian. SELL offers 3 years of Turkish (Predolac) and 3 years of Tajik/Persian (Ahmad); CEAS offers 3 years of Uyghur.

All faculty have native or near-native command of the REE languages they teach, ad- vanced graduate degrees (all but one have a PhD), and extensive experience teaching in univer- sity settings. Six (Russian), Wallo (Ukrainian, Russian), Pirnat-Greenberg (BCMS, Slovene), Vassileva-Karagyozova (Polish), Ahmad (Tajik/Persian), and Predolac (Turkish) have formal OPI training, as do several GTAs who teach Russian. All GTAs are required to take "Methods of Teaching Slavic Languages," which familiarizes them with teaching standards and proficiency guidelines and provides training in performance-based instruction and assessment. Students in the methods seminar design and test performance-based lesson plans that emphasize backward design, the use of authentic texts, and project-based learning. The GTAs' use of these principles is evaluated by the seminar instructor (Wallo) and the Russian Language Program Director (Six). The latter closely supervises GTAs teaching Russian. KU's Certificate Program in Second Lan- guage Studies offers further pedagogical training; 3 current SELL GTAs who teach Russian have completed it. 4 SELL GTAs are writing dissertations in second language studies and have partic- ipated in curriculum development for Russian courses. SELL also hosts Fulbright Foreign Lan- guage Teaching Assistants (FLTAs) in REES languages (Ukrainian, Turkish, and Tajik/Persian), who receive pedagogical training from SELL faculty supervisors (Wallo, Predolac, Ahmad).

**B4. Performance-Based Tnstruction, Resources, and Proficiency Requirements:** All REE language courses follow the principles of performance-based instruction, mirroring real-life oral and written communication. At the beginning level, students learn to interpret information from maps, fliers, menus, and shopping websites to navigate situations they are likely to encounter in the target culture. At the intermediate and advanced levels, students work with unaltered news articles and TV broadcasts in the target language. Advanced-level training includes development of interpretative skills and cultural literacy through work with films, fiction, academic articles, and business writing. Assessment includes role-plays that ask students to perform in realistic, level-appropriate communicative scenarios.

To make REE languages available to learners outside KU and deliver effective online in- struction in the pandemic, in 2020-21 SELL faculty developed beginner-level online courses in Russian, Polish, BCMS, Ukrainian, Tajik/Persian, and Turkish. These courses use an innovative bichronous format, which combines asynchronous individual work on language skills with syn- chronous weekly Zoom meetings for conversation practice and group projects. Intermediate bi- chronous BCMS and Tajik/Persian courses have been created, and a beginner bichronous Czech course is being developed for Fall 2022. Performance-based instruction has been key to the suc- cess of these courses, which have delivered excellent learning outcomes and attracted a signifi- cant number of non-KU students. The design of the bichronous beginner's Russian course utiliz- ing *Mezhdu nami* was shared in an article published by Prof. Six and GTA Olga Savchenko in the *Russian Language Journal* in 2021. This course enabled SELL to increase Russian language enrollment in the 2020-21 pandemic year and increase student retention (Table B1). It has also allowed SELL to teach beginners' Russian remotely to high-school students across the state of Kansas with the help of a $120,000 USRF grant (PI Kokobobo); the grant covers instructional

costs, allowing 50 students, many from rural counties, to take Russian for free and setting up a pipeline of students ready for enrollment in second-year Russian at KU. To connect with the pipeline, the second-year Russian language sequence has been redesigned utilizing a new perfor- mance-based curriculum and an interactive website, delivering hybrid instruction.

Since 2017, SELL has assessed language learning for SELL and CREES undergraduates according to performance-to-proficiency-based degree-level learning outcomes. They include proficiency benchmarks in speaking, writing, reading, listening, and cultural understanding, with the first 4 aligned with the ACTFL proficiency guidelines and measured by an OPI and a portfo- lio of student work. The results from 2017-21 demonstrate that 90% of SELL and CREES stu- dents meet the Intermediate Mid benchmark for oral proficiency by graduation and students who have studied abroad often exceed this benchmark, reaching Intermediate High and even Ad- vanced by graduation. These results prompted SELL faculty (Six, Wallo) to reorganize the third- year Russian sequence to incorporate more performance-to-proficiency-based tasks and projects to benefit students without study abroad experience. In 2019-20, SELL faculty and 3 GTAs re- ceived two competitive course transformation grants from KU's Center for Teaching Excellence (CTE) to complete this course redesign. The new sequence was well received by students, who reported in course evaluations that it had greatly improved their speaking skills.

Offering a wealth of resources, EGARC offers students and instructors access to more than 13,000 audio/video items in over 60 languages, 2 active learning classrooms, a computer lab, and a recording studio. It has been a partner on 6 NEH grants and is currently the home of the DoD-funded LTC and Project Global Officer (Project GO) programs. Combined, these awards for 2021-22 total $1,240,000 to support intensive summer study and year-round instruc- tion in Russian, Polish, and Tajik/Persian for military personnel and military-affiliated students.

EGARC Director Perkins, a KU SELL PhD, serves on the CREES Executive Committee. EGARC is also the home of the Title VI-funded OLRC, which supports 3 OA faculty-designed resources in REE languages in its current funding cycle: *Russian Aspect in Conversation*: *A Text- book for Intermediate and Advanced Students* (co-authored by Dickey and 2 SELL graduate stu- dents); *Dobra forma: A Web-Based Overview of Ukrainian Grammar* (written by Wallo); and *Konu,$an Paragraflar* (Talking Paragraphs), currently being developed by Predolac and her col- league S. Ebru Ergi.l from Stanford. Together with *Mezhdu nami*, these online textbooks will make CREES a national leader in the production of OA language resources.

In terms of requirements, CREES and SELL majors are required to take 5 semesters of a REE language and expected to reach Intermediate Mid on the ACTFL scale. CREES MA stu- dents are required to take 6 semesters of a REE language and must reach Intermediate Mid oral proficiency. Assessment of SELL and CREES BA and MA students uses OPI testing. CREES BAs and MAs must achieve Advanced reading proficiency. CREES students demonstrate read- ing proficiency through a performance-based assessment: at least 25% of their BA and MA cap- stone research sources are in REE languages.

In 2022-26, CREES seeks to build on the achievements of its language program by re- questing funds to sustain lecturer positions in Turkish and Tajik/Persian. Course development grants are planned to create new online courses in Survival Russian, Advanced Russian, and Sur- vival Tajik/Persian. CREES also requests new funds for ACTFL OPI training for incoming GTAs, funds for the OPI tests of CREES BAs and MAs, and support for individualized language tutoring to ensure that all students succeed in meeting proficiency requirements.

# QUALTTY OF NON-LANGUAGE TNSTRUCTTONAL PROGRAM

**Cl. Quality and Extent of Course Offerings Across Disciplines:** CREES faculty offer a wide range of courses across many disciplines and in KU's professional schools. In 2020-21, a full ac- ademic year detailed in Appendix A, there were 108 non-language REES courses in CLAS, in- cluding 5 in Anthropology, 1 in Communication Studies, 4 in Economics, 2 in Environmental Studies, 2 in Film Studies, 6 in Geography, 10 in Global and International Studies, 14 in History, 1 in Humanities, 6 in Jewish Studies, 1 in Linguistics, 25 in Political Science, 2 offered by CREES, 3 in Religious Studies, 20 in SELL, 4 in Sociology, 1 in Theater, and 1 through the Uni- versity Honors Program. In the same year, 23 REES courses were offered by the professional schools, including 3 in Architecture, 2 in Business, 2 in Engineering & Computer Science, 1 in Journalism, 7 in Law, and 8 in Music. In this array of 131 REES courses across KU, comprehen- sive in its disciplinary, geographical, and professional scope, 49 had 100% REES content, 15 had 50% REES content, and 67 had at least 25% REES content.

CREES course development grants have created new courses in CLAS and the profes- sional schools in AY 2021-22 and AY 2022-23, including a high-enrolling intro-level course on Russia's role in "The Global Cold War," and "Media in Russia, Eastern Europe, and Eurasia," to be offered in the School of Journalism in 2022-23. In collaboration with KU's Center for Online and Distance Learning (CODL), CREES also developed intensive 8-week online versions of its gateway courses, "Understanding Russia & Eastern Europe" and "Societies & Cultures of Eura- sia," which increased enrollment and helped produce more CREES majors. REES content is inte- grated by CREES-affiliated faculty across courses, from undergraduate lectures to specialized graduate seminars, and in subjects ranging from cybersecurity to theater. The CREES Associate

Director ensures quality and quantity of REES content by reviewing syllabi before posting lists of REES-related courses for students to enroll in each semester.

**C2. Depth of Specialized Courses in Subject Area Disciplines:** In geographic terms, CREES has a depth of offerings on Russia, Ukraine, Central Asia and the Caucasus, East Central Europe, Southeastern Europe, Turkey, and Iran. Programmatic strengths include: 1) Ukrainian Studies (Chernetsky and Wallo); 2) Central Asian Culture and Geopolitics (Diener, Dwyer, and O'Lear);

1. Turkey and Iran in a Eurasian Context (Ahmad, Najafizadeh, Predolac, and Wuthrich); 4) His- tory of Russia, Eurasia, and Eastern Europe (Scott and Wood); 5) Russian, East European, and Eurasian Literature, Culture, and Linguistics (Chernetsky, Dickey, Greenberg, Kokobobo, Perel- mutter, Vassileva-Karagyozova, and Wallo). Advanced undergraduate and graduate-level courses are consistently offered in all five areas. There are also upper-level CREES offerings in the professional schools, including "Post-Socialist Architecture" (L'Heuruex), "Islamic Law" (Bhala), and "East Central European Music" (Nedbal). KU is a national leader in Slavic and Eur- asian linguistics, with 4 faculty in linguistics and linguistic anthropology. Each semester, CREES offers multiple directed readings and research courses on specialized REES topics.

**C3. Subject Area Teaching Faculty:** CREES has a total of 47 core faculty from 14 departments and 5 professional schools. Of this group, 33 are tenured or tenure-track faculty, including 4 dis- tinguished professors. The remainder are visiting professors, professors of practice, and lecturers. All CREES-affiliated faculty are expected to offer REE-focused courses and improve their teach- ing performance by participating in pedagogy workshops offered by CTE, such as the annual Teaching Summit, and through collaborations with digitally-oriented units like CODL. All in- structors receive feedback through student evaluations and annual reviews of teaching, which for most CREES-related departments involves peer classroom observation. GTAs working as

instructional assistants receive mandatory training from CTE in the form of an annual confer- ence, workshop, and follow-up seminar. Further pedagogical training is provided by departments and schools, which require faculty to offer guidance to GTAs over the course of the semester and furnish them with written feedback for further improvement at the semester's end. Non-language courses are overwhelmingly taught by faculty (all but one course in AY 2021-22 is faculty-led); in rare cases advanced PhD candidates may be permitted to teach their own courses, with a ten- ure or tenure-track faculty member assigned as their mentor to ensure quality of course design.

**C4. Tnterdisciplinary Course Offerings to Undergraduate and Graduate Students:** The cur- riculum, content, and methodologies of many CREES courses are interdisciplinary. Examples include the BA gateway courses "Understanding Russia & East Europe" and "Societies & Cul- tures of Eurasia," which cover geography, history, culture, and politics. Many courses are cross- listed because of their interdisciplinary content. In AY 2020-21 CREES sponsored the creation of two new interdisciplinary Eurasian courses: "Modern Turkey: Culture & Society" and "Iran Through Literature & Film." Both are cross-listed. Interdisciplinary graduate courses are also of- fered, including "Post-Soviet Communication" (popular with students from the professional schools, and cross-listed in SELL), "Iran, Turkey, and the Kurds," (cross-listed in Political Sci- ence), the seminar in Jewish Studies, and more. In 2022-26, CREES will use Title VI funds to develop 4 new online/hybrid area studies courses and further expand its non-language curriculum by seeding the hire of a tenure-track position in Political Science focusing on Russian and Eura- sian security and international relations.

# QUALTTY OF CURRTCULUM DESTGN

**Dl. Tncorporation and Appropriateness of Area Content:** CREES offers a BA, Honors BA, and Minor at the undergraduate level, as well as a traditional MA, FAStTrack MA, and a JD-MA

at the graduate level. CREES also works with other departments and professional schools to in- fuse REES into the curriculum. Starting in Fall 2022, CREES will launch a strategic partnership with SELL to further strengthen its academic programs, with programs overseen by CREES and SELL providing support for advising, assessment, and instruction. This partnership will help connect the CREES degrees with SELL's USRF Russian-language pipeline program, offering students in the Heartland a pathway from high-school to undergraduate and graduate CREES de- grees. SELL will continue to offer its language and culture-intensive BA, MA, and PhD degrees, while the CREES degrees will complement these by offering students a more interdisciplinary experience.

For a CREES BA, students must complete 5 semesters of a REE language. The final ad- vanced-level language course counts toward the required 30 credit hours (CH), which include: 2 introductory REES courses (6CH); 18CH in REES electives distributed across disciplines and geographic areas, 12CH in upper-level courses (300+ level), and 3CH at the 500+ level and in- volving the use of a REE language; and a 2-course methodology and capstone sequence (6CH). CREES Honors BA students must complete all of these requirements, maintain a 3.5+ major GPA, and complete a research paper demonstrating proficiency in a REE language and evaluated by 3 CREES faculty. The CREES BA pairs well with offerings in CREES-affiliated departments, and many students pursue double majors. For a CREES Minor, students complete 1 introductory course and 15CH of REES courses across disciplines (at least 12CH in 300-level courses and above). SELL BA students concentrate on language in one of 3 emphases: Russian, Polish, or South Slavic (BCMS). Students complete 30CH in language, literature, and IAS courses, with language study through advanced level. There are 6 SELL minors: Russian, Russian Business

and Professional Culture, Polish Studies, South Slavic Studies, and Slavic Jewish Studies. Each requires 18-20 hours of language, culture, and IAS courses.

In its traditional, FAStTrack, and joint (JD) forms, the REES MA requires students to specialize in an area of interest: Literature & the Arts; History; Political Science; Philosophy & Religion; or Economics, Business & Geography. Requirements consist of: 1) a 6th semester REE language course; 2) 9CH in their chosen area of interest; 3) 1 course in each of the other 4 areas;

1. 2 interdisciplinary seminars in advanced research skills; and 5) a MA Portfolio, consisting of a synthetic essay on the student's cumulative coursework, a professional essay on their career goals, a capstone MA paper with sources in the student's REE language, and a final presentation and oral examination by 3 CREES faculty. The FAStTrack MA is an accelerated MA with the same requirements but completed in 12-18 months thanks to preexisting language knowledge and/or summer coursework. The accelerated MA is designed for REE-focused Foreign Area Of- ficers (FAOs) with the US military, but open to all qualifying graduate students. The JD-MA combines law and REES degrees in 4 years and 1 summer of full-time study.

REES instruction is also incorporated in SELL's MA programs, which focus on lan- guage, literature, and culture. SELL MA students choose Russian, Polish, or BCMS as a primary language and complete 30CH of coursework, including: 1) 3 methodology/professionalization seminars; 2) 12+ CH in Slavic and Eurasian literature, culture, and folklore; 3) 9+ CH in Slavic linguistics; and 4) at least 1 graduate seminar. SELL MA students may choose a thesis or non- thesis option. The former includes an oral defense of their thesis in place of 6CH, and a MA ex- amination; the non-thesis option includes written and oral examinations. Students continuing onto the SELL PhD must complete a MA/PhD qualifying exam. The SELL PhD offers 2 concen- trations: Russian Literature and Slavic Linguistics. PhD students must: 1) demonstrate an ability

to conduct research in their field in a Western European language; 2) take 1+ year of another Slavic language and 1 course in that language's literature/culture; 3) complete a PhD minor ei- ther outside the department or in another Slavic or Eurasian literature/culture; 4) complete a pro- fessional portfolio, including essays documenting learning, ability to undertake research, teach- ing, and professional development; 5) pass an oral comprehensive exam; and 6) complete and defend a doctoral dissertation.

CREES also assists with training PhD students in Anthropology, Economics, Geography, History, Political Science, Sociology, and other departments and professional schools by provid- ing course development funds for graduate offerings, bringing REES specialists to campus for guest lectures, supporting FL learning through instructor support and student fellowships, and facilitating and funding the Foreign Military Studies Office (FMSO) internship opportunity.

REES students in these disciplines are expected to attain proficiency in REE languages and use them in their research. Building on the Title VI-funded course development plans outlined above for language and non-language instruction, by 2026 CREES will offer a graduate certificate that can be completed online, in hybrid format, or in-person, which will appeal to students across CLAS and the professional schools, and provide a final credential to students now in the Rus- sian-language pipeline.

**D2. Academic and Career Advising Services:** The CREES Associate Director advises and of- fers one-on-one guidance to all CREES BA, Minor, and MA students. CREES BA and Minor students also have an Undergraduate Advising Specialist (Evans) in the office of College Advis- ing & Student Services, who assists with course selection, enrollment, and progress to gradua- tion. MA students meet with the College's Graduate Program Coordinator for CREES (Graham) to ensure smooth progression from admission to graduation. MA students benefit from low

student-faculty ratios, resulting in close relationships with faculty mentors, and the CREES Di- rector serves on most MA committees. CREES faculty and Hall Center for the Humanities (HCH) staff assist CREES-affiliated students with grant applications, and KU International Af- fairs (KUIA) offers support for international fellowships. CREES hosts brown bag talks in which graduate students practice presenting their research and gather feedback on their projects. The longstanding FMSO internship at Ft. Leavenworth gives advanced BA and MA students the op- portunity to gain professional expertise conducting analysis on REE using open source material; 32 graduate and 26 undergraduate CREES students have participated in the program in the past decade. Interns often publish their research in FMSO's journal and present it for the CREES community.

CREES recruits new students at all levels by working with an advisor for KU undergrad- uates without a declared major, distributing information on its programs to advising centers, ta- bling at campus-wide events, and promoting its courses and programs among area high-school students, MSIs, CCs, and active duty personnel stationed at Ft. Leavenworth and other military bases in Kansas. In 2021, CREES faculty and alumni delivered a "Why Russia Matters" series to high-school students in the Russian-language pipeline program.

To connect students to RESS-related career opportunities, CREES is a partner of the Kansas Consortium-Intelligence Community for Academic Excellence (ICCAE), which brings leading national security officials to campus, including CREES MA alumnus Matt Dimmick, Di- rector for Russia and Eastern Europe for the National Security Council at the White House, who spoke to students in February 2021. CREES-affiliated students benefit from career counseling and programs offered by the University Career Center (UCC), which hosts web resources on ca- reers utilizing foreign languages and IAS. With the support of Title VI, in 2022-26 CREES will

collaborate with the other KU IAS centers to establish an International Career Series featuring 8 workshops by employers, internship providers, and alumni each year (at least 2 will be REES- focused, with funding for visiting and local speakers).

**D3. Research and Study Abroad Programs:** Thanks to the efforts of CREES faculty and staff and the Office of Study Abroad (OSA), KU students have access to a wide array of study oppor- tunities in REE. Among them is one of the oldest US study abroad programs in Ukraine, based on a formal agreement signed in 1991 with Ivan Franko National University (Appendix D). Led by a CREES faculty member (Wallo), this program brings students to Lviv for an intensive 6- week Ukrainian-language and area studies institute. Other study abroad programs based on agreements between KU and foreign partners include: a semester-long program at HSE in Mos- cow; a semester-long program at Masaryk University (Czech Republic); the Jayhawks on the Steppe Russian-language Institute in Kazakhstan's capital; the Summer Language Institute in Za- dar, Croatia; a summer program for Engineering and Business majors in Slovenia; a program for Chemical & Petroleum Engineering students in Poland; and a summer program for law students in Istanbul, Turkey. Through the MAUI Consortium students also can participate in programs at Jagiellonian University (Poland), University of Latvia, University of Tartu (Estonia), Vilnius University (Lithuania), and University of Ljubljana (Slovenia); through ISEP students can study at American University in Bulgaria. Finally, the OSA has approved 50 student-initiated programs in REE run by other accredited US universities, with students earning KU credit through these programs.

Although pandemic-related travel restrictions depressed study abroad programs across the world, KU remains a study abroad leader. Its programs, on the upswing before the pandemic, have proved resilient and will remain operational in 2022-26. In the last four AYs (2017-21), 200

KU students traveled to 14 REE countries. While the pandemic led to reduced numbers in 2020- 21, more students studied in REE countries in AY 2017-18 (91) and AY 2018-19 (78) than in any previous year (Table D3). Students studying in REE in 2017-21 were a diverse group: 58.5% were women, 15% were non-white, 10.5% were Pell Grant recipients, and

3.5% were first-generation stu- dents. 58 came from CLAS, and 146 came from the professional schools, including Business (72), Engineering (30), Music (20), Jour-

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| **Table D3. Number of Students Studying Abroad by REE Country (2017-2021)** | | | | | |
| **Country** | **2017-18** | **2018-19** | **2019-20** | **2020-21** | **Total** |
| Croatia | 1 | 1 |  |  | **2** |
| Czech Republic | 48 | 24 | 23 |  | **95** |
| Estonia |  | 3 |  |  | **3** |
| Hungary |  |  | 2 |  | **2** |
| Kazakhstan | 1 |  |  |  | **1** |
| Lithuania |  | 1 |  |  | **1** |
| Poland | 2 | 2 |  | 1 | **5** |
| Romania |  |  |  | 1 | **1** |
| Russia | 7 | 7 | 2 |  | **16** |
| Slovenia |  | 3 | 1 |  | **4** |
| Multi Locations: Slovenia & Italy | 30 | 32 |  |  | **62** |
| Turkey | 2 | 1 |  |  | **3** |
| Ukraine |  | 4 |  | 1 | **5** |
| **Grand Total** | **91** | **78** | **28** | **3** | **200** |

nalism (15), and Architecture (4). In the same period, KU students further benefitted from interna- tional experiences involving re- search and language-teaching con-

ducted abroad, and REE students visiting KU. In the past 4 years, 10 Fulbright fellows com- pleted research in the Czech Republic, Hungary, Lithuania, Russia, Slovenia, and Turkey and served as English Teaching Assistants in Poland, Tajikistan, and Uzbekistan; 6 Fulbright stu- dents from Bulgaria, Hungary, Russia, Ukraine, and Uzbekistan, and 9 FLTAs from Tajikistan, Turkey, and Ukraine came to KU. Such interactions have helped lay the foundations for future international collaborations.

In 2022-26, CREES anticipates resuming its study abroad programs and finding new op- portunities for online experiences with its overseas partners. CREES will use grant funding to integrate Collaborative Online International Learning (COIL) into its planned workshops for KU,

MSI, and CC students in the Heartland, allowing faculty and students to speak with peers in Rus- sia and Ukraine. In addition, the CREES Director will work with partners at Ivan Franko Na- tional University in Lviv and contacts at Ilia State University in Tbilisi to pilot online and hybrid study abroad experiences for students unable to travel.

# QUALTTY OF STAFF RESOURCES

**El. Qualifications of Teaching Faculty and Staff:** CREES courses are taught by 33 tenured and tenure-track faculty, 1 visiting professor with a PhD, 6 lecturers with PhDs, and 2 lecturers with MAs; in addition, 3 tenured librarians with REES expertise and one library specialist with an MA and REES expertise support teaching through relevant subject guides, in-class presenta- tions, and consultations (Appendix

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| **Table E1. CREES Faculty Selected Distinctions, 2018-2022** |
| **Teaching Awards** |
| David Adams Journalism Educator of the Year Award (Bobkowski); Diversity, Equity, and Inclusion Award, CTE (Carter); Benchmarks Project Grant, CTE (Predolac); Dean Frederick T. Moreau Teaching and Mentoring Award (Torrance) |
| **Scholarly Achievements** |
| USRF Grant (Chernetsky); NSF Cybersecurity Grant (Denning); Re- search Seed Grant, Center for Migration Studies (Diener); Roemer Fellowship for Visiting Scholars (Gerschultz); Ambassador of Sci- ence, Republic of Slovenia, (Greenberg); USRF Grant (Kokobobo); Peer-to-Peer Grant, Department of State (McLendon); Fulbright Scholar (Najafizadeh); DoD LTC grant (Perkins); NEH and ACLS  Fellowships (Scott); ASEEES First Book Subvention Grant (Wallo) |
| **National and International Service** |
| Board of Directors, NAFSA (Bankart); Treasurer, Conference on Computer and Communications Security (Bardas); Vice President, Shevchenko Society (Chernetsky); Governor's Military Council, Kansas (Denning); Chair of ASEEES Committee for Diversity & In- clusion (Kokobobo); Proposal Reviewer, Czech Science Foundation (Greenberg); ARISC Steering Committee (Najafizadeh); Scientific Council, Georgian Ministry of Internal Affairs Archive (Scott); Board Member, Polish Institute of Arts & Sciences (Wood) |

C). CREES faculty are national and international leaders in

their fields, their accomplishments recognized by teaching awards, scholarly achievements, and leader- ship in national and international organizations (Table E1). Their productivity is attested by their au- thorship of 21 new REES-related

books, over 122 articles, and more than $9,561,000 in grants since 2018. In the same period, they have helped train the next generation of experts, teaching an average of 131 REES non-language courses and 34 REE language courses per year, and supervising a total of 53 doctoral disserta- tions, MA theses, and honors undergraduate theses.

Professional development opportunities for CREES faculty include 7th-year sabbaticals as well as summer, AY, and start-up grants. KU rewards excellent teaching with over 20 annual awards. CTE offers training through programs, consultations, and an annual teaching summit.

The Institute for Digital Research in the Humanities (IDRH) facilitates interdisciplinary digital collaboration, and CODL guides instructors in developing hybrid, online, and distance-learning courses. HCH sponsors faculty seminars, workshops, and residencies, offers research funding, and grant development support. KU assists new faculty through mentorship programs, Keeler In- tra-University Professorships promote interdisciplinary collaboration, and the Big 12 Fellows Program supports inter-university collaboration.

CREES staff also benefit from professional development support. They can take KU courses for free and receive KU Staff Senate support for conference travel. CREES seeks Title VI funds to build on this support, with annual funding for domestic travel to professional meet- ings and training workshops, and the Outreach Coordinator's trip to REE in Year 4.

**E2. Qualifications of Administrative Staff and Oversight:** CREES' staff is highly-qualified, diverse, and interdisciplinary, ensuring program success.

**CREES Director Erik Scott**, Associate Professor of History, enjoys a birds-eye perspective of REES as Editor of *The Russian Review*. He contributed to the study of minority groups in REE through his award-winning first book on internal migration and diaspora in the USSR and is poised to publish a second book on global migration from the Soviet Union in the Cold War next year, securing promotion to full professor. Since arriving at KU in 2012, he has served as PI for 9 external grants, including USRF, NEH, ACLS, APS, NCEER projects, and CREES' current Title VI NRC grant. He is frequently invited to present at leading US universities and in the UK, Russia, and Georgia. His efforts to address national needs include lectures for active-duty

military at Ft. Leavenworth and Department of State officials in DC. He dedicates his research and teaching to fostering an understanding of diversity within Russia and Eurasia and illuminat- ing the region's international connections. To bring an understanding of these themes to a broader public, he has pioneered high-enrolling REES online and hybrid courses, developed a popular web resource on the Cold War in the Heartland, organized conferences, given presenta- tions and interviews on NPR and CSPAN, and published op-ed pieces in *The Washington Post*. **Associate Director Peter Bobkowski** holds the prestigious Clyde M. Reed Professorship in the KU School of Journalism, directs CREES's BA and MA programs, and is a liaison with KU's professional schools. He has extensive overseas experience in Poland and Russia, and his exper- tise in information and data literacy earned him the role of Program Administrator for a $90,000 US State Department project to train journalists in Ekaterinburg, Russia. The winner of several awards for teaching and mentorship, he advises CREES students and ensures their success at each stage of their academic programs. Prominence in his field is attested by his service on the editorial board of *Journalism & Mass Communication Quarterly*.

**Assistant Director Esra Predolac** has a PhD in Linguistics from Cornell and offers courses in Turkish language, culture, and history that explore the country's connections with the Balkans and Central Asia and are informed by extensive experience in Turkey and Serbia. Her duties in- clude organizing events, grant writing and reporting, and serving as the liaison with SELL. **Outreach Coordinator Lisa Giullian** is a licensed social worker with an MSW from KU. Profi- cient in Russian and with a working knowledge of Czech, she organizes all K-14 outreach activi- ties, presents at schools, develops digital resources for educators, and networks with local com- munity organizations. She publishes the biannual *CREES Courier* newsletter and is passionate about promoting awareness of REES among disadvantaged populations, helping establish a

Slavic Club at a diverse area HS and coordinating a Russian-language program at the Douglas County Juvenile Detention Center in Lawrence.

**Office Manager Amanda Hill** supports operations for CREES (50%) and CLACS, assisting with financial management, scheduling, and taking care of office needs. With an MA in East Asian Studies, she is committed to global engagement and internationalization at KU.

Core CREES staff are supported by **Accounting Specialist Debra Baker, Graduate Program Coordinator Alec Graham, Undergraduate Advising Specialist Nicole Evans**, and **Grant Coordinator Elise Stella**, who are assigned to CREES but based in College-wide offices. CREES is further assisted by graduate and undergraduate student workers. **Managing Editor Kurt Schultz** oversees *The Russian Review*, with nearly 3 decades of experience in the position.

CREES is governed by a transparent system of oversight and interdisciplinary decision- making. Its Executive Committee (ExCom), composed of rotating faculty representing depart- ments involved in CREES, the professional schools, and KU Libraries, meets at least twice a se- mester to discuss instruction and outreach efforts, program administration, and grant develop- ment. Center staff, led by the Director, update ExCom on these issues and report to all CREES faculty and graduate students, who meet each semester and vote on important policy decisions. Required oversight also includes annual reviews of CREES staff by the Director, the annual re- view of the Director by the CLAS Dean, and regular internal and external reviews of CREES, with the last external review conducted in 2021.

**E3. Employment of Faculty and Staff from Traditionally Underrepresented Groups:** KU is committed to employing qualified people from underrepresented groups, maintains a Provost- level Office of Diversity, Equity, Inclusion & Belonging (DEIB), requires a DEIB-trained repre- sentative on all hiring committees, and offers regular staff trainings on DEIB. CREES is an

enthusiastic partner in these efforts: its staff participate in these trainings, have served as DEIB representatives on searches in CREES and beyond, and CREES job postings are shared with pro- fessional associations devoted to bolstering the representation of women and minorities. KU is more diverse than the state in which it is located: 21.2% of faculty and staff are members of un- derrepresented US minority groups, while another 9.6% are international. KU's ADA Resource Center for Equity and Accessibility ensures that the campus meets ADA compliance and also provides trainings on best practices to ensure that the 11% of KU faculty and staff with disabili- ties are valued and included by the campus community.

CREES faculty are committed to diversifying the field and are leaders in DEIB initiatives at KU and beyond. In 2018-22, CREES hosted the Race & Russia lecture series, *The Russian Re- view* published a special online feature on the dynamics of race in Russian studies, Prof. Ko- kobobo chaired the ASEEES Committee for the Advocacy of Diversity and Inclusion, and Prof. Perelmutter presented on Queer Studies for the Pittsburgh/ASEEES Intersectionality in Focus Series. The CREES website was rebuilt in 2021 to meet accessibility best practices. In 2022-26, CREES will continue its efforts through partnerships with MSIs, including Howard University's REES Think Tank, course development grants for MSI/CC faculty coordinated with other REES NRCs, and support for the ASEEES Diversity and Inclusion series.

# STRENGTH OF LTBRARY

**Fl. Strength of the Library Holdings in the Subject Area:** KU Libraries (KUL) has the larg- est REES collection between the Mississippi River and the Pacific Coast with 510,902 print vol- umes, millions of digital items, more than 8,000 periodical titles, and thousands of maps, images, videos, government documents, and rare books (Table F1a). The collection includes access to 35 bibliographic and full-text databases specific to REES, containing hundreds of journals,

newspapers, government documents, statistical data, and incunabula in REE languages. The col- lection is strongest in the history, geography, language, literature, and politics of Russia, the Bal- kan peninsula, and Poland, with a growing emphasis on Ukraine, Central Asia, and the Caucasus.

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| **Table F1a. KU Libraries Print Holdings in REES by Language** | | | |
| **Language(s)** | **# Vols. (2017)** | **# Vols. (2021)** | **4 yr. Growth** |
| Russian, Belarusian | 179,780 | 184,853 | 2.8% |
| Polish, Czech, Slovak | 82,699 | 84,675 | 2.4% |
| BCMS and Balkan | 66,047 | 67,893 | 2.8% |
| Ukrainian | 22,332 | 23,186 | 3.8% |
| Central Asian, Caucasus | 2,554 | 2,705 | 5.9% |
| Other REE languages | 23,856 | 24,013 | 0.7% |
| English, French, German | 122,546 | 123,577 | 0.8% |
| **REES Total** | **499,814** | **510,902** | **2.2%** |

KUL enjoys robust financial support from the university to acquire new materials and the support of library REES specialists. KUL budgets $765,593 annually to maintain its prominence in REES, with funds distrib- uted among collections, processing, public

services, and preservation, and personnel (Table F1b). The last category includes two 2 faculty librarians (Giullian, Husic), 1 acquisition specialist (Stamm), and 2 student workers. Through IDRH, KU also boasts a DH librarian (Rosenblum), whose expertise in REES supports digital research and teaching. This level of institutional support is substantial, especially for a public university.

KUL has leveraged library funds from CREES's Title VI and USRF grants to acquire new digital and print resources that strengthen undergraduate REES research. Examples include two digital archives in English (*Soviet Woman* and *Muslims of the Soviet East*) and one in Rus- sian (*Krokodil*) with a wealth of visual content;

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| **Table F1b. KUL Funding for REES Collections** | **USD** | **Percent** |
| REES Librarians, Staff, and Student Assistants | $300,339 | 39% |
| Print Collections (books, journals, microforms, DVDs, maps, etc.) | $173,175 | 23% |
| Electronic Collections (databases, e-books, e-journals) | $95,264 | 12% |
| Processing, Public Services, Preservation, Travel, and  Equipment | $196,815 | 26% |
| **REES Total** | **$765,593** | **100%** |

English-language monographs featuring the lat- est scholarship on the REE region; and prize- winning contemporary Russian literature. Grant funds support a graduate assistant, who is pro- ducing OA online research guides on the South

Caucasus and the Baltic states. The guides will complement the existing collection of 26 OA online research guides (LibGuides) to print and electronic resources on the region by REES li- brarians, which are widely accessed (average of 8,000 views per year). REES librarians teach, on average, 4 library workshops and hold 130 research consultations annually. During the pan- demic, instruction and consultation sessions effectively shifted online.

**F2. Access to Research Materials**: KUL complements local resources through cooperative ar- rangements with local and regional partners. Locally, the State Library of KS provides access to multi-disciplinary databases that include REES content. Cooperation between KU and US Army CGSC and FMSO at Ft. Leavenworth provides access to 45,000+ items on the military and secu- rity of REE. Regionally, KUL's participation in the Greater Western Library Alliance (GWLA) facilitates interinstitutional cooperation via interlibrary loan (ILL) and document delivery (DD) services, shared electronic resource licenses, data curation, and professional development. KUL is a founding member of the Western Regional Storage Trust, a cooperative print journal reposi- tory serving academic libraries and consortia in the Western US. KUL is one of only four librar- ies in the trust with the top status of Archive Builder. Nationally, KUL is a member of the Ha- thiTrust Digital Library, which provides access to millions of items beyond KUL's collections. As a Center for Research Libraries member, KUL has access to vast microfilm and digital hold- ings of foreign newspapers and other materials that are available for long-term use. KUL main- tains international exchange programs with libraries in the Czech Republic, Poland, Russia, and Ukraine. KUL's domestic gift and duplicate exchange program with US and foreign libraries fur- ther exemplifies interinstitutional cooperation. KUL provides outstanding ILL and DD services, in part through participation in the RapidILL system. From 2018-2021, KUL filled 320 requests

for REES materials, an indicator that KUL meets the needs of CREES faculty and students pri- marily through local print and digital collections.

Teachers, students, and faculty from other institutions are able to access KUL's collec- tions via ILL and DD services and borrowing agreements with partner libraries. From 2018-21 KUL supplied 2,375 REE-related items to patrons in nearly all US states and many foreign coun- tries. KUL ranks among the top lending libraries within the GWLA, loaning out to non-KU pa- trons nearly 7 times as many books and journal articles as KU patrons borrowed. KUL has open stacks that anyone on site may use, and KUL's REES LibGuides are freely available online. KU faculty, students, CREES affiliates, KS residents, and visiting scholars have borrowing privi- leges, and CREES Great Plains Fellows also enjoy remote access to KU's digital collections. KU supports OA via the university's institutional repository, KU ScholarWorks, a searchable OA da- tabase of KU faculty papers, datasets, images, and other electronic objects (22,255 items).

Looking ahead, Title VI funds for 2022-26 will be used to acquire materials and provide services that expand support for research and learning at all levels. Priorities for the next four years include: 1) digital archives of journals and newspapers in both English and Russian for per- manent acquisition at approximately $10,000/year (*Novaia Gazeta, Moscow News, Ogonek, Russkii arkhiv, Krasnyi arkhiv, Niva, Sovetskaia kul'tura*); 2) monographs in English (essential for undergraduate research) on emerging themes related to human security in REE, such as pub- lic health, migration, cybersecurity, and environmental studies, at approximately $2,500/year; 3) contemporary Russian and East European literature at approximately $2,500/year; 4) further ex- pansion of the library's suite of LibGuides for OA research by hiring a Graduate Assistant; and

5) travel funds for professional development, international conferences, and building partner- ships with libraries and librarians in REE.

# TMPACT AND EVALUATTON

**Gl. Tmpact of Activities and Training Programs:** CREES' activities and training programs are a vital engine of KU's undergraduate and graduate education. Taking 2020-21 as a benchmark, in an average academic year, over 3,566 students enroll in REES non-language courses, and 315 take REE languages (Appendix A). New online offerings have helped hold these overall numbers steady amidst the pandemic while making REES non-language and language courses available to non-KU students and doubling enrollment in interdisciplinary gateway courses like "Understand- ing Russia & Eastern Europe." CREES graduates have gone on to become leading REE scholars and policymakers, with the majority of recent graduates pursuing REES-focused careers and alumni serving in high-ranking diplomatic posts, on the National Security Council, and as spe- cialists for the military and intelligence agencies. As the only REES NRC in the Great Plains, CREES uses a creative blend of online, hybrid, and in-person events and an array of different media to maximize impact in elementary, secondary and postsecondary schools, and among busi- nesses, media, and the general public in Kansas and neighboring states. Media platforms used by CREES include livestreams, video recordings, audio broadcasts, websites and online curricular resources, the *CREES Courier* newsletter, and KU News Service press releases that are carried by Kansas newspapers. CREES also supports *The Russian Review*, a flagship scholarly journal that connects the center with the latest REES scholarship.

This creative approach has helped CREES reach an ever-growing audience. Since Fall 2018, 16,623 participants have taken part in CREES events, both in-person and online. This is a 56% increase in attendance for 2018-21 in comparison to 10,634 attendees in 2014-17. As fur- ther detailed in H. Outreach Activities, CREES' social media presence reaches a variety of dif- ferent demographics with multiple accounts. CREES has 1,922 Facebook followers, 1,291

Twitter followers, and 182 followers of its new Instagram account. Since 2018, *The Russian Re- view* has published 136 articles and had nearly 900,000 article downloads; the journal currently has 6,664 institutional and individual subscribers and has shifted to a hybrid OA model, with se- lected issues made freely available to the general public, including the October 2021 anniversary issue on the legacies of Soviet internationalism 30 years after the USSR's collapse. Another key online resource, Cold War in the Heartland, is a website created by CREES Director Scott and featuring research by CREES-affiliated graduate students. The website comprises primary source documents, landscape case studies, oral histories, and provides guided discussions, activities, and an interactive timeline geared for high-school and postsecondary educators and students. The website has drawn 6,102 website views since Fall 2020.

At the same time, CREES has not neglected in-person events, which help make CREES a visible presence in the Heartland. Since 2018, 27 CREES faculty, 8 CREES staff and librarians, and 7 CREES graduate students have presented in schools, post-secondary institutions, and non- profit organizations in the Midwest and for military audiences at Ft. Leavenworth and Ft. Riley in Kansas and Ft. Carson in Colorado. After shifting to an online format during the pandemic in Fall 2020 and Spring 2021, CREES resumed in-person events in Fall 2021, simultaneously livestreamed for those unable to attend in-person. Online audience members submit live ques- tions that CREES staff read to speakers during each event's Q&A.

**G2. Post-Graduate Employment Record:** A survey of BA, MA, and PhD alumni from the last 10 years (2011-21) shows that CREES produces highly-qualified REES specialists who go on to successful careers in areas of national need. A majority of CREES BA and MA alumni work in government; the second most common areas of employment are the military and higher

education. Alumni use a wide range of REE languages acquired at KU in their work. The vast majority found their degree useful in attaining their career goals (Table G2a).

CREES BA and MA alumni occupy leading positions in governmental and non-govern- mental agencies and are at the forefront of US engagement with REE. Among those at the zenith of their careers, Matt Dimmick (CREES MA, 2006) has held a variety of top DoD positions re- lated to REE and served as the Director for Russia and Eastern Europe on the National Security Council at The White House until 2021; Howard Solomon (CREES MA, 1987) was Deputy Chief of Mission for the US Embassy to Lith-

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| **Table G2a. CREES 10-Year BA/MA Alumni Survey, Fall 2021** | |
| **Information** | **Numbers or Percentages of Respondents** |
| # Responses/ # Surveyed | 14/55; 25% |
| BA/MA Alumni | 36% BA; 64% MA |
| Languages learned | 64% Russian; 14% BCMS; 7%  Polish; 7% Turkish; 6% Other |
| Current employment | 21% Govt; 14% Military; 14% Higher Education; 7% K-12 Education; 7% Publishing; 7%  Business; 7% Technology; 23% Other |
| Government service in career | 38% at some point in career |
| Language skills used in current work | 23% all the time or frequently; 23% occasionally; 8% used FL/AS training in a previous position |
| Current proficiency level | 15% advanced; 54%  intermediate; 31% basic |
| Usefulness of REES degree | 71% agree or strongly agree; 21% neutral |

uania and currently serves as Director for the Office of Western European Affairs at the Department of State; Joseph Gross (CREES MA, 2006), a US Army FAO, conducts train- ing and monitoring in several countries of the former Soviet Union, including Ukraine.

More recent alumni who graduated between 2011 and 2021 have also secured ex- cellent job placements. Those who have gone onto careers in government and military posi-

tions include: Alaina DeLeo (CREES MA, 2021), Special Agent for the US Secret Service; Tim- othy Skinner (CREES MA, 2021), FAO for the US Army; Joshua DeMoss (CREES MA/JD, 2017), Senior International Trade Specialist for the State Department; Alyssa Wood (CREES MA, 2017), FAO at Supreme Headquarters Allied Powers Europe, NATO; Paul Aldaya (CREES MA, 2017), Regional Desk Officer for the Southern Caucasus, US European Command;

Alexander Kuhn (CREES BA, 2015), Program Support Specialist, USAID; Bethany Owens (CREES MA, 2011), Senior Program and Multilateral Affairs Advisor for the State Department. Other recent alumni have assumed important roles in nonprofit and advocacy groups. They in- clude: Kaitlyn Johnson (CREES BA, 2018), Pulitzer International Reporting Fellow; and Gloria Funcheon (CREES MA, 2013), International Development Professional for Eurasia, Mercy Corps. Other recent alumni have entered PhD programs at KU and other institutions, including New York University and Indiana University.

A second survey sent to alumni who were affiliated with CREES while receiving their PhD degrees in SELL, History, Political Science, Geography, and Music demonstrates that grad- uates remain engaged as specialists in REES,

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| **Table G2b. CREES 10-Year PhD Alumni Survey, Fall 2021** | |
| **Information** | **Numbers or Percentages of Respondents** |
| # Responses / # Surveyed | 10/35; 29% |
| Languages learned | 30% Polish; 20% Czech; 20%  Russian; 10% BCMS; 10%  Estonian; 10% Uyghur |
| Current employment | 70% Higher Education (Teaching and Research); 10% Govt; 10% NGO/Nonprofit;  10% Higher Education and Law |
| Government service in career | 10% at some point in career |
| Language skills and knowledge of region used in current work | 60% all the time or frequently; 20% occasionally; 10% used FL/AS training in previous position |
| Current proficiency level | 40% advanced; 40%  intermediate; 20% basic |

with a greater proportion of careers in higher education but significant numbers working for the government or NGOs (Table G2b). Ap- proximately 90% use or have used their REE languages in their careers. PhD alumni from the past decade have secured academic ap- pointments at a wide range of post-secondary institutions, including Binghamton University (tenure-track), Millikin University (tenure-

track), American University, Colby College, George Mason University, Georgetown University, Highland CC, Metropolitan CC, Oregon State University, Red Rocks CC, Wayne State Univer- sity, University of Pennsylvania, the University of Texas at Austin, the University of Wisconsin- Madison, and University of Zagreb. Other recent PhDs occupy important positions in

government and nonprofit agencies. One is the Wing Historian at 515th Air Mobility Operations Wing in the US Air Force; another is Director of Education at the Midwest Center for Holocaust Education; a third is an instructor at the Defense Language Institute.

CREES will maintain and increase the pipeline of students securing placements in areas of national need via multiple initiatives. Thanks to a unique partnership with Ft. Leavenworth, CREES has trained FAOs for more than 40 years. Alumni consistently rate the program as one of the most FAO friendly, with its accelerated MA program specially designed for FAOs. CREES will continue to partner with Ft. Leavenworth colleagues to provide students with the paid, se- mester-long FMSO Security Analyst Internship. CREES' joint MA/JD degree opens professional opportunities for graduates in international trade and finance, immigration law, human rights ad- vocacy, and government.

In 2022-26, CREES will increase the number of students entering REES-relevant fields by collaborating with the other KU IAS centers to feature prominent CREES alumni and govern- ment service alumni as part of an International Career Series. The Outreach Coordinator will or- ganize more frequent virtual events for CREES students and alumni, aided by growing CREES and alumni Facebook pages, and a LinkedIn group that already has 115 members. Finally, Title VI funds will be used to create a new GA position for Digital Outreach and support an expanded GA position for *The Russian Review*. Graduate students in both positions will acquire vital DH skills, apply their REES training, and position themselves for REES-focused careers in education and publishing.

**G3. Activities Addressing National Needs:** CREES events bring together scholars and practi- tioners to promote dialogue and inform US policy on REE. Examples include Dr. Fiona Hill's conversation with CREES Director Scott on US policy toward Russia in December 2021, which

drew 119 participants and included time for CREES community members to ask questions about Hill's career path and role shaping US policy toward Russia. CREES' proximity to the intellec- tual hub of the US Army at Ft. Leavenworth allows CREES faculty to share their expertise with the US military. CREES faculty are routinely invited to present on REE to military officers at Ft. Leavenworth, and faculty and staff at Leavenworth's CGSC and FMSO frequently attend CREES events and deliver presentations of their own for CREES. Ray Finch, a FMSO analyst, bridges Leavenworth and Lawrence, overseeing the FMSO internship program and participating in CREES as a Great Plains Fellow. A major focus of this partnership is the CREES Security Conference, organized jointly with KU's Graduate Military Programs each four-year cycle.

Scheduled for April 2022, the next conference is jointly organized with the Kansas-ICCAE and focuses on cybersecurity and disinformation threats emanating from Russia and Eurasia. Con- firmed speakers include members of the intelligence community (including Trent Maul, Director for Analysis of the Defense Intelligence Agency, KU alumnus), the private sector (Aric Toller, Director of Research at Bellingcat, KU SELL alumnus), social scientists and computer scientists (Mia Bloom of Georgia State's Evidence-Based Cybersecurity Research Group, George Amari- ucai of Kansas State, and Alexandru Bardas of CREES); and humanities scholars (Vasily Gatov of USC and Benjamin Peters of the University of Tulsa).

In the upcoming Title VI cycle, CREES will continue its exploration of relevant security themes through a major Security Conference in 2023 that will examine health, migration, disin- formation, and climate change in REE as security issues, fostering further dialogue between scholars and policymakers. Annual workshops for K-12 teachers and special events for MSI/CC instructors and students will help disseminate these ideas to the public. These themes will also be explored in CREES' new "Postcards from Abroad" podcast, in the digital "culture trunks"

created for K-12 teachers and students and accessible on the CREES website, and through the creation of special OA collections devoted to these issues on the website of *The Russian Review*. **G4. Quality of Evaluation Plan:** A comprehensive assessment framework developed and im- plemented by CREES in 2018 has helped significantly improve its programs. Based on feedback from students, faculty, and alumni, traditional MA exams were replaced with MA Portfolio Ex- ams as a more reliable and valid instrument for assessing graduate students' integrative learning and cultural competency. Portfolios include essays demonstrating students' progression through the CREES MA program and are evaluated by 3 CREES faculty applying assessment rubrics.

For BAs, a new Capstone Paper rubric was designed to assess student knowledge of various dis- ciplinary perspectives, cultural awareness, analytical skills, and use of target language. An an- nual exit questionnaire administered since 2013 measures CREES graduates' self-assessment of skills and abilities acquired in the program. Based on questionnaire results, CREES instituted OPI testing for BAs and MAs and plans to further expand its OPI testing capacity in 2022-2026 to include embedded pre- and post-course OPI-style testing for FLAS students.

With the receipt of Title VI funding in 2020, CREES instituted an online Qualtrics survey for all of its events. Attendees report their background, affiliation, and the extent to which the event broadened their REES knowledge. They can also share comments and suggestions to help CREES improve future events. Data gathered regularly since the survey's launch have led to a deepening and expansion of CREES programming-the former by inviting speakers who can connect events in REE to everyday experiences in the Heartland (such as MIT's Kate Brown, who spoke comparatively of nuclear testing in Ukraine and the US), and the latter by encourag- ing CREES to vary its event times to draw audiences from across the US and the world.

For 2022-26, CREES will use an even more comprehensive evaluation plan that builds on its current efforts to measure outcomes and improve programs. The plan adds new methods and metrics for capturing academic and outreach outcomes. Each area evaluated strikes a balance be- tween qualitative and quantitative assessment strategies, and shifts the emphasis toward impact and content acquisition. The assessment tools employ objective output and measurable outcomes to measure CREES' impact in all its program areas (Table G4).

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| **Table G4. CREES Comprehensive Evaluation Plan, 2022-2026** | | | | |
| **Program Area** | **Intended Outcome** | **Measure(s)** | **Data Source** | **Data Collection Timepoint(s)** |
| Graduate Program | 30% Growth of MA program | # of MAs enrolled # of MAs awarded | Enrollment data | Every semester |
| Expertise in REES | REES original research | CREES MA portfolio | Final MA semester |
| Proficiency in REE language | Proficiency level | OPI Testing | Final MA semester |
| Improved job placement | # of alumni in REES- related positions | Exit survey | Final MA semester |
| Alumni survey | Fall 2025 |
| Undergraduate Program | 25% Growth of BA/Minor | # of CREES majors # of CREES minors | Enrollment Data | Every semester |
| Knowledge of REES | REES original research | Capstone paper rubric | Capstone semester |
| Proficiency in REE language | Proficiency level | OPI Testing | Final BA semester |
| Improved job placement | # of alumni in REES- related positions | Exit Survey | Final BA semester |
| Alumni survey | Fall 2025 |
| FLAS awards/ FL acquisition | Enhanced language training | Performance-based assignments | Course syllabi | Annually |
| Enhanced language proficiency | ACTFL Scale | Pre/Post course OPI- style testing | Annually |
| Use of AS/FL skills after graduation | # of FLAS alumni in REES-related positions | Alumni survey | Fall 2025 |
| AS and FL hybrid/ online course dev. and new Graduate Certificate | Introduction of new REES/FL courses | # of new hybrid/online courses | Enrollment Data | Every semester |
| Increased student interest and knowledge of the region | # of new course enrollments | KU Course Catalog | Annually |
| Graduate certificate created and available | Availability of graduate certificate | KU Course Catalog | Spring 2026 |
| Professional development | Increased capacity of faculty to teach and carry out  research | # of conferences # of publications  # research grants | Faculty survey | Annually |
| IRIS reports | IRIS schedule |
| K-12 and post- secondary outreach | Increased teacher/instructor knowledge of REES | # of teachers trained | Event registrations | Each event |
| Changes to curricula | Teacher-reported changes | Pre/Post surveys | Each event and 1 year after |
| Increased student knowledge of REES | # of students trained |

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| **Table G4. CREES Comprehensive Evaluation Plan, 2022-2026** | | | | |
| **Program Area** | **Intended Outcome** | **Measure(s)** | **Data Source** | **Data Collection Timepoint(s)** |
| Business, media, and general public | Increased attendance at CREES events | # and type of attendees | Event surveys | After each event |
| Attendees' geographic distribution |
| Increased connections with business and media | # of inquiries | Business and media inquiry tracking | Ongoing, with annual summaries |
| Online Resources | Increased web presence of CREES | # of website views | Web and social media analytics | Ongoing, with annual summaries |
| # of FB, Twitter, Instagram followers |
| # of videos viewed |
| Increased geographic reach | User location data |
| Libraries | Broader accessibility and use of KUL REES resources by wider audiences | # of instructors and students consulted | KUL surveys and annual reporting | Ongoing, with annual summaries |
| size of collections |
| # of ILL/DD requests |

Evaluation Plan data will be tracked by the Assistant Director and Outreach Coordinator, and reviewed each semester by the CREES Director to make further improvements. A combina- tion of methods will be used to monitor the quality and growth targets of graduate and under- graduate programs. Graduates' job placement will be measured against the results of the 2011-21 alumni survey. FLAS awards will be tracked for distribution across academic units and among students with financial need, with awardees evaluated for improvements in language proficiency. Hybrid and online course awards will be judged for quality and the quantity of enrolled students, leading to the new CREES Graduate Certificate. The Title VI award's impact on the professional development of faculty and graduate students will be measured in research output. In-person, hy- brid, and virtual events will be assessed for the number and distribution of attendees, with the continued use of Qualtrics surveys to ensure high-quality programming. Online resources and social media engagement will be monitored through online data collection. Metrics for KU Li- braries aim to encourage accessibility and use of REES resources by wider audiences, including those beyond KU. In YR3, an external evaluator will conduct a program assessment, interview- ing faculty, staff, and students affiliated with CREES and examining the data gathered for CREES' results-driven Comprehensive Evaluation Plan.

**GS. Equal Access and Treatment of Traditionally Underrepresented Group Members:** The Provost-level Office of Civil Rights & Title IX and Office of Diversity, Equity, Inclusion & Belonging ensure that KU meets Section 427 of GEPA. The KU Multicultural Scholars Program, Multicultural Recruitment Team, and the Office of Multicultural Affairs support recruitment and retention of students from traditionally underrepresented communities. CREES actively seeks to attract diverse staff, faculty, and students and is committed to greater diversity and inclusion in the REES field. Women and other traditionally underrepresented groups comprised approximately 50% of CREES BA and MA students in the last 4-year cycle. The Office of Graduate Military Programs helps military students and veterans earn advanced degrees. KU's campus is ADA accessible and CREES makes special arrangements for students with learning and physical disabilities, working with the Academic Achievement & Access Center to coordinate appropriate accommodations. KU offers tuition-free classes for students over 65, scholarships and VA benefits for military veterans, and in-state tuition for members of the military, their spouses, and children. Over 25% of KU's undergraduates are non-traditional, with the university providing extensive non-traditional student support, including subsidized childcare. Many courses are offered in multiple formats (in-person, hybrid, online), and during evenings and weekends for working students.

# OUTREACH ACTTVTTTES

**Hla. Regional and National Tmpact in Elementary and Secondary Schools:** Since 2018, CREES has held 88 school visits for 2,788 students and hosted 3 K-12 teacher workshops. Fol- lowing these events, teachers have designed lesson plans using workshop information, with CREES curricular resources reaching over 3,000 students in Kansas and Missouri each year. Ma- terials posted online are available to teachers unable to attend workshops and include the Global

Literature and History List and lessons for *Breaking Stalin's Nose* and *The Safest Lie*, two books on REE for K-12 students. Outreach Coordinator Giullian teaches 7th graders in Lawrence Rus- sian in "Intro to World Languages," promoting the importance of studying LCTLs for future ca- reers and reaching 800 students per year. CREES has created 5 online Russian-language and cul- ture videos for K-8 students (1,200+ views in the first 90 days) and added over 500 educators to its K-12 Teacher listserv, which now includes 1,250 educators. Table H1 highlights the range and impact of CREES' outreach activities.

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| **Table H1. Major CREES Outreach Activities, 2018-2022** | | | | |
| **Event** | **Target** | **Impact** | **Partner(s)** | **Example(s)** |
| Lectures given by prominent speakers on REES topics | Post. sec., general public | 40+ lectures  annually, 2,500+ attendees | Dole Institute of Politics, HCH | "Dealing with Putin: Domestic and Foreign Policy Challenges," by Dr. Fiona Hill |
| Tails and Traditions Event at Watkins Museum of History | K-8,  general public | 300+ attendees (children and parents) | Watkins Museum of History, KU IAS Centers | OC Giullian led a Russian-themed craft program for children |
| Russia and Race Lecture Series: five lectures in the series | Post. sec. | 249 attendees,  1,380 YouTube views | SELL | "Our Friend Angela: The Black Communist Star," by Prof.  Jonathan Flatley (Wayne State) |
| K-12 Teacher Workshops | K-12 | 69 teachers,  3,000+ students | KU IAS Centers | "Engaging Global Literature and History for Today's Classroom" |
| Stalking Chernobyl: Online Film Premiere and Panel | Post. sec., general public | 1,279 attendees | Amnesty International, other universities | Film Premier and Panel by Iara Lee, Activist and Filmmaker |
| Global Opportunities Expo | K-12, MSI, CCs | 200+ attendees annually | KU IAS Centers; Donnelly College (MSI) | Gloria Funcheon (REES MA, 2013) presented on career paths in international development. |
| CREES Spring Festival | General public | 150+ attendees annually | SELL; KU Slavic, E.E, Eurasian Club | Attendees enjoyed REES cultural and music program, ethnic food. |
| Fulbright Predeparture Orientation | Post. sec. | 250 Fulbright grantees | KUIA; IIE | Fulbright grantees attended 32 presentations, to prepare for research and work in REE |
| REES Presentation: Frontier Excellence HS | MSI | 50 minority students | KU OSA | OC Giullian presented on study abroad options to REE |
| World Languages Fair | HS  students | 300+ students annually | KU AS Centers, EGARC | HS students attended foreign language and cultural sessions |
| Two-Day Workshop at Fort Riley | Military | 300 attendees from the military | Fort Riley, CGSC | Profs. Chernetsky and Wood lectured on REE |
| Open World Delegation: Civic Education | K-12,  post. Sec. | 400+ students and KS residents | KS Legislature, KU School of Education | Civic educators and leaders from Georgia learned from US colleagues |

CREES faculty actively engage in K-12 outreach, translating their expertise to impact el- ementary and secondary schools. In Spring 2021, Profs. Kokobobo, Scott, and Wood presented

at the K-12 Teacher Workshop "Engaging Global Literature and History for Today's Class- room," which focused on Russia and Poland. In Summer 2021, Prof. Wolgast presented on the 1991 Soviet attack on the Vilnius TV tower at the K-12 Teacher Workshop, "Liberation, Activ- ism, and the Power of the Media," a collaboration with KASC. In Spring 2022, Prof. Wood will present on "The Collapse of Communism and Post-Communist Transition" in two AP European History classes at Free State HS in Lawrence.

When CREES faculty shifted to online and hybrid presentations due to the pandemic, they reached even wider audiences. In 2021-22, Prof. Dzutsati presented twice on contemporary Russian politics for the "Today in Politics Speaker Series" (TIPSS), a workshop for AP Compar- ative Government and Politics teachers and students across the US, with an average attendance of 90 at each event. CREES will deepen its partnership with TIPSS in the 2022-26 grant cycle.

CREES has also partnered with the National World War I Museum in Kansas City to produce REE-focused presentations for high-school students and teachers, delivered live at the museum, aired on CSPAN, and posted the museum's YouTube Channel. Prof. Wood's talk, "Between Revolution and Nationalism: Eastern Europe after the War," reached over 3,000 views on YouTube, and Prof. Scott's talk, "Beyond the 'Russian Revolution," reached 10,000 views by January 2022. The USRF-funded Russian-language pipeline program has deepened CREES' partnership with the KS State Dept. of Education, leading to instituting "Russia Week" across KS in 2021; interested high-school students received an online introduction to contemporary Russia, Russian culture, and Russian language from KU faculty (Kokobobo, Wallo, Six).

CREES strives to reach K-12 students from a diverse range of backgrounds, with a focus on connecting with disadvantaged communities and schools that otherwise lack REES content. Outreach Coordinator Giullian's Russian-language program at the Juvenile Detention Center is

the most popular program at the center, judging from attendance. A centerpiece of CREES' ef- forts is the World Languages Fair (WLF), organized jointly with the KU OLRC. In 2019, the WLF brought over 300 HS students and 12 HS educators to campus for a day-long exploration of world languages and cultures. In February 2020, the WLF was taken on the road to Wichita, where Giullian taught 7 lessons on Russian language and culture to students at Southeast Wichita HS; over 700 students attended the event. In 2021, CREES held the WLF virtually with a smaller, but dedicated group of HS students. The OLRC plans to shift back to an in-person for- mat in 2022, with CREES providing language instructors, support, and promotion for the event through 2026. To expand the WLF, CREES plans to visit other schools in rural western Kansas, including in Dodge City and Garden City, diverse communities with large immigrant popula- tions. Finally, Giullian regularly gives presentations to local elementary schools in Lawrence and has set up a pen pal program to connect third graders with their peers in Russia. CREES also reaches early elementary students through its partnership with the Lawrence Public Library, ar- ranging for faculty and graduate students to present on REE at Multicultural Storytime.

In 2022-26, CREES will expand its internationalizing of the KS and MO curricula by of- fering a series of K-12 teacher workshops on security themes relevant to students. In 2022, CREES proposes the workshop "Public Health and Covid in the World," on how the pandemic affects international relations between Russia, Ukraine, and the US. Other topics include: "Mi- gration" (YR2); "Digital Disinformation" (YR3); and "Climate Change & Environmental Secu- rity" (YR4). CREES will also organize a special teacher workshop at the World War I Museum in Fall 2022 in connection with the museum's "Empires at War" exhibit, which highlights the war's enduring impact on REE.

**Hlb. Regional and National Tmpact in Postsecondary Tnstitutions:** The CREES Great Plains Fellows Program promotes research and teaching collaborations between KU faculty and col- leagues in postsecondary institutions throughout the Heartland (Appendix D). CREES offers awards to fellows interested in traveling to KU to give presentations, develop joint projects, par- ticipate in campus events, and use KU's extensive REES library collections. Since 2018, 6 CREES Fellows conducted research and gave lectures at KU, and CREES will expand the pro- gram in 2022-26 to include more fellows, offer more funding to faculty at Great Plains institu- tions that lack a REES NRC, and develop new initiatives, like CREES' partnership with Michi- gan State University's "Living Archive" on the collapse of the USSR.

In 2019, the Global Studies Symposium, a collaboration between KU's IAS centers and Donnelly College (MSI), was expanded as the Global Opportunities Expo (GOE), bringing over 200 students and educators to KU to learn about international careers, opportunities, and lan- guage offerings (a sizable increase from 94 attendees in 2018). Prof. Diener and Alaina DeLeo (CREES alumna) presented on Eurasia and Siberia. In 2021, the GOE was virtual with 210 at- tendees. Gloria Funcheon (CREES alumna) presented from Uzbekistan about her work overseas for international nonprofits, and Mason Hussong (CREES BA) discussed studying Russian in Latvia. In 2022, CREES plans to expand the GOE to a two-day event, inviting Johnson County CC and other area CCs and MSIs, and holding the first day's presentations at Donnelly College (MSI) for the first time. In 2022-26, CREES will continue to hold an annual GOE with regional MSIs and CCs.

MSI, CC, and other non-KU students can take all CREES online courses and online REE languages. The Kansas-ICCAE offers an intelligence certificate and minor open to Kansas CC and MSI students, with CREES courses and CREES speakers contributing to its curriculum.

CREES uses a list of 129 active MCI and CC faculty throughout the Heartland to organize meet- ings and share information on trainings, conferences, and fellowships related to REES. In 2021, CREES announced the new MSI/CC Professional Development Fellowship program aimed at promoting professional partnerships and expanding knowledge of REES. Collaboration with CCs includes the participation of CREES faculty at the JCCC "Great Decisions" forum, a group of CC students interested in global affairs. Prof. Scott will present about Russia at "Great Deci- sions" in April 2022. In 2022-26, CREES will further partner with JCCC, the largest CC in KS, to integrate REES content into its curricula.

CREES' programs have had a notable impact on postsecondary institutions abroad. In 2017, Profs. McLendon and Chernetsky won a $90,000 grant from the US State Department for the project "Real News in the U.S. and Russia: Peer-to-Peer Strategies for Fact-Checking and Verification." In 2018, Profs. Chernetsky, McLendon, and Bobkowski traveled to Ekaterinburg to work with students and faculty at the University of the Humanities to develop hybrid journal- ism materials on verifying sources and fact-checking.

**Hlc. Regional and National Tmpact in Business, Media, and General Public:** CREES has a demonstrable regional and national impact in media. The center hosts *The Russian Review* and contributes to "Postcards from Abroad." This 60-second radio spot, broadcast twice weekly on KANU, the flagship station of KS Public Radio, draws 69,000 listeners per week. In 2022-26, CREES will build on this success by launching the "Postcards from Abroad" podcast.

CREES faculty work with regional partners for outreach among businesses and the gen- eral community. International Trade Council of KC, Global Ties KC, and International Relations Council (IRC) are among the center's top business-related partners. CREES will contribute REES-related content to Global Ties KC's new #DiverseKC website. Prof. Wood presented on

the creation of Czechoslovakia at an IRC, World Trade Center of KC, and KC Czech and Slovak Club event. CREES shares information on study abroad, internships, and language programs with KU business students at the KEY Global Symposium. In 2018 and 2019 CREES hosted Open World delegations from Ukraine and the Republic of Georgia, fostering ties between KS, KU, and private sector and community partners in Ukraine and Georgia. CREES helped develop a program for the Ukrainian delegation on PTSD and veteran reintegration, and a program on civic education for the Georgian delegation.

To meet the growing demand for timely and accurate information on REE, CREES orga- nized the Russia and Race lecture series, the Cold War in the Heartland series, and the Legacies of the Cold War: Russia, the US, and the World series. All talks are recorded and posted on CREES' YouTube channel. Prominent recent speakers include Anike Walke of Washington Uni- versity in St. Louis (Race in Russia), David Engerman of Yale University (Cold War in the Heartland), Kate Brown of MIT (Legacies of the Cold War), and former National Security Coun- cil official Fiona Hill (Legacies of the Cold War).

CREES fields requests from media to comment on developments in REE, and the cen- ter's faculty routinely appear as expert commentators in leading outlets. Prof. Chernetsky is a regular guest speaker on Ukrainian national public radio on matters pertaining to US-Ukrainian relations and has also appeared on NPR. Prof. Scott gave an interview on "Cold War in the Heartland" on KS Public Radio and published an op-ed on Soviet refugees in *The Washington Post*. Prof. McLendon regularly speaks on "Central Standard" and "Up to Date," news programs at KCUR, the Kansas City NPR affiliate, reaching 30,000+ listeners. Prof. Kokobobo has written op-ed pieces on REES for *The Washington Post* and *The Chronicle of Higher Education*. CREES collaborates with a wide range of community partners, including the Nelson-Atkins Museum,

Humanities Kansas, and the KS Cosmosphere & Space Center. Four annual events-the CREES Spring Festival, an annual winter holiday traditions event co-organized with the Watkins Mu- seum, the International Jayhawks Festival, and KU International Nights-help CREES share in- formation about the culture and history of REE with a total of over 1,000 attendees each year.

CREES has further extended its reach through its so- cial media, YouTube, the online *CREES Courier* newsletter, and OA features on *The Russian Review* website (Table H1c). These included "Race and Russian Studies *in The Russian Re- view*" and "*The Russian Review* at 80." *CREES Courier* is distributed to 600+ readers each fall and spring. CREES has reached over 76,000 Facebook users through its account, and

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| **Table H1c. CREES Social Media Outreach & Engagement, 2018-2022** | |
| **Facebook** | |
| Avg. People Reached Per Post, Pre-Pandemic | 16 |
| Avg. People Reached Per Post, During Pandemic | 193 |
| Total People Reached via Facebook | 76,091 |
| **Twitter** | |
| Total Tweet Impressions | 127,251 |
| **YouTube** | |
| CREES YouTube Views | 7,127 |

its Twitter account has reached thousands more. Posts include news from REE, cultural posts, and REES-related courses, events, and book recommendations. CREES' YouTube channel ar- chives recorded presentations by faculty and other prominent speakers, with over 7,000 views since 2018.

In 2022-26, CREES will expand its online, hybrid, and in-person outreach efforts even further with support requested for: 1) travel for school visits, teacher workshops, and MSI/CC workshops on annual themes; 2) presenting the WLF throughout KS; 3) continued support of the GOE and CREES Spring Festival; 4) a Graduate Assistant specializing in digital outreach; 5) a Graduate Assistant to develop OA resources at *The Russian Review*; and 6) an undergraduate hourly to assist with CREES events.

# T. PROGRAM PLANNTNG AND BUDGET

**Tl. Developmental Plan and Timeline:** The plan is organized around 4 goals that align with Ti- tle VI priorities, advance a human-centered approach to the leading security challenges emanat- ing from REE, and provide a comprehensive blueprint to build capacity in REES in the Heart- land for a global and digital age, from the community and K-12 level through the training of ad- vanced graduate specialists. Annual activities build cumulatively to clear objectives, the creation of new resources, and lasting results. A detailed timeline is provided in Table I1.

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| **Table I1. CREES Developmental Plan and Timeline** | | | |
| **Initiative** | **Timeline** | **Partner(s)** | **Outcome(s)** |
| **Goal 1: Foster understanding of REES among K-12 students, teachers, and the general public (AP 1 & 2)** | | | |
| Teacher trainings on annual security themes | YR 1 I 2 I 3 I 4 | K-12 Teachers | REES integrated in K-12 cur- ricula |
| AP Government workshops | YR 1 I 2 I 3 I 4 | TIPSS | 16 REES presentations to AP teachers and students |
| GA for Digital Outreach | YR 1 I 2 I 3 I 4 | WANU FM, KU IDRH | 4 digital culture trunks; 12 podcast episodes for public |
| GA for *The Russian Review* | YR 1 I 2 I 3 I 4 | *The Russian Review* | Expanded audience; 4 new OA collections |
| Living Archive Digital Feature on Soviet- Afghan War | YR 4 | Michigan State Uni- versity | Digital feature published online for teachers and public |
| **Goal 2: Deepen MSI/CC collaboration (CP)** | | | |
| MSI/CC educator workshops on annual se- curity annual themes | YR 1 I 2 I 3 I 4 | KU CEAS, CLAS, KASC, CGIS | REES integrated in MSI/CC curricula |
| Global Opportunities Expo on REES for MSI/CC students | YR 1 I 2 I 3 I 4 | KU CEAS, CLAS, KASC, CGIS | More MSI/CC students pursue training in REES |
| Course development grants | YR 1 I 2 I 3 I 4 | MSI/CC faculty | New REES MSI/CC courses |
| Great Plains Fellowships | YR 1 I 2 I 3 I 4 | Non-KU faculty | Wider access to CREES NRC resources; new partnerships |
| Tenure-track position in REE security and  international relations | YR 2 I 3 I 4 | KU Political Science | Expanded capacity for under-  grad. and graduate training |
| Russian Studies Think Tank | YR 1 I 2 I 3 I 4 | Howard University | More MSI students pursue REES careers |
| **Goal 3: Promote REE language learning throughout the Heartland (FLAS CP 1 & 2)** | | | |
| Turkish and Tajik/Persian instruction | YR 1 I 2 I 3 I 4 | KU SELL | LCTL instruction expanded |
| World Languages Fair | YR 1 I 2 I 3 I 4 | KS MSIs, CCs | Increase in REE language in- terest and enrollment |
| STEM curriculum workshop | YR 1 I 2 I 3 I 4 | KU CEAS, CLAS, KASC, CGIS | Promotion of REE languages across disciplinary boundaries |
| Language Course Development Awards | YR 1 I 2 I 3 I 4 | KU SELL | 3 new online/hybrid language courses |
| Need-based FLAS awards | YR 1 I 2 I 3 I 4 | KU SELL | Training in REE LCTLs |
| OPI language assessment | YR 1 I 2 I 3 I 4 | KU SELL | Improved lang. proficiency |
| **Goal 4: Train Experts, Expand Online Learning and Info. Resources, Foster Professionalization (AP 1)** | | | |
| Rethinking security conference | YR 1 | Grad. Military Pro-  grams, Ft. Leaven- worth | Foreground latest scholarship  and connect REE security themes to Heartland |

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| **Table I1. CREES Developmental Plan and Timeline** | | | |
| **Initiative** | **Timeline** | **Partner(s)** | **Outcome(s)** |
| Online/hybrid REES course development awards | YR 1 I 2 I 3 I 4 | KU Professional school faculty | 4 new online/hybrid courses; CREES graduate certificate |
| Libraries REES acquisitions | YR 1 I 2 I 3 I 4 | KU Libraries | New digital archives, mono- graphs, and literature |
| Faculty travel awards | YR 1 I 2 I 3 I 4 | KU faculty | New REES-focused research and prof. development |
| GA for KU Libraries' REES collections | YR 1 I 2 I 3 I 4 | KU Libraries | OA LibGuides |
| International Career Series | YR 1 I 2 I 3 I 4 | KU CEAS, CLAS, KASC, CGIS | Increased number of place- ments in REES positions |
| Consortial support | YR 1 I 2 I 3 I 4 | CESSI, ARISC, ASEEES | FL and AS training; building a more inclusive field |
| CREES Director/Associate Director travel | YR 1 I 2 I 3 I 4 | Ivan Franko, Ilia  State University | New study abroad programs  with hybrid options |

**Goal l:** Foster understanding of REES among K-12 students and the public through teacher

trainings and outreach events that reexamine leading security issues, illuminate their interna-

tional context, and produce a lasting collection of digital resources for teachers and students (**AP**

**l & 2**). In pursuit of this goal, CREES will conduct K-12 teacher trainings exploring how secu- rity challenges in REE cross borders and impact life in the Heartland. Themes include: Epidem- ics, Inequalities, and Health Security (YR1); Migration, Borders, and Personal Security (YR2); Disinformation, Cyberattacks, and Community Security (YR3); and Climate Change and Envi- ronmental Security (YR4). Expanding the collaboration with TIPSS, CREES will provide 4 speakers per year on REE for AP Comparative Government teachers and students across the US. A new Graduate Assistantship (GA) for Digital Outreach will create digital "culture trunks" for students to explore everyday life in REE through cultural artifacts (1/year); these learning re- sources will be used in classrooms across KS and made publicly accessible on the CREES web- site. Following additional training, the GA will help produce the new podcast, "Postcards from Abroad," (4 episodes/year) featuring faculty, student, and alumni stories on REE and shared online. The GA will also contribute to the creation of a digital feature on the Soviet-Afghan War (completed by YR4) for the Living Archive [(http://olcottm.msu.domains/s/livingar-](http://olcottm.msu.domains/s/livingar-) chive/page/welcome), a project led by CREES Great Plains Fellow Martha Brill Olcott. The

grant will also fund a GA for *The Russian Review* who will grow the journal's audience by pro- ducing online OA resources (1/year) highlighting relevant journal articles (Appendix B).

**Goal 2:** Deepen collaboration with MSI and CC faculty and students in the Great Plains and be-

yond to extend awareness of REES and lay the foundation for a more diverse and inclusive field

(**NRC CP)**. In partnership with Donnelly College (MSI), Johnson County CC, and other local partners, and in collaboration with the other KU IAS centers, CREES will hold annual CC and MSI educator workshops on the annual security themes detailed above, and organize an annual Global Opportunities Expo to showcase career opportunities in REES. An expansion of CREES' existing Great Plains Fellows program (from 4 to 6 trips/year) will support the professional de- velopment of MSI, CC, and other higher education faculty across the region and connect them with CREES' NRC resources. CREES will robustly support innovative consortial initiatives to reach MSI/CC faculty and underrepresented students across the US, including the REES Think Tank at Howard University (MSI), a national research and support network among MSIs, faculty mentors, and students of color in REES. Funding will support honoraria for Think Tank mentors, workshops, and REES instruction. CREES will also join other REES NRCs in supporting Con- sortial Course Development Grants for MSI/CC faculty nationwide, with awards for new or re- vised REES courses. CREES' partnerships with Donnelly, JCCC, and Howard are further de- tailed in Appendix D.

**Goal 3:** Promote REE language learning throughout the Heartland by increasing the pipeline of

REE language students, bringing learning opportunities to new audiences, and leveraging FLAS

awards to help students with financial need gain proficiency in LCTLs (**FLAS CP l & 2)**. The

grant will support an annual Traveling World Language Fair, which will bring REE language and culture lessons to middle and high-school students across KS. Targeted destinations include

Topeka (YR1), Wichita (YR2), Dodge City (YR3), and Garden City (YR4). The latter two events will be coordinated with Dodge City CC and Garden City CC (both MSIs that serve siza- ble Latinx communities). All events will be used to recruit students to CREES' Russian-language pipeline program, encouraging students from rural and underrepresented communities to pursue REE language study in college. Support for Tajik/Persian and Turkish language instruction will strengthen CREES' commitment to Eurasian languages, and course development grants will lead to new online courses in Survival Russian (YR1), Survival Tajik/Persian (YR2), and Advanced Russian (YR2) for students at KU and across the US. Annual merit and need-based FLAS awards for REE LCTLs will assist students with financial need, while individualized language tutoring and OPI testing will ensure that students attain proficiency.

**Goal 4:** Train tomorrow's experts on REE by expanding online and hybrid learning, increasing

the scope and accessibility of KU Libraries' resources, and fostering professionalization to en-

courage government service (**AP l**). The grant will fund 4 online/hybrid REES course develop-

ment awards (1/year), focusing on higher-level offerings in CLAS and the professional schools, and culminating in a CREES Graduate Certificate that can be completed by online or in-person. In addition, the CREES Director and Assistant Director will develop new online/hybrid study abroad options with partners in Ukraine (Ivan Franko) and Georgia (Ilia State University). In YR1, a nationally-advertised Rethinking Security in REE Conference, held jointly with Graduate Military Programs, will help set the intellectual agenda for the grant period by showcasing the latest research and connecting REES scholars with policymakers and experts at Ft. Leavenworth. In YR2, a new tenure-track Political Scientist will advance CREES' efforts to train undergradu- ate and graduate students in Russian and Eurasian security and international relations (Appendix B). Significant support for KU Libraries will allow the permanent acquisition of digital REES

resources accessible to undergraduates and graduate students, and the purchase of the latest REES monographs and contemporary REE literature. Moreover, a GA will create online guides to REES library resources accessible to KU and non-KU patrons. An annual Internationalizing the STEM Curriculum workshop, organized jointly with the other KU IAS centers, will help draw new students to REES, while at least 5 outside speakers per year, including 1 visiting speaker for the International Career Series, will connect students with prominent CREES alumni and other REES specialists in academia, government, and the private sector. CREES will also contribute to CESSI, ARISC, and the ASEEES Series on Diversity and Inclusion to support the growth of an intellectually and demographically diverse field.

**T2. Quality and Relationship of Activities to NRC Program:** All goals and activities align di- rectly with NRC priorities, building capacity for REES and developing REE language profi- ciency among teachers, students, scholars, and citizens throughout the Heartland. CREES' crea- tive approach to exploring security themes from a human, rather than state-centered, approach offers a new perspective on issues facing REE, the US, and the world. KU CREES' commitment to reflecting diverse perspectives and linking scholars and students with those in government ser- vice (**AP l**) will ensure that programming engages a wide range of views on REE and addresses national needs. CREES' leadership and governance model will further ensure the quality of ac- tivities. The CREES Director will supervise the work of the GAs; the work with MSIs and CCs will build on longstanding partnerships; language instruction will incorporate the latest pedagogy and those involved in assessment will have access to OPI training; the Associate Director will oversee the creation of an online graduate certificate; all awards will be granted by interdiscipli- nary review committees; and the CREES ExCom will ensure that programming includes scholars from REE and those studying the region from the US, and reflects the full array of disciplinary

perspectives. As discussed in Section G, surveys will be distributed after each event, allowing CREES to monitor and maintain program quality.

**T3. Reasonableness of Costs Relative to Program Objectives:** The proposed budget is cost- effective. Title VI funding would make up less than 4% of the total cost of planned programs. CREES benefits from an existing foundation of support and strives for economy of scale. The center collaborates with KU IAS centers and other units on outreach activities and leverages its support of consortial relationships with Howard University, CESSI, and the home institutions of the Great Plains Fellows. CREES and its core departments have had success securing additional external funding and will continue to do so to amplify Title VI and institutional resources. Title VI funds will primarily be used for language and non-language instruction, outreach, merit and need-based awards, events, and workshops; KU covers all administrative salaries.

**T4. Long-Term Tmpact on Undergraduate, Graduate, and Professional Training Programs:** The accomplishment of Goal 1 will produce a host of digital resources that can freely be used by K-12 teachers in the Heartland and will be featured on the CREES website in the years to come. The attainment of Goal 2 will entail the creation of new courses in REES at MSIs and CCs and help develop a more diverse and inclusive REES field at KU and across the nation. Goal 3 will expand the pipeline of students arriving at KU interested in taking REE languages, develop 3 new online language classes to reach new and advanced students, and transform CREES' gradu- ate program by allowing the center to recruit students with financial need into the CREES MA as well as REES-affiliated PhD programs in SELL, History, Political Science, and others. Goal 4 will produce 4 new non-language courses, more flexible study abroad options, new library guides, and cement KU Libraries' position as a national leader in REES. The online Graduate Certificate in CREES will draw students nationally, and it is projected that Goals 1-4

cumulatively will increase the size of the CREES BA program by 25% and the size of its MA program by 30%, even as the center recruits a more diverse group of students.

# J. COMPETTTTVE PREFERENCE PRTORTTY

**Jl. Tmplementation of Project with Partner Tnstitutions:** As detailed in I. Program Planning and Budget, Goal 2, partnership with MSIs and CCs is a core objective of CREES' 2022-26 plans. CREES will continue its tradition of collaborating with JCCC and Donnelly College (MSI) to develop programming that meets the goals of faculty and students at these institutions. CREES will also develop a new partnership with Howard University (HBCU, MSI) as part of a national network and forge new relationships with MSIs and CCs in western Kansas, including Dodge City CC and Garden City CC. The discussion of Goal 2 above and the budget attest to CREES' commitment to programming that fosters course development and professional develop- ment in REES at MSIs and CCs in the Heartland and beyond, expanding student and faculty op- portunities to help address historical inequalities between MSIs and CCs and larger, research-in- tensive universities like KU.