Executive Summary: Center for Russian, Eastern European and Eurasian Studies

Mission
CREES meets the national need for Russian, East European & Eurasian (REES) specialists in academic, government, and private sectors by producing students with advanced language and area studies training who receive professional mentoring, and study and research abroad opportunities from the Center. Additionally, CREES supports students and faculty in their research and intellectual enhancement to be outstanding teachers, scholars and mentors, and serves as a local, regional and national resource, providing outreach, support and information to other KU units, K-14, post-secondary, business, media, government, military, and community constituencies.

Faculty
The REES program is supported by 2 REES faculty and over 60 teaching faculty and affiliates from departments across the College, including Slavic Languages and Literatures, Economics, Political Science, Geography, the Center for Global and International Studies, as well as the Schools of Law, Business and Journalism. Faculty offer 196 courses with 100% REES-area content and 109 courses that offer at least 25% such content. Faculty contribute to CREES mission through their regular participation in weekly Brownbag talks, book talks, and annual conferences organized by the Center jointly with other KU units and/or Ft. Leavenworth. Faculty have benefited from Title VI support to travel to professional meetings, conferences and field research sites. The presence of a REES-area NRC at KU has made it easier for faculty to win competitive external grants. Since 2008, REES faculty received 2 National Council for Eurasian and East European Research grants, 1 NEH grant, several Fulbright, Fulbright-Hays, and IREX grants, 2 US Army Research Office grants, 1 NSF grant, 1 Institute of Turkish Studies grant, 2 Open World grants, an American Council of Learned Societies grant, and German Academic Exchange Service grant. Several key CREES faculty members are on phased retirement, or are nearing retirement age. Replacement of these faculty members is critical to the CREES mission.

Programs
A. Undergraduate: CREES offers a BA co-major, minor, and an honors track in REES. The REES BA co-major offers undergraduate students an outstanding interdisciplinary program that includes exposure to the languages, history, politics, societies, and cultures of a large and important geographic area. In AY 2011-12, CREES enrolled 3 minors and 14 co-majors, and 52 students have completed the program since its creation in 1969. The co-major requires 30 hours of coursework including no less than 3 hours of advanced language. The REES minor consists of 18 credit hours. In Fall 2011, CREES added an honors program to REES BA co-major. A significant challenge facing the undergraduate program is the dearth of freshmen and sophomores with prior experience or knowledge of the requisite languages. Very few KS high schools offer CREES-related foreign languages. As a result, there is no pipeline pulling students into the program. The challenge is complicated by the unfamiliarity of the KU recruiting and advising staff with interdisciplinary programs and less-commonly taught languages (LCTLs). This is a common problem across interdisciplinary centers and support from the University administration is required to open channels of communications between the KU recruiters and
advising staff, on the one hand, and the interdisciplinary Centers such as CREES on the other. Finally, the Foreign Language Area Studies (FLAS) fellowships for undergraduate students are the only available source of funding for REES BA students.

B. Graduate: CREES offers an MA degree and joint REES MA/JD and MA/MBA degrees. The REES MA program has graduated 385 MAs since 1969 and was evaluated as “strong” in its most recent internal review. Both CREES alumni and current students express general satisfaction with the program and note the LCTLs programs as well as the very good relationship between CREES and the Department of Slavic Languages and Literatures among its assets. Other strengths include a large number of workshops, invited speakers, film series, and Brown bag talks and availability of graduate student funding through FLAS and Foreign Military Studies Office (FMSO) graduate research assistantships funded through the U.S. Army Research Office as well as scholarships and awards from several endowment funds.

In 2009-2010, CREES modified the format of the final examination for REES MA students, replacing a written exam with a comprehensive MA portfolio, oral presentation and examination. CREES ExComm produced tailored rubrics to evaluate the MA portfolios.

The main recommendations for improving the program were to increase the offerings of interdisciplinary courses, expand the funding sources, including through graduate student assistantships, and increase graduate enrollments especially in the sciences and professional schools.

Changes as a Result of the Review Process
The Spring 2012 internal review noted the overall quality of REES academic programs consistent with the Center’s long tradition of providing nationally recognized interdisciplinary education and supporting the interdisciplinary research interests of a diverse group of faculty. The Center’s ability to sustain the breadth of its activities and adapt to shifting budgetary priorities, largely thanks to its energetic and competent staff, were lauded as well. CREES outreach activities and extensive Slavica and Eurasian collections received the reviewers’ recognition.

To ensure the continued success of REES academic programs, the Center urgently needs to replace several retiring faculty in the affiliated departments (Political Science for region, 20th/21st-century Russian literature and culture, and REES Art Historian). Outside of CLAS, the Center would strongly support a hire with REES-area expertise in the Business School and School of Music.

To enhance its undergraduate and graduate language and area programs, CREES created a new MA/JD program in 2011. The Center has recently supported the hiring of lecturers in Tajik and Turkish languages, tenure-track professors in Central Asian cultural geography, German and Central European theater, and 19th-century Russian literature, a professor in European politics, and a historian in modern Russian history. To strengthen enrollment into its MA program and increase employment opportunities for its alumni, CREES plans to create certificate programs with various departments and schools at KU and a dual MA/MPA with KU School of Public Management.

To enhance its undergraduate program including through enrollment into REES language courses, CREES plans on teaming up with EGARC for the “Language Buffet” days and creating a High School Foreign Language Day for attracting high-interest and/or high-ability language
learners to KU in the future. It aims to develop online/distance language units for increasing enrolment into LCTLs courses.

**Overall Evaluation**
Because CREES has consistently proven to be a local, regional, and national resource for KU, K-14, post-secondary, business, media, government, military, and community constituencies and due to its leadership role in language and area studies training on a region that is of critical importance to US strategic interests, its academic programs, events, and outreach activities should be continued.
Goals of the CREES Internal Review:
• Cover the entire range of CREES’s activities and circumstances, research focus, hiring plan, facilities, undergraduate and graduate education, governance, space.
• Garner greater agreement among faculty members about a unit’s needs and goals, come to a fuller shared understanding between CREES and the Dean’s Office.
• Explore CREES’s challenges and needs, and, with the benefit of external advice, to make immediate choices and shape long-term (10 year) strategies.
• Lead to actions such as formulating a hiring plan, curricular changes, governance reforms.

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I. CREES Mission, Brief History, and Physical Plant

The mission of the Center for Russian, East European, and Eurasian Studies (CREES) at the University of Kansas is to meet the national need for specialists by producing students with advanced language and area studies training, providing professional mentoring, enhancement, and study and research abroad opportunities; to support students and faculty in their research and intellectual enhancement to be outstanding teachers, scholars, and mentors; to be a local, regional, and national resource, providing outreach, support, and information to other KU units, K-14, post-secondary, business, media, government, military, and community constituencies.

The beginnings of CREES go back to the Committee on Slavic and Soviet Area Studies (SSAS), founded in 1958. The program had its first director, Oswald P. Backus III, in 1960 and became a U.S. Department of Education Title VI Comprehensive Resource Center (NRC) in 1965. SSAS became the Center for Soviet and East European Studies (SEES) in 1978. The program was renamed yet again in 1992, after the end of the Soviet Union, as the Center for Russian and East European Studies (CREES). In 2005, in answer to further shifts in geopolitical, economic, and cultural realia and US national priorities the Center was renamed yet a third time, now as the Center for Russian, East European, and Eurasian Studies.

Building on the program in Russian language, first offered in 1943, the academic programs in Russian, East European, and Eurasian Studies (REES) developed over the ensuing decades. A Slavic and Soviet Area Studies certificate was first offered in 1959. The Master of Arts (MA) degree was inaugurated in 1968. The REES co-major became available the following year, in 1969. A REES minor was added in 2009. Currently CREES is seeking approval for a REES Honors program.

In 2001 CREES moved from Lippencott Hall to Bailey Hall, where it currently occupies the western two-thirds of the third floor together with Latin American Studies (LAS). The office suite in room 320 contains 7 offices, two of which are taken by the CREES office manager and the CREES outreach coordinator/administrative assistant. CREES and LAS share the front desk, the work/mail room, and the archive room. Room 324 is the outreach room. Currently the CREES web manager occupies one corner of the room, which CREES shares with LAS and the Center for East Asian Studies. The seminar room 318, also shared with LAS, houses CREES’s Stammler Library. LAS and REES seminars and weekly research colloquia, such as the Tuesday CREES Laird Brown Bag, are held this room. Four CREES offices are located in the third-floor central hall. The CREES director and the assistant director each have a separate office. The CREES associate director and the director of Ukrainian Studies share an office. The managing editor and student editorial assistant of The Russian Review share the fourth office.
II. Program Structure and Governance

The Director of CREES reports directly to the Associate Dean for International and Interdisciplinary Studies in the College of Liberal Arts and Sciences, Dr. Marsha Haufler. The other international and area studies on campus, along with several other programs and four departments also report to this associate dean. Organized into five divisions (Humanities, Natural Sciences, Social Sciences, Arts, and International Studies), the College of Liberal Arts and Sciences is the largest academic unit on campus, comprised of over 600 faculty in 53 departments and interdisciplinary programs.

Director Edith Clowes administers CREES and is responsible for all aspects of the CREES curriculum, grant-writing, programming, and outreach activities. Everyone in the unit ultimately answers to her. The associate director, Dr. Mariya Omelicheva, serves as the undergraduate and graduate advisor and is the contact person for graduate applications, as well as for new REES curriculum and curricular programs. The assistant director, Mr. Bart Redford, is responsible for the smooth coordination and logistics of most CREES events. The outreach coordinator, Ms. Adrienne Landry, is the liaison between CREES and K-14 and community educational organizations outside KU. The office manager and accountant, Ms. Cathy Swenson-Tucker, is in charge of the financial administration of the unit, from payroll to grant administration. She also supervises 2-3 student assistants, the web manager, and the administrative associate.

A. Bylaws
The CREES Guidelines and Operating Procedures may be found in Appendix 1. They were first adopted in September 1992 and have been revised 7 times since then, most recently December 9, 2011. They define the structure and administration of CREES, the academic programs, participating faculty and faculty rights and responsibilities, and student rights and responsibilities.

B. Executive Committee
CREES Guidelines and Operating Procedures ensure broad faculty representation in the Executive Committee (ExComm). The ExComm typically is comprised of 10 voting members, including the director, one representative each from the History and Political Science Departments and two from the Department of Slavic Languages and Literatures, in recognition of the central importance of that department for the various CREES missions; one from the professional school faculty; one at-large representative from faculty in participating departments not listed above; one representative from among the tenure-track Slavic/Eurasian-area librarians; one REES MA student representative, and one REES co-BA student representative. Members from the three core departments and the Slavic and Eurasian Studies Library are elected among themselves on a rotating basis. All voting faculty choose the two professional school and at-large departmental representatives. The graduate
representative is typically also the president of the REES Graduate Organization (REESGO). The professional school and at-large members are elected annually by ballot.

The assistant director typically attends, takes minutes, and distributes them to all voting faculty. When relevant to the academic program, the associate director attends.

The Executive Committee meets monthly to guide decisions in policy, curriculum, and planning. It regularly reviews the CREES Guidelines and Operating Procedures.

All CREES faculty and student representatives meet biannually, normally on Stop Day, to hear the associate director’s academic report, the outreach coordinator’s report on teacher-training activities, the Slavic and Eurasian library report, and the director’s “State of the Program” report, to vote on action items, and to formalize policy.

C. Other Committees
Other committees are typically academic in nature. They have to do with selection of MA applicants; screening applicants for various funding opportunities, among them, Foreign Language and Area Studies (FLAS) Fellowships, the Bramlage Family Foundation Fellowship, and the FMSO-CREES Research Assistantship; and screening and ranking entries in the annual Laird Essay Contest.

D. REES Graduate Organization (REESGO)
The REES Graduate Organization (REESGO) is the representative organization through which graduate student concerns are heard. REESGO is also a social organization that gives REES students a focal point. The group meets weekly for lunch and enjoys other social occasions, among them, cookouts and movies. REESGO maintains a Facebook page at:
III. Center Administrative Staff

The CREES Staff includes the Director, the Associate Director, the Assistant Director, the Outreach Coordinator, the Managing Editor and Editorial Assistant of The Russian Review, the Office Manager/Accountant, the Administrative Associate, the Web Manager, and Student Assistants. The position of director is occupied by a tenured faculty member. The associate director may be tenured or tenure-track. Since area studies are by their very nature interdisciplinary, every effort is made to represent both the humanities and the social sciences in these two positions.

A. The CREES Director, Dr. Edith W. Clowes, holds the PhD in Slavic Languages and Literatures from Yale University. She is the administrative and operating head of REES, the chairperson of the REES Executive Committee, Faculty Committee, and FLAS Selection Committee, and an ex officio member of all other REES sub-committees. The director is the official representative of REES with other departments, divisions, and administrators of the University, except in those cases when the director or the faculty, acting jointly and with the director's consent, specifically designate another member of REES to represent the director.

The director is responsible for the smooth functioning of REES. She calls REES committee meetings, directs the search for new faculty when appropriate, directs and oversees REES programs, initiates and/or carries through curricular and other changes voted on by the faculty, appoints and oversees REES staff, supervises the REES budget, applies REES and university rules as appropriate, and performs other normal tasks as required by the College and other university administrative units.

The director reports to the dean or designated associate dean of the College of Liberal Arts and Sciences. In recent years, she has worked closely with the Associate Dean of International Studies. The director decides strictly administrative matters without consultation.

The director is primarily responsible for writing institutional grant proposals and fundraising for the unit. That being said, grant writing is always a team effort. Since 2008 CREES has applied successfully for 9 grants (German Academic Exchange Service, Major Project Proposal Grant (KUCR), NRC, FLAS, 2 Army Research Office grants, 2 Open World grants, and a grant from the Institute of Turkish Studies. CREES has established 2 new KUEA funds (the Norman E. Saul Travel Fund (for MA students) and the Jarosewycz Family Scholarship (for graduate Ukrainian Studies)). Please see Appendix 2 for the 2010 Title VI NRC and FLAS application.

B. The Associate Director, Dr. Mariya Omelicheva, holds the PhD in Political Science from Purdue University and is a Russian-trained lawyer. The associate director is always a tenured or tenure-track REES core faculty member. The
CLAS dean appoints the associate director in accordance with university procedures. The associate director may serve as interim director and may chair CREES meetings in the absence of the director.

The associate director handles admissions to the REES MA program and inquiries relating to admissions, and student advising. Working with the administrative associate, she oversees class coordination, and other aspects of the academic degree programs in REES. She works with the director to develop new courses and new academic programs. The associate director may serve as interim director and may chair REES meetings in the absence of the director.

Each year the associate director sets up and schedules the staffing for the REES display at the KU Majors Fair.

In the last three years the associate director has taken on major special tasks. Working with the director, she has developed a number of new programs, including the REES minor, an honors option for the REES co-major (currently making its way through CUSA), the new MA portfolio testing system, and the new four-year REES MA/JD program. She has shepherded these programs through CUSA and CAC, and, as necessary, other levels of the approval process. As a major contribution to the process of improving the quality of REES academic assessment the associate director has written the packet of rubrics for the new MA portfolio.

C. The Assistant Director, Mr. Bart Redford, holds the MA in REES area studies from KU. The assistant director assists in grant development and proposal writing, and working with special projects as assigned by the Director. As time allows, the assistant director finds and writes grant proposals. Examples include the successful 2011 Open World grants.

The assistant director sets up and sees to the smooth execution of the calendar of CREES events, including the Tuesday Laird Brown Bag series, two film series (Friday night at KINO and the Turkish film series). He works with the director on scheduling special lectures, conferences, and other events. He and the office manager handle logistics for conferences, visiting lecturers and other visitors. The assistant director distributes and collects event assessments following major day-long or multi-day events.

As a key liaison between CREES and many of CREES’s partners outside KU, the assistant director keeps in contact with, among others, the Kansas City International Visitors Council, the KC International Trade Council, the Kansas National Guard, the KC Russian Language Meet-Up Group, and the KC Chamber of Commerce. He finds local translators in REES-area languages, as needed.

The assistant director handles mail from REES alumni, sets up alumni reunions, and is responsible for updating and maintaining ACCESS mailing lists and conducting alumni surveys. With the outreach coordinator he manages the
CREES Facebook page and sends alumni updates about employment opportunities relating to the Russian, East European, and Eurasian regions.

The assistant director keeps minutes at Executive Committee and faculty meetings, which are then reviewed by the director. He distributes the agenda and minutes one week in advance of upcoming meetings.

The assistant director works with the director and associate director on various facets of the BA and MA programs. He secures an anonymous exit evaluation of the REES academic program from each graduating student. He arranges for recruitment of Foreign Area Officers (FAO) each January at the Defense Language Institute in Monterrey, CA. He coordinates the dates for MA exams.

Finally, together with the outreach coordinator, the assistant director does much of the data entry for large institutional grant reporting, mainly relating to CREES events, curricular offerings and enrollment, degrees awarded, attendance numbers for CREES events, and so forth.

D. The Outreach Coordinator, Ms. Adrienne Landry, holds the MA in REES area studies from Columbia University. Traditionally this half-time position develops programming principally with educational and community organizations, including schools, libraries, and community and arts centers. Until fall 2009 the CREES outreach coordinator was also the half-time international outreach coordinator who worked with other KU NRC’s outreach staff to host educator workshops and publish the biannual newsletter, Global Connections. With the creation of the new Center for Global and International Studies (CGIS) in 2009 that half-time job moved over to CGIS.

Since 2003 the outreach coordinator has built a listserv to reach interested educators. Because the original listserv was international in scope, it was difficult to target the REES-interested participants. A REES-specific listserv is currently being developed and now has 242 email subscribers.

The outreach coordinator designs and edits a biannual newsletter, the CREES Newsletter, and a webzine, CREES Crossroads. The CREES Newsletter provides news about the entire CREES community of students, faculty, alumni, and friends. It promotes faculty research, announces new academic resources for the CREES community, and advertises future CREES events. It is distributed electronically, published on the CREES website, and CREES provides 200 print copies for CREES friends and visitors.

The outreach coordinator manages all curriculum development resources, for example, in-house and online lesson plans. In Fall 2011 she developed a biannual webzine called CREES Crossroads. This electronic resource offers educators brief articles on historical, political, and cultural themes of current interest with accompanying model lesson plans showing possible ways to use that information in a classroom setting.

CREES Internal Review, Self-Study, January 25, 2012–8
The outreach coordinator collects data on K-14 teacher outreach events for reporting to the US Department of Education and for applying for large grants. She also seeks out grants that will help teachers in the Great Plains region incorporate REES-area information and activities in their classes. Currently she is writing grants for the Kansas Council for the Humanities, Fulbright-Hays Group Seminar Abroad program, and the National Endowment for the Humanities Summer Seminars for Teachers.

In collaboration with REES faculty, in Fall 2011 the outreach coordinator created a Slavic component for a local elementary school’s language and world cultures club (Cordley Elementary), which is conducted by a paid REES MA student. The graduate student and outreach coordinator work closely to develop curriculum ideas. The club’s success has led to interest from other Lawrence elementary schools.

The outreach coordinator is the primary designer for CREES publicity posters and promotional materials. She works closely with the web manager to update information on the CREES web page. She manages CREES social networking activities on Facebook, Twitter, and Picasa. She also promotes CREES activities through press releases issued to University Relations and local newspapers.

The outreach coordinator has been strongly involved with CREES assessment efforts. Currently she is creating survey instruments to follow up with REES-related educators on their use of information and materials from K-14 teacher workshops and CREES Crossroads. To this end, she has linked CREES Crossroads to MailChimp, an on-line software that provides in-depth analysis of email campaigns, in addition to communicating what emails are up-to-date and who opens them at what time of day. This information is used to contact interested educators about their use of CREES lesson plans. These targeted educators fill out a survey about projected use of the lesson plan and later respond to a second survey about the impact of the lesson plan.

The outreach coordinator has also initiated a project to incorporate CREES activity outputs (for example, already developed lesson plans and curriculum packets) into Kansas state educational standards. This project is ongoing and will be extended to surrounding states, Missouri, Oklahoma, and Nebraska.

The outreach coordinator is responsible for the outreach component of program reporting for Title VI grants. She enters data for community and K-14 teacher events.

E. The Managing Editor of The Russian Review, Dr. Kurt Schultz, holds the PhD in History from the Ohio State University. Housed in CREES, The Russian Review is the pre-eminent English-language publication devoted only to Russian studies. This publication, brought with its Editor-in-Chief, Dr. Eve Levin, to the University of Kansas from the Ohio State University in 2003, lends additional
visibility and intellectual gravitas to the mission of CREES. *The Russian Review* is highly selective with a 5:1 ratio of articles submitted to articles accepted. It fills 682 print-copy institutional subscriptions; 3400 institutions hold digital subscriptions. According to JSTOR data from 2010, articles published in *The Russian Review* were downloaded 212,092 times.

The managing editor of *The Russian Review* produces annually 4 numbers of the journal, totaling 24 articles accepted and numerous book reviews. Annually he processes over 120 article submissions and supervises 160 book review submissions. He manages the office records, finances, and supplies; and he oversees the work of the graduate editorial assistant.

F. The **Office Manager and Accountant**, Ms. Cathy Swenson-Tucker, holds the BA from the University of Delaware. As accountant, she is in charge of the smooth financial administration of the unit. She handles payroll and currently balances 7 KU Endowment Association accounts. During 2011 she has dealt with 7 different grant accounts—reimbursements, contractual services, and for Title VI alone 25 different FLAS fellowship awards.

The accountant deals with travel arrangements, particularly submitting travel requests for trips abroad to the Title VI administration in Washington, DC. An occasional, though very time-consuming, task performed by the accountant is helping foreign visitors without a social security number complete the Glacier form for payment for services.

As office manager, Ms. Swenson-Tucker supervises 2-3 student assistants, the web manager, and the administrative associate and deals with all office machines and their maintenance and repairs. The office manager is responsible for the logistics for the three big annual CREES outreach events—the Fall Mixer, the CREES Holiday Party, and the CREES Spring Festival.

The office manager is the financial administrator for Title VI Foreign Language and Area Studies (FLAS) Fellowships, the primary funding source for CREES MA students. She collaborates with other KU financial institutions and the U.S. Department of Education to ensure timely and legal dispersal of fellowship funds to students.

G. The **Administrative Associate**, Ms. Adrienne Landry, holds a half-time position responsible for a number of tasks. She is the schedule deputy for REES courses, and each semester she assembles and posts on the CREES web page the list of courses being offered for the following semester.

The administrative associate handles incoming MA applications and is the program administrator for FLAS applications and fellowship recipients. She maintains academic and FLAS program files, prepares letters of acceptance for the director’s signature, and monitors FLAS Fellow self-assessment and language proficiency assessment. She also gathers faculty and student data for
Title VI and other reports and for grant writing.

For prospective students she arranges campus visits, answers questions about program requirements, promotes the academic programs through a series of events and networking with KU advisors, and directs interested students towards those faculty who can best answer more complex academic questions. She designed a brochure entitled “Getting Started at KU CREEs,” which she updates and sends out to new students.

The administrative associate helps the office manager and works with student assistants on CREEs’s large community events, the Spring Festival, Fall Mixer, and Holiday party. She creates and sends invitations, manages the invitation list, and assists the office manager in coordination and logistics.

The administrative associate helps the assistant director in Title VI grant reporting, entering data into the IRIS system and maintaining an updated log of outreach and programmatic activities for future reporting.

On occasion the administrative associate works with the Office of International Programs to complete and submit visa paperwork for REES instructors who are foreign nationals.

H. The Web Manager, Mr. Justin Smith, is a KU undergraduate. He updates information on the CREEs website and uploads videos of lectures, educational lesson plans, and the CREEs Newsletter and CREEs Crossroads to the CREEs website.

The web manager collects data and tracks use of the various parts of the CREEs website for grant applications and for reporting to granting agencies on existing grants. In addition to Google Analytics, he is currently installing feedback boxes for videos and other materials available at http://www.crees.ku.edu.

Special projects that the web manager has posted in the last 3 years are the on-line, searchable catalogue for CREEs’s Stammler Library; administering FLAS and REES MA alumni surveys; designing and setting up the Slavic Great Plains website, which will become accessible in 2012.

I. Student Assistants (Mr. Ben King, Ms. Cristin Perry) are available at the CREEs/LAS reception desk to answer the telephone and direct inquiries to the appropriate CREEs staff member. While at the desk, they also help with printing and photocopying jobs.

If it were not for student assistants, CREEs would not be able to host 80+ events every year. The students help in many ways with promoting CREEs events. They design posters, table tents, invitations, and other promotional
Student assistants do a great deal of administrative work. They assemble materials for various large mailings, including the CREES fall mailing to faculty and invitations to large CREES outreach events. They help the director by scheduling meetings, for example, for the Executive Committee, the admissions committee, and the FLAS screening committee, among others. Each year they assemble the business-card-sized CREES contact card with all relevant contact phone numbers for members of the CREES team. Students also help with gathering KU data and creating data tables for large grant applications.

The CREES team take pride in the student assistants and makes the student assistant job one with strong growth potential. The staff train student assistants to take on increasingly more responsibility and to learn increasingly complex jobs, as they are able, the longer they remain on the job. Eventually some of them take training in handling the ACCESS database and updating various CREES mailing lists. A number of them have also learned web page management. In one case, a student assistant has been promoted to the position of administrative assistant.

**J. Russian Review Editorial Assistant** (Ms. Sarah Bazih) is an MA student in the REES program. She manages the receipt of books and, working with associate editors, helps to identify suitable book reviewers and performs basic editing of book reviews.
IV. Center Faculty
CREES has two faculty directly assigned to it: Dr. Gerald Mikkelson (Russian and Siberian literature and culture) and Dr. Oleksandr (Alex) Tsiovkh (Ukrainian Studies). Dr. Mikkelson, a specialist in Russia’s national poet, Aleksandr Pushkin, and in Siberian literature and culture, is currently on phased retirement, due to retire in 2015.

Dr. Tsiovkh has been Director of Ukrainian Studies at KU since 1993, when the Ukrainian Studies Program was first instituted. He is responsible for a curriculum of four courses on issues pertaining to Ukraine and the former Soviet Union. Each summer Dr. Tsiovkh leads the summer study abroad program at Franko University in Lviv, Ukraine. In addition, he teaches the REES methodology seminar and the capstone seminar for both undergraduates and graduates. Dr. Tsiovkh has been an effective fundraiser for the Ukrainian program, responsible most recently for attracting the attention of Mr. Peter Jarosewycz to the KU Ukrainian Program. Mr. Jarosewycz has since given $30,000 to create a scholarship fund for students specializing in Ukrainian language and area studies.

Four lecturers are wholly or partially funded through CREES’s Title VI NRC grant but are housed in other units. Dr. Irina Six (Russian for the Professions); Dr. Yaroslava Tsiovkh (Ukrainian); and Dr. Abbas Karakaya (Turkish) are housed in the Department of Slavic Languages and Literatures. Dr. Razi Ahmad (Tajik) is housed in the Center for Global and International Studies (CGIS), where he concurrently teaches Farsi and Tajik.

A. Core Faculty
CREES currently has 64 teaching faculty and affiliates from 12 departments, 5 interdisciplinary programs, EGARC, IT, Spencer Museum of Art, and 6 schools (Architecture, Business, Education, Journalism, Law, and, in 2012, Music). Of those 41 are core REES faculty.

Core faculty are defined as those who hold a full-time tenured or tenure-track position either among the teaching faculty or the library staff Slavic and Eurasian Dept. of the KU Libraries. They meet two of the three following standards:

1) they have a working knowledge of one or more REES languages (Bosnian-Croatian-Serbian, Czech, Hungarian, Polish, Russian, Slovene, Tajik, Turkish, Ukrainian, Uyghur, Yiddish);
2) they do research on some aspect of the region;
3) they teach at least one course with substantial content relating to the region.

Full-time tenured or tenure-track faculty who meet the standards above enjoy the right to attend meetings, to vote, and to serve on policymaking CREES committees.
For biographies and teaching/research statements of core REES faculty, please see Appendix 9.

B. Affiliate Faculty and Staff
REES affiliates are comprised of KU faculty who develop a research or teaching interest in the REES area, but might lack a working knowledge of a REES language. Non-tenure-track staff and lecturers are REES affiliates.

C. Adjunct Faculty and CREES Fellows Program
CREES applies for adjunct professor status for those colleagues at regional universities and colleges, who give guest lectures, consult with faculty and students, and who conduct their REES-related research using KU libraries. Many of the adjunct faculty have benefitted in the past from the Title VI CREES Fellowship, which pays up to $1000 for travel and housing to engage in REES-related research at KU libraries. Both the CREES Fellows’ and adjunct professors’ research redounds to KU’s fame in the sense that every publication coming from this research acknowledges KU CREES. CREES currently has 23 active or former Fellows and three adjunct professors (Dr. Helen Hundley (Wichita State); Dr. David Stone (Kansas State); Dr. Jacob Kipp (retired, Ft. Leavenworth, School of Advanced Military Studies)).

For the list of active and former CREES Fellows, please see Appendix 12.
V. Curriculum
Since 1968 CREES has offered a Master of Arts degree, since 1969 a Bachelor of Arts co-major, and since 2009 an undergraduate minor. Currently, in 2011-12, 3 minors, 14 co-majors, and 14 masters students are enrolled in REES programs. Since inception CREES has graduated 385 MAs, 47 BAs, and 5 students with both degrees.

The Russian, East European and Eurasian Studies (REES) academic program offers students advanced knowledge of the languages, arts, literatures, histories, societies, politics, and cultures of Russia, Ukraine, the South Caucasus, Central Asia, and countries of the West Slavic (Poland, Czech Republic) and South Slavic (Croatia, Serbia, Slovenia, Bulgaria) regions. This broad territory is home to rich and diverse cultures that have had an enormous impact on world civilization. It is central to strategic, political, economic, cultural, and environmental issues of the present and future.

REES offers study in the following languages: Bosnian/Croatian/Serbian, Czech, Polish, Russian, Slovene, Tajik, Turkish, Ukrainian, Uyghur, and Yiddish. REES currently has four main areas of specialization in Russian and Eurasian Studies; Ukrainian Studies; Polish Studies; South Slavic.

REES students may currently choose from 196 regularly offered courses that offer 100% area content and 109 courses that offer at least 25% area content. These courses are offered in 12 CLAS departments, 5 CLAS interdisciplinary programs, and 5 professional schools.

A. Undergraduate Program:
At the undergraduate level Russian, East European and Eurasian Studies offers a minor and a co-major (in conjunction with a major in one of the more traditional academic disciplines).

1. REES Minor:
The REES minor consists of 18 hours of course work. A maximum overlap of 3 credit hours is allowed between the REES minor and the primary disciplinary major. For a detailed list of requirements, please see Appendix 3.

2. REES Co-Major:
The REES co-major requires 30 hours of coursework, 18 of which may overlap with the student’s disciplinary major. For a detailed description, please see Appendix 4. CREES has applied to add an Honors option to the co-major, which will be operable by Fall 2012.

B. Graduate Program:
The REES graduate program now includes three different programs, a two-year MA in Russian, East European, and Eurasian Studies; a three-year dual REES
MA/MBA degree; and a new four-year REES MA/ JD degree.

1. The primary mission of the REES Master of Arts Degree Program is to provide a thorough interdisciplinary introduction to Russia, East Europe, and Eurasia with advanced language competency appropriate as a basis for a wide range of professional careers in the government, private-sector, NGOs, business, international law, or media. The REES MA is also designed to meet the need of those students preparing for advanced graduate study in a single discipline.

REES currently offers four areas of specialization:

1. Russian and Eurasian Studies
2. Ukrainian Studies
3. Polish and Central European Studies
4. South Slavic Studies

2009-2010 CREES made a significant change in the MA-level final exam. Instead of a comprehensive, four-hour written exam it made more sense to the CREES Executive Committee, the core faculty, and the graduate students to test, using a six-part MA Portfolio and a 90-minute oral presentation and examination on the materials in the portfolio. For a detailed description of all facets of the MA program, please see Appendix 5.

Another significant development in 2011 is the thorough assessment of REES academic programs. Beyond the traditional coursework evaluation rubrics and final grades, CREES now administers two other evaluation rubrics. One rubric measures cultural competence and responsible scholarship, which is administered twice—once in the student’s first semester and once at the presentation of the student’s MA portfolio. For current academic assessment tools, please see Appendix 11.

2. The three-year REES MA/MBA was launched in 2003. The dual-degree program leading to the Master of Business Administration and the Master of Arts in Russian, Eastern European, and Eurasian Studies is designed to provide students with a comprehensive understanding of the REES world area. Graduates who possess a working knowledge of a second language and familiarity with the corresponding cultures, as well as a comprehensive understanding of the business, economic, and political climates, are prepared to work in the Eastern European and Eurasian business arenas. They are also poised to move into development positions in government and non-government sectors, both state-side and abroad.

Admission requirements for the REES MA/MBA program differ from those of a single-degree program, either the MBA or the REES MA. Applicants will be reviewed by both the School of Business and the REES program admission committees and must be accepted into both programs before entering the dual-degree program.
So far, the REES MA/MBA has had one graduate. For detailed information, please see Appendix 6.

3. The four-year REES MA/JD program was just approved in Fall 2011. CREES announced the program in December 2011 and now invites applications for Fall 2012. Since late fall two students have expressed the intention of applying for this new program. For detailed information about the program, please see Appendix 7.

C. Funding Support for REES Study:
CREES offers various opportunities for financial support for outstanding REES undergraduates and REES MA students.

1. Title VI Foreign Language and Area Study (FLAS) Fellowships support undergraduate and graduate student language and area study. The fellowships are divided into annual year (AY) and summer (SU) study fellowships. In 2010-11, CREES supported 2 undergraduate and 6 graduate AY FLAS and 9 SU fellowships (all graduate). Often students use the summer fellowships both to study abroad and to explore possible pre-dissertation research in the country or region of specialization.

2. The Bramlage Family Foundation Fellowship supports partial tuition for a REES graduate student either from Kansas or with strong Kansas connections.

3. The Jarosewycz Family Foundation Scholarship supports partial tuition for a REES graduate student specializing in Ukrainian Studies.

4. Thanks to two grants from the US Army Research Office, since 2010 CREES (and CGIS) have partnered with the Foreign Military Study Office (FMSO) at Ft. Leavenworth in a research assistant program that fully funds REES MA students for one summer to a maximum of one year and gives them open-source, security-related research training at FMSO. It should be noted that “security relevance” is broadly defined to include much more than just directly political or military topics. REES MA students who have attained advanced-level reading proficiency in their target foreign language and have formulated a viable, security-relevant research topic and research question apply for summer- and semester-length funding. Students commit to 20 hours of research per week and write biweekly progress reports, current event blogs on their topic, and two reviews of new, relevant books. Blogs may be visited at: http://crees-fmso.blogspot.com/.

Students present the findings of their research to the CREES and FMSO community. At the end of their semester or summer RA-ship, each RA gives a 20-minute Laird Brown Bag talk. In spring 2011, two students presented on the following topics, “Central Asian Energy: A Point of Contention or Collaboration in Russia-China Relations” and “Homeland vs. Our Land: Conflicting Identities in the Crimea.” The Russia-China research was accepted for presentation at the
Spring 2011 Midwest Slavic Conference. In Fall 2011, the fall FMSO-CREES research assistant presented research results on growth of religious fundamentalism in the Islamic Sandzhak region of Bosnia, former Yugoslavia. In Spring 2012 a fourth FMSO-CREES research assistant will be presenting on censorship and control of the arts in Putin’s Russia.

The MA capstone paper based upon this research is deposited on the FMSO website.

5. REES MA students are competitive for graduate teaching assistantships in Humanities and Western Civilization and in the Department of Slavic Languages and Literatures.

6. REES MA students can apply to work as editorial assistant for The Russian Review, the major English-language journal specializing in Russian studies, which is housed in CREES. The editor, Dr. Eve Levin, typically hires a REES graduate student as editorial assistant in charge of book reviews. The position description is that of graduate assistant and requires strong reading skill in Russian language, as well as a solid knowledge of Russian culture, history, and politics. Although the position does not cover tuition, the wages do cover living costs.

D. Professionalization and Career Options (Table 1):
In partnership with Russian and Eurasian area studies centers at the University of Wisconsin and elsewhere, REES organizes a biennial weekend professionalization workshop. This event brings current graduate and undergraduate students together with alumni who have succeeded on a variety of career paths. Participants work on a range of job-seeking strategies from professional networking, to job letter writing, to interview styles and mock interviews.

In 2009 in preparation for the CREES 50th anniversary and the new Title VI competition CREES conducted a survey of all known alumni/alumnae of the program, both co-BA and MA. We wanted to learn how CREES graduates have used their foreign language skills and their area studies knowledge. Of 480 questionnaires sent out CREES received 121 back, or just over 25%. Table 1 below gives a snapshot of the kinds of professions CREES graduates have chosen:
Table 1. Current (2009) employment of CREES alumni. Please note that “Other” includes publishing, medicine, public administration, travel planning, business, and finance.

Among the most successful REES graduates are the following. Hon. Karen Uplinger (BA, 1970) is now a judge in Syracuse, NY. Brig. Gen. (Ret.) John Reppert (MA, 1972) serves as the current dean of the Marshall Center, Garmisch-Partenkirchen. Col. (Ret.) Thomas Wilhelm (MA, 1991) currently serves as director of the Foreign Military Studies Office at Ft. Leavenworth. From 2009-2010 Mr. Howard Solomon (MA, 1987) served at the White House on the National Security Staff (National Security Council) as Director for Russian and Eurasian Affairs. Since August 2010 he has been serving at the U.S. Embassy in Moscow as the Deputy Minister Counselor for Political Affairs. Mr. Glenn Howard (MA, 1988) is the director of the Jamestown Foundation, a prominent international research institute in the Washington DC area. Ms. Melinda Farris (MA, 1995) is Executive Vice President at International Association of Operative Millers, which has its world headquarters in Kansas City.
VI. Research
Among the major aspects of the CREES mission is to support the REES-related research of CREES faculty and students. To this end CREES organizes a large number of research-related events and, to the extent possible, supports faculty and students in their research programs. It should be noted that most of these larger events are collaborative, involving FMSO and the KU area and international studies centers, among various other internal and external partners. Publications often result from the larger events.

Below is a list of support programs and events. For detailed schedules and programs, please see Appendix 10.

A. Events that support and promote faculty research (Table 2)
1. Weekly Laird Brownbag talks: each Tuesday at 12 noon faculty and students gather to hear a talk on the topic of the current research of REES faculty, students, or visitors. When CREES hosts visitors, interested faculty and students have ample opportunity to consult with the visiting lecturer.

2. Book talk series: when a CREES member publishes a book, CREES holds a book talk in conjunction with Jayhawk INK, the Kansas Union bookstore. Initiated in 2010, 6 REES faculty members have benefited from this program and the surrounding press coverage.

3. FMSO-CREES annual security conferences (funded by Army Research Office grants):
   • 2010 Spring: “Culture and Security in Central Asia” (planned together with CGIS and CEAS).
   • 2011 Spring: “Migrations, Shadow Economies, and Security Issues on the World’s Borders” (planned in collaboration with all KU international and area studies centers). This conference is culminating in a volume of research on borders and security edited by Dr. Shannon O’Lear.

4. Annual research conferences:
   • 2009 Fall: “Central Europe 1989: Lessons and Legacies” (planned in collaboration with the Slovak and Czech Honorary Consuls in Kansas City).

<table>
<thead>
<tr>
<th>Table 2. CREES Events Supporting Faculty Research</th>
<th>2009-10</th>
<th>2010-11</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brownbag lectures</td>
<td>29</td>
<td>26</td>
<td>55</td>
</tr>
<tr>
<td>Public lectures</td>
<td>14</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>Workshops</td>
<td>5</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Conferences</td>
<td>5</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Book talks</td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Documentary screenings</td>
<td>1</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Roundtables</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Total research activities</td>
<td>57</td>
<td>56</td>
<td>113</td>
</tr>
<tr>
<td>All outreach activities</td>
<td>99</td>
<td>90</td>
<td>189</td>
</tr>
</tbody>
</table>

Among other individual publications, this conference produced an innovative forum of three articles and introduction on post-communist architecture and identity, forthcoming in *East European Politics and Societies* in 2012.
• 2011 Fall: “Identity and Community after the Cold War Era” (planned in collaboration with all KU international and area studies centers). Selected papers from this conference will become chapters in a textbook on innovative approaches to area studies in the 21st century. Three academic publishers have expressed strong interest.

B. Research Support Programs
1. Faculty Support Programs:
   a. Title VI NRC funding: To the extent possible, Title VI has traditionally helped faculty with travel either to complete a research project or to present the results of their research at a conference, as well as with mailing and photocopying costs associated with producing and sending a finished book manuscript to publishers.

2. Student Support Programs:
   a. The Norman E. Saul Fund: CREES has a KUEA account, the Norman E. Saul Fund, the main mission of which is to support REES graduate students’ travel to present a paper at a regional or national conference. Created in 2010, it has helped to fund 8 different instances of graduate student travel.

   b. FMSO-CREES Research Assistantship: With significant support from the Army Research Office in 2010 CREES inaugurated the FMSO-CREES Research Assistantship for REES MA students (see description above).
VII. Outreach Programs
The CREES outreach program organizes lectures, roundtables, music and art residencies, festivals, and other events of public interest. By far the most intense and sustained outreach effort is devoted to Kansas and Great Plains K-14 educators and working with them to include REES-area content in their classes.

CREES has had a teacher outreach program since 1992, when the U.S. Department of Education initiated a Title VI priority to use National Resource Centers to reach out to local school districts and K-14 educators. Originally the outreach coordinator was intended to serve the four area centers for KU’s Office of International Programs. The success of the position and the expansion of international area studies outreach programs at KU led to a half-time position for each NRC. All five outreach coordinators stay in close communication and collaborate on multiple events throughout the year.

In total, over the past two years (AY 2009-2011) CREES activities and outreach events have reached over 11,000 participants. 35% of those were college and university students, 22% were professors, K-14 educators, and educational administrators, and 43% were members of the local community outside KU.

CREES has a vibrant and active K-14 teacher outreach program dedicated to building an educational bridge between the CREES area of the world and local communities and schools throughout the Great Plains region. For those without the luxury of traveling to Russia, Eastern Europe, or Eurasia, CREES outreach programs bring this part of the world to Kansas and regional schools through a series of teacher workshops, conferences, and various curriculum development resources easily accessible on the CREES website.

The many activities of the CREES Outreach office include coordination of teacher training and curriculum development workshops, class presentations, continuing education courses, multi-media training, resource newsletters, outreach web site development and maintenance, a teachers' listserv, museum and performing arts center outreach, lending library of films and materials, academic conferences, and other support services.

Information about the CREES area of the world is listed at: http://www.crees.ku.edu/outreach/teacher_resources.shtml. Educators can find a brief introduction to each country in the Russian, Eastern European, and Eurasian area of the world. The country biography includes history, notable personages, demographics, geography, and useful language information.

The CREES outreach web site also offers classroom materials and information, for example:

- Polish-English Glossary - To accompany Malgorzata Malolepsza and Aneta Szymkiewicz's textbook Hurra po polsku 1 (Krakow: Prolog, 2006). Created by Dr. William J. Comer.
• Library of Congress Language Transcription Tables
• Bosnian, Croatian and Serbian Program video
• Turkish Program video

Culture Trunks:
These are collections of cards designed to facilitate the study of Ukrainian, Russian and Silk Road cultures. Two trunks are viewable on line:
• Silk Road Trunk Cards
• Russian Trunk Cards

Classroom Speakers:
The Outreach program maintains a list of speakers comprised of outreach staff, graduate students, and faculty members who travel to schools, community groups, businesses, workshops and events and talk to students and teachers about our area study regions and related topics.

Lesson Plan Archive:
CREES Teacher Scholar Lesson Plans are created by teachers for teachers. Every educator who attends a CREES sponsored K-16 Teachers Workshop can join our Teacher Scholar program. Whether the subject material is visual arts, history, math, music or economics—each Teacher Scholar applies his or her own perspective and teaching experience to create fun and inventive lesson plans based on the information they received at the CREES workshop. The Lesson Plan Archive is searchable by workshop or by subject and features over 30 curriculum ideas tailored to meet specific state standard requirements.

For examples of CREES outreach teacher workshops and publications, please see Appendix 8.
VIII. Summary and CREES Ten-Year Strategic Plan

A. Achievements since the last external review of CREES (2008). In Fall 2008 CREES completed an external review performed by the late Dr. Robert Huber, Director of the National Council for Slavic, East European, and Eurasian Studies (Title VIII), currently located in Seattle, Washington. At that time CREES stated the following goals leading to the 2010 application for the four-year Title VI NRC and FLAS grants. Together with the purposes and objectives stated in Dr. Huber’s report, we summarize what CREES has achieved since 2008:

1) to enhance its undergraduate and graduate language and area programs. Since 2008 CREES has added a lecturer in Tajik language, tenure-track professors in Central Asian cultural geography, German and Central European theater, and nineteenth-century Russian literature, and a REES-related professor in European politics (including East Central Europe). CREES has expanded the 0.5 FTE position of the Turkish-language lecturer to 0.75 FTE. Of importance to the REES Eurasian track is a new assistant Religious Studies professor, specializing in Islam. Currently a search is underway for a tenure-track historian in modern Russian history and a REES-related Middle Eastern historian. Fall 2011 a new, four-year, dual-degree JD/REES MA was approved by the Kansas Board of Regents.

To increase undergraduate student interest in REES and other area programs and foreign language study, CREES has worked with the director of EGARC, Jonathan Perkins, and directors of other area studies centers on a language-learning festival called the “KU Language Buffet,” currently held during Hawk Week. We are considering turning this event into a kind of Foreign Language Day on Campus for Kansas and Missouri high school students interested in foreign language study.

2) to expand training activities for KU faculty, students, K-14 teachers and other professionals through the promotion of outreach activities. Notable successes in K-14 teacher training since 2008 are:
   b. Fall, 2009: “Imagining Central Europe” semester program, featuring a K-14 Teachers Workshop and art and literary exhibits at the Spencer Museum of Art and Watson Library (2009);
   c. Spring, 2010: “Teaching the Silk Road”

Emerging from these and other workshops are a number of materials that are useful to classroom teachers, including teacher-generated lesson plans, a Spencer Museum catalogue of Central European holdings; a booklet on Central Asian throat singing for teachers; and the creation
of a new educator newsletter, *CREES Connections*, which are now posted on the CREES outreach page.

The outreach office is also collaborating with the other NRCs and the SUA to provide transportation for CREES students and faculty to area specific educational activities in Kansas City like those at the National World War I Museum, thereby expanding opportunities for the KU community.

The presence of a REES-area Title VI center at the University of Kansas certainly makes it easier for core and affiliated REES faculty to win competitive external grants. (It should also be said that KU’s Hall Center for the Humanities grant-writing office has excelled at helping faculty write and win grants.) Notable individual and institutional successes since 2008 include:

- German Academic Exchange Service grant (CREES; Francisco);
- 2 National Council for Eurasian and East European Research (Najafizadeh; Omelicheva);
- NEH summer grant (Vassileva-Karagyozova);
- American Council of Learned Societies (Wood);
- numerous Fulbright and Fulbright-Hays grants for both students and faculty (e.g. Wood);
- American Councils for International Educational Research (Najafizadeh);
- 4 International Research and Exchanges Board grants (Najafizadeh; Omelicheva; Wood);
- 2 Open World grants (CREES);
- 2 US Army Research Office grants (CREES/CGIS);
- grant from the Institute of Turkish Studies (CREES);
- 1 NSF grant (Radovanovich).

REES faculty have benefited from the increased activity of regular research conferences, resulting in a stronger publication record. A clear example is a forum on post-communist Central European architecture and culture that emerged from the Fall 2009 conference on “Central Europe 1989: Lessons and Legacies,” edited by Drs. S. Vassileva-Karagyozova and N. Wood. This forum has been accepted in the major journal, *East European Society and Politics*, which is published by the American Council of Learned Societies.

Since 2008 students have benefited from new funding sources for research, including the new FMSO-CREES research assistantship and the Saul Fund.

3) **to develop library resources:** since 2008 REES-related print library holdings have expanded from 440,000 volumes to over 470,000 volumes. Digital purchases include full print runs of major newspapers, such as *Pravda* and *Izvestiia*, and large archives of regional Russian newspapers.
These last are vital as cutting-edge research turns attention from Russia’s capital cities to various regions of Russia and the new states and societies of the former Soviet empire.

4) **to continue its unique contribution** in filling an important geographic niche in the national network of NRCs. CREES continues to recruit 2-3 FAOs per year. CREES is working closely with the Office of Professional Military Graduate Education to increase the recruiting effort. Since 2008, CREES has collaborated with FMSO and other Ft. Leavenworth units to mount 2 security conferences, now funded by the new ARO grants; a lively roundtable with Georgian Deputy Minister of Defense Chachibaia; and another well-attended roundtable on Armenia and its neighbors with Ft. Leavenworth and the Kansas National Guard; as well as numerous individual visiting speakers.

### B. Needs for the coming decade (please note that a prioritized list is provided in D. below):

1) nine retiring professors in the REES area will require replacement:
   a. Twentieth-century Russian literature and culture (Carlson, Clowes).
   b. Siberian studies (Mikkelson)
   c. Ukrainian Language lecturer (Ya. Tsiovkh), funded by Title VI.
   d. Ukrainian Area Studies professor and director, which is a signature program REES program (A. Tsiovkh), funded half by Title VI and half by KU. This position might be combined with a position in the School of Law or in one of the following departments—Slavic literature, sociology, political science, or anthropology.
   f. Marxist philosophy; Russian and East Central European intellectual history (R. De George). This position could be combined with a position in political science or history.
   g. Central European political science (R. Francisco).
   h. Medieval and early modern Russian and East European history (E. Levin).

2) The CLAS part of the REES program currently has serious gaps in the following areas:
   a. Central and East European and Russian film and theater
   b. Art history

3) Other desirable positions:
   a. A professor in the School of Public Administration with a working knowledge of a REES language and research or teaching interest in the REES world region.
b. A professor in the School of Engineering or other STEM-related program with a working knowledge of a REES language and research or teaching interest in the REES world region.

4) Office staffing needs:
   a. Full-time assistant director: currently this position is half-funded by state funds and half by Title VI. One option, should Title VI disappear, would be to fund the teaching activities of the assistant to the director through a 0.25 FTE REES lectureship funded by KU and to expand the administrative part of this position to 0.75 FTE, also funded by KU.
   b. Web manager position: currently funded by Title VI, this position will disappear with the possible disappearance of Title VI funding. Absent other funding, it would be desirable to use state funding to create a 1.0 FTE web manager position dedicated to the four area studies centers and CGIS.

5) Student support:
   a. It would be highly desirable to have at least one 0.25 FTE GTA position to help with grading and discussion sections for basic REES courses, REES 110 and 220. This position would allow CREES to continue to compete for the best graduate students with other outstanding REES area studies programs.
   b. Seek funding and academic partnerships in the REES world area for students in the STEM disciplines.

6) Building and offices:
   Most of Bailey is in serious need of repair. There is asbestos in the walls. The carpets smell and need to be changed. In several offices and the seminar room the book shelving is sagging and otherwise insufficient for the number of volumes CREES owns.

   It would be desirable to renovate third-floor Bailey Hall, reconfiguring some of the office and classroom space, to bring it to the standard of the Humanities and Western Civilization offices on the third floor.

   It might also be desirable to make Bailey the showcase for one of KU’s “brand” areas—international and area studies. The Office of Study Abroad, Global Indigenous Native Studies, and perhaps even the Applied English Center could move to Bailey Hall, and Communications Studies could move to Lippencott Hall (or Wescoe Hall). CGIS might move from Blake Hall.

C. Strategic Plan, 2012-2021: Plans for the coming decade, through 2021, engage the new KU Strategic Initiatives in a variety of ways:
1) by creating interdisciplinary means to increase productive communication and information flow by means of the study of foreign language and cultures and to open opportunities for truly transformative language and culture learning beyond CLAS to the KU professional schools:

   a. To enhance REES MA students’ career opportunities:
      Create a dual-MA program between CREES and the KU School of Public Management.

   b. To enhance language and area studies opportunities for students in professional schools:
      Create a REES Certificate for students in the School of Journalism and other interested schools.

2) by exploring the building of communities throughout the world, partly through meshing foreign language and area study with various curricula at KU and partly through interdisciplinary study abroad and research on world regions.

3) by working with partners inside and outside KU to understand and promote sustaining the Earth and its systems. An example is Dr. S. O’Lear’s conference on “Environmental Security,” April 23-24, 2012, and other similar initiatives.

D. Prioritized List of Greatest Needs:
1) Tenure-track anthropologist or sociologist specializing either in Ukrainian/East European or in Russian/Siberian societies and cultures
2) Tenure-track professor in Russian/Slavic twentieth- and twenty-first-century literature, culture, and film
3) 1.0 FTE assistant director (see VIII.B.4.a. above for ideas about funding)
4) 0.5 FTE administrative associate
5) Biologist dealing with Eurasian environmental issues
6) 0.25 FTE GTA to grade and lead discussion in REES 110 and 220

Note: It would be a plus if 1) or 2) could combine with their specialty an ability to teach Marxist theory and the historical development of Marxism in various political and social contexts.
Highlights: Center for Russian, East European, and Eurasian Studies

- One of 17 Title VI Comprehensive National Resource Centers (NRCs) supported by the US Department of Education since 1965
- A regional and national leader in area studies offering superior language and area studies training in Russian, Ukrainian, Polish, Balkan, general East European, and Eurasian tracks
- A local, regional, and national resource for K-14, post-secondary, business, media, government, military, and community constituencies offering over 70 events annually, including lectures, workshops, plays, films, roundtables and conferences
- Graduated 385 area specialists from its MA program in Russian, East European and Eurasian Studies (REES), including the highest number of U.S. Army Foreign Area Officers among REES NRCs nationwide, and 65 students from REES BA major and minor who reported high level of satisfaction with the programs and a high record of job placement in the government, military, NGOs, the professions, and graduate schools worldwide
- Established first joint JD/MA REES program in the Great Plains and Mountain regions in 2011 in addition to joint MBA/MA REES
- Annually awards 16 Foreign Languages and Area Studies (FLAS) awards to graduate and undergraduate students and, since, 2011, awarded 8 Foreign Military Studies Office (FMSO) Graduate Research Assistantships for the advanced study of security-related questions in the REES region, including through field research
- Over 60 core and affiliated faculty members from 12 departments, 5 interdisciplinary programs, and 6 schools (Architecture, Business, Education, Journalism, Law, and Music)
- An outstanding Slavic and Eurasian hard-copy and electronic library collection, including more than 470,000 volumes of Slavica and Eurasian materials maintained by two professional Slavic/Eurasian bibliographers
- Successful application and administration of 9 grants since 2008: German Academic Exchange Service, Major Project Proposal Grant, NRC, FLAS, 2 Army Research Office grants, 2 Open World grants, and a grant from the Institute of Turkish Studies
- Five endowment funds: the Norman E. Saul Travel Fund, the Jarosewycz Family Fund; the Jerkovich fund, the Roy and Betty Laird fund; and the Palij Family Fund.
- Home of the *The Russian Review*, pre-eminent English-language publication devoted to Russian studies