State the mission, objectives, and primary functions of this program: Russian Studies is an interdisciplinary minor program that offers students a well-rounded education in the language, culture, literature, and history of Russia and the former Soviet Union. We contribute to the University’s mission of international education through a broad-based course of study that stresses critical analysis and the acquisition of communication skills (comprehension, speaking, and writing). By emphasizing language training, cultural awareness, and historical background, we prepare students for study and employment at home and abroad, and ensure that they are equipped with the cultural competencies needed to live, work, and learn in an increasingly globalized world.

Complete the FTE Detail Excel spreadsheet using the link below:
17Acad82_CompletetheFTEDetailExcelspreadsheetusingthelinkbelow_1002051828.pdf

Identify Special Program Requirements. (e.g., extended credit requirements, accreditation): N/A

5YA/Trend of Total Faculty Personnel Costs : N/A

5YA/Trend of Non-Faculty FTE : N/A

Finance: Budget and Financial Planning, Purchasing/Procurement, Accounts Payable, Manage Student Accounts in Banner

Communications: Social Media, Event Planning

Student Services: Academic Advising, Admissions/recruitment, Financial Aid awarding

Criteria 1. - Bullet 1:

- We firmly align with UM2020. We provide students “the tools to advance economic, cultural and social change.” We prioritize student success, interdisciplinarity, and “significant grand challenges faced by a global society,” in which Russia is undeniably relevant.
- Our discipline demands consideration of diversity: ethnicity; gender/sexual orientation; religious/political beliefs. Russia is composed of over 100 ethnic groups and struggles with human rights issues—topics we analyze in coursework: Gender in Russian Culture Seminar, Russian Cinema course (gender and ethnicity/otherness), our course on ethnic/cultural issues in the Caucasus. Faculty research of focuses heavily on gender and ethnicity/identity issues.
- Our curriculum and research include considerable focus on sustainability issues. Russia contains the world's largest timber and natural gas reserves, is second in coal. In our Gen-Ed culture course we focus on endangered Siberian tigers and their habitat. In third-year Russian students write about man’s environmental responsibility. Faculty research includes eco-critical approaches to literature.
Leadership is foregrounded in our coursework as Russia is a world power obsessed with its own relevance. We strongly encourage leadership in our students (through Russian Club, graduate programs, prestigious awards, mentoring.) Last year three of our students were featured on UM’s homepage.

We enact engagement values on campus, in the community, nationally, and globally. At Club meetings advanced students mentor beginners and we invite native speakers from the community. Our third-year language students correspond with students in Russia. Our faculty has: given a TEDx talk, presented for the Alumni Association series “Russia on the Oval,” taught popular MOLLI classes.

Criteria 1. - Bullet 2.:

- Nationally, we’re putting UM on the Russian Studies map. We’re the only Russian Studies program in the state and one of a small few in the Northwest. Our focus on student success and active mentoring has been very rewarding. Our national Slavic organization’s website states: “The success of UM Russian students over the past 5-7 years speaks volumes, particularly given that the Russian section consists of only two tenure-track professors and an adjunct instructor. Over this period the UM Russian program has produced five Fulbright recipients, a Boren scholarship winner, a healthy number of CLS recipients, and a good number of awardees each year in the [ACTR] Essay Contest. It has also seen its graduates accepted to top-tier graduate programs.” (AATSEEL)
- Out-of-state students come to UM specifically for Russian.
- Russian is one of 13 languages designated by the State Department as “critical.” UM offers only four such languages and only two, including Russian, constitute a major.
- Approximately 60% of our students study abroad and attend graduate or professional school (2017 survey)
- We have numerous ROTC students and veterans using the GI Bill.
- UM students internationalize their other majors through us. The most popular UM majors that pair with Russian Studies are: Political Science, History, English, Business.
- We have close associations with: the Honors College (we are one of their new “Pathways”) and Global Engagement (together we administer UM transcripts for a program in Kyrgyzstan, bringing in ~ $10,000/yr).
- We significantly contribute to Gen Ed and GLI programs/seminars.

Criteria 1. - Bullet 3.:

- The Russian Studies Minor fosters the development of globally responsible and globally competent students. It familiarizes students with a region significant in natural resources, international business, geopolitical stability, defense, and security. Our students encounter differences in language, cultural perspective, ethnicity, nationality, religious traditions, and political and economic structure.
- Our program prioritizes mentorship. Even when up against the best-ranked Russian-Studies programs (including Harvard, Yale, and Princeton) our Russian Studies students win prestigious national scholarships (Fulbright, Gilman) and prizes (American Councils‘ national essay contest). Our alumni have gone on to graduate schools in (e.g., School of Advanced International Studies at Johns Hopkins, a PhD History program at the University of Hawaii).
- Career pathways in Russian Studies include: Diplomacy, State Department, Public Policy, CIA, Military, Education, Interpreting, International Business, Writing and Journalism, working for non-profits and companies in Russian-speaking areas of the globe. International work with Climate Change, Forestry, and the natural sciences show strong potential for growth, since collaboration with Russia in these areas will be vital in the 21st century. Specific examples from the last five years include: 1.) an alumnus with a Masters Degree who is working in international sustainable conservation development; and 2.) another who is now an Explosive Ordinance Disposal Specialist pursuing a Masters Degree in Eastern European Studies in order to work for the Department of Defense or Homeland Security.

Criteria 2. - Bullet 1.:

- Our interdisciplinary minor requires that students take Russian-related courses in three distinct disciplines: 1.) Russian language/literature/culture; 2.) History; 3.) and a “third discipline” with relevant course content. UM has offered relevant courses in the following disciplines: Anthropology/Linguistics, Central and Southwest Asia Program, Business, Economics, Film, and Geography. In the past this requirement was most commonly filled through Political Science but that department hasn’t had a full-time Russia specialist since 2004.
- Honors College: Our Russian Studies Minor is one of four new DHC “Pathways.” Because of this we have considerably more Honors students in our courses this year (e.g., in the Russian Culture class last year we had 3; this year we have 13).
- Office of Global Engagement: With this office we bring in ~$10,000/year by serving as a transcripting institution for a program in Russian-speaking Kyrgyzstan.
- General Education: Numerous offerings have included: First-year Russian (Foreign language competency); Introduction to Russian Culture (HY); Beauty, Power and Pride (L); Evil and the Supernatural (L); History of Russia since 1881 (intermediate writing); Seminar in Russian Studies (upper-division writing).
- GLI: Collaborative seminars with Film Studies; faculty are mentoring senior capstones projects.
- Film Studies: Russian Cinema course averages 25-40 students.
- Central and Southwest Asia Program: We are affiliated faculty. Much of Central Asia retains many ties to Russia, including language.
- MOLLI: We offer popular MOLLI classes annually (on Russian history and/or literature).
- European Studies Minor: For this newly-approved interdisciplinary minor our faculty are co-teaching the gateway course.

Criteria 2. - Bullet 2.:

- Gen Ed: UM’s language competency requirement would lose a language that is deemed “Critical” by the US government.
- Office of Global Engagement: The collaboration we have with this office brings in funds. Each transcript we produce brings $500 ($650 beginning this year) to UM. The money is split 60/40 between our programs. Without the Academic Advisory Committee made up of Russian Studies faculty, OGE and UM might lose this financial resource of ~$10,000/year.
- DHC: Could lose one of their four new Pathways. Our partnership yields some of the most prestigious student awards on campus (Boren, Fulbright, Gilman, Critical Language Scholarships)
- Central and Southwest Asia Program (CASWA): We are three of ten faculty associated with this program and one of us is the only female faculty member, so loss of our faculty would affect faculty diversity. The interdisciplinary nature of this program would be adversely affected, as Arabic, Chinese and Russian are the only three languages offered and Russia is of major importance for Central Asia.
- Global Leadership Initiative: Some GLI students arrive to UM declaring an interest in Russia. Our collaborative GLI teaching with Film Studies has been well-received and led to a student winning a Boren Award.
- Military Science: ROTC students and veterans on the GI Bill could lose a relevant course of study.
- Film Studies/English/Creative Writing: Students in these programs would no longer be able to enhance their degrees with Russian Studies.

Centralized Data Criteria 3: We're not certain how to interpret the data because there seem to be three different sets of very similar yet different numbers. But we do know there are some errors in the data. We are admittedly a small program but...

In "Criteria 3: Metric &: 5 YA of minors awarded" it says in 2016 we had 2 students graduate and this is definitely incorrect. We are certain that in 2016 we had 4 students graduate with a minor in Russian Studies. We checked in with them all by email this week. Unfortunately we aren't sure about other years. We have had too many co-advisors signing Add Minor forms. We will centralize this process from here on!

Criteria 3. - Bullet 1.:

- This interdisciplinary program does not have unit standards; however, the three co-advisors of the program who are the primary faculty belong to departments in the humanities. As such, research expectations involve books, book chapters, peer-reviewed articles, encyclopedia entries, and conference presentations. Co-authoring is uncommon in our disciplines.
- The general results of these measures are: on our annual reviews over the last five years our faculty has received 2 Merit raises in addition to Normals; moreover, two faculty members have received promotion (2011, 2013) and tenure (2011, 2014).
- The specific results of these measures are that we have:
produced one book, four book chapters, one peer-reviewed article, one encyclopedia entry, seventeen conference presentations, and nine community presentations.

received an Honorable Mention for Distinguished Scholar Award, Association for the Study of Eastern Christianity (2012)

produced 14 book reviews

been cited over 20 times in a new, highly-respected translation of a major author

received invitation to and participated in one selective international research group

received invitation to DC and participated in a review of scholarly submissions for the National Endowment for the Humanities (received honorarium)

mentored a student who won a research Fulbright to study Cossacks in Russia

mentored three student papers for UM Conference for Undergraduate Research

Criteria 3. - Bullet 2.:

• This interdisciplinary program does not have unit standards; however, the three primary faculty are highly engaged in service and leadership. Together we have served on at least 20 committees and in leadership positions.
• We have received a Merit for Outstanding Service (2012)
• Nationally we review conference abstracts annually, translations, articles for peer-reviewed journals, book manuscripts.
• We have served on at least 16 university-wide committees, including in leadership positions, and have been honored by the Division of Student Affairs for service to students: APASP, Faculty Senate Unit Standards, Fulbright Committee, International Committee, International/Global Studies Major Committee, Internationalization Lab, Presidential Leadership Scholars Selection Committee, Film Studies Advisory, ASUM Russian Club Advisors, Faculty Liaison for MOLLI, First-Year Reading Experience Essay Contest, Judges for UMCUR and General Scholarship, Academic Review Committee for Study-Abroad Transcribing, Co-Advisors of Interdisciplinary Minor in Russian Studies
• We have served our college (CHS) on at least 6 committees: CHS Ad-Hoc Budget Committee, Ad-Hoc CHS Building Committee, CHS Travel Scholarships Committee, Co-chair for History-Political Science Search, Film Studies Advisory Committee, judge for CAS Richard Drake Writing Award, Search Committee for Western History position
• We hold leadership positions within our department and have served on at least 6 committees: Chair, Section-head, Chair’s Advisory Committee, Chair of the MCLL Events and Outreach Committee, Faculty Evaluation Committee, Faculty Forum, European Studies Minor Committee.
• We have served the community: TedX talk on Russia (40,000 views), presentation to 400 students at Glacier High School, Alumni Lecture Series on Russia, popular MOLLI courses, annual presentations at Foreign Language Day.

Criteria 3. - Bullet 3.:

• This interdisciplinary program does not have unit standards; however, productivity in instruction can be measured by teaching awards, frequency of new or substantially revised courses, student evaluations, orientation for study-abroad programs and teaching abroad, etc. It can also be measured by student success.
• Our unit is HIGHLY productive in this area:
  o Our faculty have won three significant teaching awards (one national, one UM-wide, one CHS)
  o We have a Merit award for Above Average in Teaching (2012)
  o Two of our three core faculty teach a total of 52 credits per year on average, plus Independent Studies. The third faculty member has a reduced teaching load because he serves as chair of his department.
  o We teach across the curriculum and with programs across campus
  o We developed and offer a Russian “pathway” for the Honors College and have taught multiple DHC senior capstones
  o We continually reinvent our curriculum, developing four new course offerings in the last four years
  o We offer faculty-led three-week study abroad programs and semester-long orientations for them
  o We have consistently highly-rated student evaluations (averaging only 4s and 5s) that include comments on our rigorous coursework
We also have a high level of student success. Minors in Russian Studies have won a Fulbright Research Award, a Boren, a Gilman, and have gone on to graduate school in programs such as History, International Relations, and Eurasian Studies.

Criteria 4. - Bullet 1.:

- We prioritize high quality student outcomes and our faculty has been recognized for it by our national Slavic organization. (AATSEEL website)
- Awards: In the last five years our students have received a research Fulbright to Russia, a Boren award, a Gilman award, and a Critical Language Scholarship.
- Graduate School placement: We currently have alumni in graduate programs in History and International Relations, and another who is applying to graduate programs.
- Undergraduate student research: We have fostered high quality undergraduate research. Our Russian Studies minors have presented Russian-related projects at UMCUR.
- Alumni/Graduate research: Last year in celebration of the 50th anniversary of the Russian major, we hosted a jubilee conference at which alumni presented their Russian-related graduate research from institutions such as Johns Hopkins.

Criteria 4. - Bullet 2.:

- Nationally recognized for our teaching/mentoring with awards:
  - National Excellence in Teaching Award (AATSEEL)
  - UM's Distinguished Teaching Award
  - CHS Cox Teaching Award
  - Merit for Above Normal Teaching (2013)
- Invited to play key leadership/service roles on campus, in the community, and nationally and have been honored by the Division of Student Affairs.
  - Merit for Outstanding Service (2012)
- Nationally recognized for excellence in scholarship:
  - Specialist in the history of modern Russia, with an emphasis on religion, politics, and society:
    - published two chapters and a peer-reviewed article
  - Nationally-recognized scholar of the authors Dostoevsky and Platonov:
    - published an article on Platonov (2013)
    - was one of ten international scholars invited to a research group on Platonov (2013).
    - consulted on a NYRB translation of Platonov’s works and cited over 20 times
    - cited in Platonov’s Russian-language biography (Varlamov, 2011)
    - solicited to review grant applications in DC for the National Endowment for the Humanities in the category “Scholarly Editions and Translation” (2016)
  - Specialist in women authors, autobiography, poetry and ecocriticism:
    - published an entry on the poet Akhmatova in Routledge’s Encyclopedia of Modernism
    - currently in press is her chapter on the manipulation of foodways in a Soviet labor camp. (Gender and Food in Late Soviet Everyday Life. 93-131. (Indiana UP.)
  - We actively present at national, regional, and local conferences (over a dozen conference presentations).
  - We regularly review publications, as well as conference and book submissions.

Criteria 4. - Bullet 3.: N/A

Criteria 5. - Bullet 1.: N/A

Criteria 5. - Bullet 2.:

- There are no faculty lines that are housed exclusively in the minor. All the courses in this minor complement existing courses of study and count as requirements in Russian, History, and whichever “third discipline” our
students choose. In other words, our courses are offered under the auspices of already existing units and, therefore, our minor carries no direct cost.

- Three years ago the Russian program in the Department of Modern and Classical Languages and Literatures reduced the number of credits in its first-year language program from 5 per semester to 4. There were many reasons for doing this, including lightening student credit load for more flexibility, lightening the professors’ own credit load to be more in line with their colleagues’ across campus, saving the department money in adjunct pay (and thereby being able to afford to keep them), and encouraging more collaboration with Russian across the campus.

Criteria 5. - Bullet 3.: We don’t have our own staff but often rely on the staff of MCLL. As they are too busy to take on this extra work, we try to use them as little as possible. The services we have used are in bold:

Two FTE (Admin III and Admin II) have been shared by ten programs in MCLL. They are state-funded positions.

Admin III duties:

- Administrative support -- process travel, both international and domestic
- Communication/information
- Budget management (monitors operating budget & payroll paperwork)
- Personnel administration (prepares personnel paperwork & hiring documents for faculty, visiting instructors, and (formerly) teaching assistants
- University support – FEC process, room scheduling, department organization

Admin II duties:

- Administrative support for faculty, chair, student, and visitors
- Event coordination – Foreign Language Day, commencement, WelcomeFest
- General advising
- Supports faculty by routing phone calls, emails, room scheduling, course scheduling, tech support (copy room, computer, classroom tech)
- Supply inventory (ordering, stocking, tracking)
- Copying
- Social media requests (website, Facebook, Instagram)
- Syllabus (reformatting for accessibility, posting to repository)
- Posters and course promotion

Criteria 6. - Bullet 1.:

- Engage students where they are: We prioritize faculty-student mentoring and are nationally recognized for it (ATSEEL). We currently have on-line offerings in East European History and next year our Gen-Ed Russian Culture course should be on-line. We have experimented with flexible scheduling previously and were happy to see an increase in enrollment of nontraditional students (despite room-scheduling challenges).
- Invest in People: We strongly encourage students to develop leadership abilities: through governance in ASUM’s Russian Club or opportunities like the LeadershipU Certification Program. Faculty supports one another in professional development, such as nominations for national awards.
- Partner with Place: We build upon UM’s “expertise in environmental and ecological practices” in our coursework and research, since Russia is of vital concern for global resource management and ecological concerns. Our research also focuses on environmental concerns in the literary imagination.
- We promote diversity and internationalization. We take students abroad regularly and much of our service lies in areas of Internationalization (International Committee, ILab, Fulbright Committee). Our research also focuses on gender and identity.
- Reinvent the Heart of the Curriculum: We promote interdisciplinarity, liberal arts, team-teaching. Our student success stems partly from our naturally cohort-based learning environment. Our students are together frequently: in class, study groups, Russian Club, on study abroad. They are an unusually close-knit and supportive group on campus.
• Foster Knowledge Creation/Innovation: We welcome the opportunity to expand our research and collaborate across campus (e.g. forestry, climate change)! We will also continue to mentor our students in their research and to support library instruction.

Criteria 6. - Bullet 2.:  

• Our Russian Studies Minor is interdisciplinary. The direction we would most like to move in next is increasing UM’s offerings in contemporary Russian politics, particularly given the current geopolitical situation. We have strengths in the Russian historical past and in contemporary culture and literature but we need to connect our students more to current affairs and Russia’s track record on natural resources.
• Right now we are the only interdisciplinary Russian program in the state and we should capitalize on this. We aim to increase collaboration with Forestry, Climate Change, and Mountain Studies (due to Russia’s and Central Asia’s importance for sustainability and resource-management).
• To be a leader in Russian Studies we need to offer the best language instruction possible. With some funds added to adjunct pool we could offer additional sections of first-year language, which is the gateway course to our program. According to the American Council of Teachers of Foreign Languages, language courses should have a maximum of 15 students per class. In order to learn to speak students need ample opportunity to practice their oral language skills and to receive correction. With more than 15 students in a class this goal is impeded.
• We would also like to increase our on-line teaching presence to extend our reach and accessibility. We already offer an on-line upper-division Russian History course focused on WWII. We also have plans to create an on-line section of our well-enrolled courses on Russian Culture (Gen Ed).

Criteria 6. - Bullet 3.: We want to further enhance the interdisciplinarity of our program in ways that will give our students the most potential for success. By pairing the state’s only Russian Studies program with UM’s existing areas of distinction, this is entirely possible and highly efficient. Last year UM produced its second national Boren Award in many years (the previous recipient was a Russian major). The student who won last year’s $20,000 award took one of our Global Leadership Initiative courses on Russian Identity as a freshman. Through the Honors College that year she participated in the First-Year Read program, which centered around a book about the Russian Far East and endangered Amur Tigers. She declared a major in Resource Conservation and began studying Russian in her sophomore year. She is now spending a fully-funded year in Kyrgyzstan, studying Russian language. This particular accomplishment came about because of UM’s strengths in the Davidson Honors Program, Global Initiative Program, and W.A. Franke College of Forestry. And Russian Studies. A similar argument can be made for the UM graduate student who won the prestigious National Geographic Digital Storytelling Fulbright Fellowship to Russia and Kazakhstan a couple of years ago—he combined Creative Writing with Russian Studies course content and that gave him an edge nationally. Being a new pathway in the Honors College will give us access to students in disciplines who might not otherwise think to take Russian and given Russia’s position as a global leader in the production and

Criteria 6. - Bullet 4.:  

• Students across the state, region, and even nation come to UM because of an interest in Russia. We believe that if UM invests in our program, we will continue to attract more in-state and out-of-state students. We have already had students come to UM for our Russian program from states such as Wisconsin, California, Alaska, Indiana, and Maryland. Our program has remained small because with only two faculty members teaching language and culture we can offer only so many courses. For our program to increase its number of students it is imperative that we offer additional sections of first-year Russian. We simply can’t have healthy enrollments in advanced language classes if we start with only two sections of 101 in the fall and move to only one section of 102 in the spring. We do not currently have the manpower to offer enough sections to generate higher enrollment. This spring we are losing the adjunct who has taught one section of this course per year. Funding for an adjunct is an area of needed investment.
• Our interdisciplinary Russian Studies Minor would benefit from a Russianist from a different discipline: Political Science, Sociology, Anthropology, Geography, etc. Years ago there was a Russianist in Political Science but after he retired the position was not filled by another Russianist. Many of our students have indicated a strong interest in Russian politics. In response, we hope to offer (infrequently, unfortunately) a new 300-level course called “Russian and the West: From Peter to Putin.”
To Complete your report, Please upload the Centrally Provided Datasheet for your unit of analysis that you downloaded from the website:

17Acad82_ToCompleteyourreportPleaseuploadtheCentrallyProvidedDatasheetforyourunitofanalysisthatyoudownloadedfromthewebsite_1002051828.pdf