



**College of Arts and Sciences**

Dept. 3254 • 1000 E. University Avenue • Room 114, A&S Building • Laramie, WY 82071  
Phone (307) 766-4106 • fax (307) 766-2697 • e-mail: asdean@uwyo.edu • www.uwyo.edu/as

29 July 2016

**MEMO**

**TO:** Kate Miller  
Provost/VPAA

**FROM:** Paula M. Lutz  
Dean, Arts and Sciences

**RE:** Program Review for the B.A. in Russian (Modern and Classical Languages)—Dean's recommendation

The IPR for the B.A. in Russian indicates that the degree had 14 graduates in the past five years. The degree is currently taught (at overload) by one APL. Additional resources are needed to sustain it. There is a summer program of long-standing with Saratov University that is well-received by students.

The College recognizes UW's growing emphasis on internationalization and globalization; this is part of the draft A&S strategic plan. The draft campus plan also includes a goal of preparing students to compete in a global economy. There is discussion of an international certificate or a required international experience for all undergraduates. Language study will become even more important in that event.

That said, there is not a strong rationale for keeping this B.A. Additional resources cannot be justified. With the exception of ONE introductory course at a Casper high school, there are NO 'feeder high schools' offering this language around the state. The department (and students) have expressed interest in adding Chinese (where we currently have only a minor). With limited resources, A&S must carefully examine historical programming in light of changing student interest.

It is the recommendation of the Dean that the B.A. in Russian be discontinued, keeping only a minor at this time. [The Department of MCL has indicated a possible new degree—a unified World Languages M.A. for Wyoming teachers—to which Russian might contribute a very small number of 4000 level courses.]

## *Academic Program Review*

1. **Title of Program:** Russian Language
2. **Level:** Undergraduate major/minor
3. **Department/College:** Modern and Classical Languages, Arts & Sciences
4. **Department Head:** Joy Landeira, 766-4852, [jlandeir@uwyo.edu](mailto:jlandeir@uwyo.edu)
5. **Program Productivity:**

**a. Number of graduates over 5-yr period: 15**

2011-12: 2

2012-13: 3

2013-14: 2

2014-15: 6

2015-16: 2

TOTAL: 15

(Degree-seeking students in Russian typically comprise **35%-40%** of the overall enrollees in Russian language, and even as high as 45%.)

**b. Enrollment in major over 5-yr period:**

Declared majors:

2011-12: 12

2012-13: 13

2013-14: 14

2014-15: 13

2015-16: 17

(Source for majors: WyoWeb advisee listing. Number taken from Spring semester of each of the above 5 academic years).

Fall 2011 to Spring 2016: 2,273 total credit hours delivered

1704 (lower division)

569 (upper division)

## 6. Program Quality:

**a. Program accreditation:** Last known external review by University of Colorado-Boulder, prior to 2007.

### b. Credentials of Faculty

#### Russian Faculty

Joseph Krafczik (MA, University of Michigan 1986, Russian & East European Studies).

Anna Shur (Candidate Degree (PhD), Saratov State University 2010, Pedagogical Sciences; currently pursuing second PhD in Literacy Education, UW College of Education)

**Gender / Ethnicity:** 1 male, white; 1 female, white

### c. Program reputation

#### Joseph Krafczik

Awards:

- 1988 *Golden Apple Teaching Award*; 1995 *A&S Extraordinary Merit in Teaching Award*
- 1998 recipient of *Ellbogen Award for Meritorious Classroom Teaching*
- 2008 recipient of UW Mortar Board's "Top Prof" Award
- 2009 *Promoting Intellectual Engagement (PIE) Award*
- 2010 *Promoting Intellectual Engagement (PIE) Award*
- 2014 College of Arts & Sciences *Thumbs-up Award*

#### Anna Shur

##### Presentations:

- Shur, Anna (2008). Tolerant behavior in mass media. Paper presented at the "Language, Education, Culture" conference at Saratov State University.
- Shur, Anna (2008). Motivation of tolerant communicative behavior. Paper presented at an international conference at Saratov State University.
- Shur, Anna (2009). Demonstrations and the process of forming tolerant communicative behavior. Paper presented at an international conference at Pyatigorsk State Linguistic University.
- Shur, Anna (2009). Conditions of forming tolerant communicative behavior. Paper presented at an international conference at Saratov State University.

##### Publications:

- Shur, Anna (2015): *The History of Russian Language Studies in the U.S.* In *Vestnik: The Journal of Russian and Asian Studies*.
- Shur, Anna (2008). *Principles of forming tolerant communicative behavior within the course of foreign languages.* In *Promotion of educational process in modern Russia* (pp. 43-46). Nauka: Saratov.

- Shur, Anna (2008). *Intellectual game as an instrument of forming tolerant communicative behavior throughout the course of foreign languages*. In News of Saratov University (pp. 127-130).
- Shur, Anna (2008). *Promoting tolerant communicative behavior among journalism students*. In *International Journal of Applied and Fundamental Research* (pp. 33-35).
- Shur, Anna (2009). *Tolerant and intolerant behavior in mass media*. In News of Saratov University (pp. 67-71).
- Shur, Anna (2009). *Forming tolerant communicative behavior as a risky field*. In *Higher Education Today* (pp. 80-83).
- Shur, Anna (2009). *Great XXth century short stories*. Nauka: Saratov
- Shur, Anna (2010). *Background knowledge as the condition of forming tolerant communicative behavior*. In Reports of Military Sciences Academy (pp. 55-58).
- Shur, Anna (2010). *Forming tolerant communicative behavior: a burning issue in journalism behavior*. Nauka: Saratov.
- Shur, Anna (2011). *Female dilemma: career or family* (reading novels by H. Fielding and S. Kinsella). [http://library.sgu.ru/uch\\_lit/578.pdf](http://library.sgu.ru/uch_lit/578.pdf)

## Outside Support

Russian language receives generous support through such scholarships as the Burman Award, and individual private donations from former alums and faculty of the program. Russian program alums distinguish themselves in post-graduate study, travel, personal pursuits, and service – and are generous in their benefaction.

## Scholarships & Donations

Burman Award: \$2000-\$2500 (total disbursement each year)

Cheney Award: \$500-\$900 (per year per study-abroad student)

## Individual donations (per year by alums and faculty)

Steve Hawes: \$250-\$400

Pavel Sigalov: \$250

David Kontny: \$100

## Student Achievements

Graduates of our program have for over 40 years flourished in post-graduate studies, and found great success as well in Russian pedagogy, business, social work, politics, and the sciences. Older students of Russian, who have had sufficient time to build a career, often bear striking credentials:

- Paula Slater (1990), MD: Doctor of Psychiatry (employing Russian language in her practice).
- Daniel Cogswell (1992): graduated with a degree in Russian/Physics/Computer Science was hired by IBM in Denver and soon promoted through the ranks – thanks to his knowledge of Russian language – to serve as chief liaison officer in IBM’s business presence in Russia.

- Benjamin Whitfield (1993): Director, Regional Security EMEA for Merck & Co; moving to the DC area to serve as the Director of a Global Investigations and Compliance program.
- Chris Rothfuss (1994): Chris Rothfuss studied Russian language and received a Bachelor's in International Studies in 1994, and a Master's in Chemical Engineering from UW in 1996. In 2002, Rothfuss graduated from the University of Washington with both a Master's degree in applied physics and a Ph.D. in chemical engineering. Following graduation, he took a position as a Science and Technology Diplomacy Fellow with the American Association for the Advancement of Science, and then joined the United States Department of State, working as the senior nanotechnology advisor within the department. After his family moved back to Wyoming, he began teaching courses in political science and nanotechnology at the University of Wyoming. Since 2011 Chris has served as a member of 9<sup>th</sup> District (Albany County) in the Wyoming State Senate and is a passionate and devoted spokesperson for the cause of education at the University of Wyoming.
- Joseph Peschio (1996): accepted in the Slavic Languages & Literature Department at University of Michigan after graduating from UW, and is now an Associate Professor of Russian at the University of Wisconsin-Milwaukee, which is a long-standing cooperative partner with UW in the study-abroad program with Saratov University. (Literally, for decades the reputation of UW Russian undergrads has preceded them on their way to the University of Michigan Slavic Languages & Literatures Department, one of the premier SL&L departments in the USA.
- Bryce Krug (1996): MA in International Relations; intern at U.S. Information Agency; Webster University – securing funding in international initiatives; vice-president for Advancement at Eden Theological Seminary.
- Robert Williams (1996): Project Logistics Executive – Volga-Dnepr Airlines, Houston, TX.
- Dawn Mosher-Gleason (1998), DVM, CCRP, CVA: computer (Russian) consultant; doctor of veterinary medicine.
- Matt Micheli (1999): law school; work using Russian in law firm in Dallas, TX; law firm in Rocky Mtn region; General Counsel for oil & gas company; entrepreneur; Chairman of Wyoming Republican Party and member of Republican National Committee.
- Kristin Edwards (2003): after graduating from UW (with BA degrees in Russian and International Studies), Kristin Edwards was accepted into George Washington University as an MA student in International Affairs. Upon completion of the MA degree, Kristin worked for 5-6 years in various capacities as a resettlement case manager for the International Rescue Committee, as well as district administrative officer for U.S. Citizenship and Immigration Services. Currently, she has returned to her first love, and is pursuing a PhD in Russian Language & Literature at University of Wisconsin-Madison, with the intention of becoming a teacher of Russian.

These are just a few – and far from anomalous – examples. (Please note that 2011-2016 graduates will be outlined specifically in Section 7c. Please see Appendices C & D for specific student testimonials.) Students of Russian bring exceptional insight, mental acuity, and serious motivation to the classroom. And the paths they forge after leaving UW are nothing short of impressive.

## **UW Library: Russian Language Repository**

Over 60 years, the UW Library has amassed one of the finest Russian language repositories of any library along the Front Range. Holdings are both expansive and deep, with literally thousands of volumes – spanning Russian literature, critical writing, folklore, history, science, art, music, philosophy, linguistics, political thought, economics, and international relations.

## **International Connections**

The UW Russian program is the nucleus from which the Wyoming-Saratov Initiative sprang into being in 1993. Since that time UW students have been afforded the opportunity to take part in a direct study-abroad program (summer, fall, and spring semesters) in Saratov, Russia. Summer 2016 marks the 24<sup>th</sup> consecutive intensive Summer School in Saratov, the oldest program of its type at the University of Wyoming. This unique partnership, predicated on mutual trust and benefit through cooperative effort, has played a significant role in the democratization of Saratov Province, and as such, the Initiative has seen exchanges of faculty, administrators, staff, state and government officials, in numerous spheres of activity that extend far beyond the study-abroad program that was its genesis. Happily, the study-abroad continues to thrive – and that is thanks (on the U.S. side) to the existence of the Russian language major at UW. Recently, one of our majors exemplified the best of this connection – literally as an ambassador-to-be – when he came to the aid of an automobile accident victim in Saratov. (More below in “Final thoughts.”)

The Saratov Program adds no extra expense to the delivery of UW courses, and its existence attracts international students from the Saratov region to UW. Essentially, the UW Russian language program is the anchor that continues to secure UW’s relationship with Saratov University. And as on-campus Russian courses are diminished it is even more vital to maintain this long-standing connection to Saratov University, so that UW students will have a viable path towards completing major/minor requirements.

### **d. Curriculum**

RUSS 2040: *2<sup>nd</sup>-year year Russian II*  
RUSS 2140: *Intro to Reading in Russian*

RUSS 3050: *3<sup>rd</sup>-year Russian I (study abroad)*  
RUSS 3060: *3<sup>rd</sup>-year Russian II (study abroad)*  
RUSS 4070: *4<sup>th</sup>-year Russian I (study abroad)*  
RUSS 4080: *4<sup>th</sup>-year Russian II (study abroad)*

RUSS 3150 (3990/4990): *Intro to Russian Literature (independent study)*  
RUSS 3205 (3990/4990): *Russian Folklore & Folk Life (independent study)*

For more comprehensive and intuitive view of major and minor curricula, please see accompanying major and minor plans. (Appendix A.)

### **e. Distance delivery**

Currently no distance delivery is available for Russian courses.

## **f. Quality of Assessment Plan/Data**

In Spring 2015, the Department of Modern & Classical Languages created a video-based assessment sequence to capture student learning at the 2040 level in five main areas: speaking, reading, writing, listening, and cultural understanding. This tool provides quantitative data, which is used in curriculum planning. At the time, informal assessment through interviews was undertaken at the 3050 and 4080 levels. This assessment provides qualitative data also used in curriculum planning. The current assessment plan for Russian calls for assessing students at the 2040 level on an annual basis and students at the 3050 and 4000 levels biannually. The Spring 2016 assessment is currently in process. The quality of the 2015 assessment of the Russian program helped raise the department's level from Tier 3 to Tier 2. Assessment in Russian language is being conducted in parallel with French, German, Spanish, as well as Chinese at the "gateway" 2040 level. 2040 assessment is a direct measurement of proficiency skills, benchmarked against national ACTFL standards.

Recent (Spring 2016) indirect assessment data in RUSS 4200 suggest that students are satisfied with program instructors and instructional methods, but have become increasingly aware of and dissatisfied with the sparse availability of upper-level courses, which are necessary to complete their majors. Finding sufficient credits and variety of coursework to complete the degree on campus is clearly an issue. More institutional (i.e. financial) support for study abroad is wanted. (Appendix E.)

## **g. Strategic Plan**

The strategic plan for the Russian program confronts the reality of historically modest enrollments combined with a talented – at times gifted – student clientele, along with the need to offer these students a vibrant and challenging course of study towards the minor or major, while also recognizing the imperative to run an economical program in times of diminishing budgets and teaching staff. Much of this paring-down has already been accomplished since 2007 and 2012 with two full professor retirements, and more recently as the second lecturer's position in Russian has been reduced, first from full-time to half-time, and now, by the end of Spring 2016, eliminated completely.

Given the reality of section staffing in AY 2016-17, it is necessary to devise a workable path towards the minor or major that can feasibly be accomplished in 3 to 4 years, given the platform of introductory courses that first must be taken (RUSS 1010/1020/2030 – the first 3 semesters of Russian language study). There are of course students already in the pipeline who must be accounted for, as well. The Curriculum plan provided above shows that students pursuing the minor can complete their 18 credits in three distinct stages:

1. 4<sup>th</sup> semester: 6 hours on campus (RUSS 2040 and RUSS 2140)
2. Summer abroad: 6 hours of intensive Russian (Saratov University)
3. 5<sup>th</sup> (and possibly 6<sup>th</sup>) semester: 6 hours of independent study

Assuming the continuation of the major, no additional on-campus costs (faculty, support staff, etc.) are required. Students simply complete a longer study abroad period (12-18 total hours).

1. 4<sup>th</sup> semester: 6 hours on campus (RUSS 2040 and RUSS 2140)
2. Summer abroad: 6 hours of intensive Russian (Saratov University)
3. 5<sup>th</sup> semester Fall abroad: 12 hours (Saratov University)
4. 6<sup>th</sup> semester: 3-6 hours of independent study

If the summer preceding the 5<sup>th</sup> semester Fall abroad is not feasible for a given student, the person can extend his/her UW on-campus studies into the 7<sup>th</sup> and 8<sup>th</sup> semesters with upper-level HIST, POLS, and LANG electives which will apply toward major credits, thereby making the 30 major hour accessible – at no extra cost to the institution, as well as providing enrollments in those non-RUSS classes.

Strategically speaking, Russian language is of course endeavoring to fortify enrollments by way of an active involvement in Departmental activities such as World Languages Day, which marked its 4<sup>th</sup> consecutive year this March and in which the Russian section offered language and culture workshop sessions for Wyoming junior high and high school language learners, thereby encouraging and facilitating the eventual transition to UW language courses.

## **7. Mission Centrality: How does Russian support the mission of UW, including Institutional Strategy?**

**a. Supporting the mission, vision and strategic goals of UW.** A key element in the primary mission, vision, and strategic goals of UW (articulated at least as early as the UW Academic Plan of 1999 and continuing on into the 2015-2020 University Plan) is that of internationalizing the curriculum:

**Goal 1:** *Prepare University graduates to compete in a global economy*

**Objective 1:** *Involve all undergraduates in at least one active learning experience (study abroad, internship, apprenticeship, etc.)*

**Objective 3:** *Strengthen internationalization and cultural diversity – Increase participation in study-abroad programs by 50% by 2020.)*

(Source: [http://www.uwyo.edu/acadaffairs/plans/14-20/up4\\_draft.pdf](http://www.uwyo.edu/acadaffairs/plans/14-20/up4_draft.pdf))

The centrality of *all* programs within Modern & Classical languages towards this effort is impossible to overstate. Internationalization is, essentially, the business of MCL, and Russian has been at the core of this mission for over half a century. While not one of the historic “big three” languages (French, German, Spanish), Russian has for nearly 55 years been taught at UW, and for 45 years has remained a charter member of the four languages in MCL, in which students at the University of Wyoming are able to earn a Bachelor of Arts degree.

If languages are the front door to internationalization, then critical languages are the high-speed elevator. Russian is currently spoken natively by about 145 million people. An additional 132 million speak it as a second language. Large communities of Russian speakers exist in the U.S., Israel, China, Canada, Germany, and the former Soviet republics (Kazakhstan, Kyrgyzstan, Latvia, Moldova, Ukraine, etc.). Russian is used as a lingua franca among various ethnic minorities in the Russian Federation. Russian territory occupies a vast swath of the earth’s land mass, nearly 12%. (No small feat, considering that there are roughly 233 countries in the world at present.) Russian, along with Chinese, Arabic, Farsi, and a half dozen others, is a ‘critical language’ – that is, a language with a high demand for experienced professionals, but with very limited supply. Part of the definition of ‘critical’ is the important distinction of that language being strategic to U.S. security concerns and/or economic interests. This also implies an international relationship that is at times problematic and possibly even adversarial. All signs currently point to greater conflict with Russia as societies in the Middle East and Russia’s ‘near abroad’ further deteriorate. Remaining engaged in and cognizant of this reality is an important acknowledgement of the spirit of University Plan to “serve the needs of our state and nation,” but also of the imperative to offer our students this important stepping stone and window into the world at large, providing our country with sorely needed expertise and informed perspective in precarious times ahead.



**Russian heritage.** Descendants of Russian and German-Russian immigrants are scattered throughout communities in Wyoming – particularly Rock Springs, Worland, Torrington, and Wheatland. In the words of Phil Roberts, Professor of History at UW: “One of the main values to teaching Russian at UW is to give an opportunity for descendants from these numerous communities in Wyoming a chance to learn the language of their ancestors.” (For further insights from Professor Roberts, please see Appendix B.)

**b. Contributing to programs across campus.** UW students of Russian have always looked beyond the language alone as a major and have well understood its capacity to effectively augment a second or third major. As a result, most students of Russian are also students of international / global area studies, history, political science (the near ‘satellites’ of Russian language). Students from majors as far afield as music, art, and engineering also combine those more distant subject-area degrees with Russian language with particular success. Our close connection to the departments of History, Political Science, and International/Global Area studies is a positive force for interdisciplinarity, as well as the overall UW institutional strategy.

- The following courses are certified H-Courses: RUSS 1010, RUSS 1020, RUSS 2030, RUSS 2040.
- RUSS 2140 offers the Arts & Sciences CH/G USP component.
- RUSS 3050 is a certified COM2 course
- RUSS 4200 is a certified COM3.
- Many A&S degrees have a foreign language requirement such as History, Anthropology, Global & Area Studies, African American & Diaspora Studies, American Indian Studies, Art, Art History, Communication, Criminal Justice, English, Geography, Humanities/Fine Arts, Journalism, Music, Music Performance, Political Science, Religious Studies, Theater & Dance.

(Please see Appendix B for Faculty & Admin Support.)

**c. Placement data for graduates and indicate if graduates are working in the field.**

**Recent graduates (year of graduation):**

- Kimberly Sanchez (Dec. 2015): Studied abroad in Saratov. *Rosemarie Martha Spitaleri Award for Outstanding Graduating Woman* (Spring 2016).
- Jessica Chezha (May 2015): Studied abroad in Saratov. Boston College of Social Work; Direct support staff Ark Regional Services.
- Will Saffel (May 2015): Studied abroad in Saratov. Used Russian for individual research project, constructing blog-site about the Russia- Ukraine conflict.
- Justin Browning (Dec. 2014): Studied abroad in Saratov, and then used Russian during a trip to Kyrgyzstan, and for an individual research project on education in Kyrgyzstan and Turkey.
- Cole Nutter (Dec. 2014): Studied abroad in Saratov. Continuing travel in Namibia, posting blog.
- Elizabeth Bennett (Aug. 2013): living in Karlsruhe, Germany.
- Bradley Boyles (May 2013): service in Iraq (approx. 15 months); *A&S Top Undergrad 2013*; continuing UW student in Economics. Multiple study-abroads in Saratov.
- Tyler Neasloney (Dec. 2011): Studied in Saratov; legislative intern for Senator John Barrasso (Jan-Apr 2012); Digital and Creative Services Manager/Office Manager *Passport Magazine* (Dec. 2013-Present).

- Daniel Green (May 2010): Studied in Saratov; EU-Russia Studies M.A., Tartu University, Estonia (Aug. 2015-Present); Internship with U.S. Department of State.

(Please see Appendices C & D for student testimonials.)

It bears mentioning that determining whether students of the humanities are “working in their field” is not always a simple matter, especially as this applies to recent graduates, who may still be finding their niche in the real world. An expression of a humanitarian education might even be best realized in that the person is able to adapt, improvise, and evolve into a role that was not pre-ordained by the specific title of the person’s degree. Such has been the case with many Russian language majors. (This reality is echoed again and again in student testimonials. Appendices C & D).

On the other hand, we do not have to look far to find examples where the UW Russian degree translated directly to eventual employment working with Russian language. Joseph Peschio, a 1996 UW Russian graduate, proceeded directly to MA and PhD work in Russian language and literature at University of Michigan. After completing his PhD, Dr. Peschio was quickly hired at University of Wisconsin-Milwaukee in 2004 and is now Associate Professor and Coordinator of Slavic Languages and Literatures at that university (which, by the way is an important cooperating institution in our yearly recruitment cycle for students in the Saratov Study Abroad Program).

It would be true to say that most students of Russian language encounter and embrace an unpredictable and circuitous path forward after completing their degrees. Such is the nature of the world that students are increasingly faced with adapting to, and this is the kind of ability we strive to instill in our students as humanitarians and forward-thinkers, especially given the historic unpredictability of Russia.

**d. Uniqueness.** The UW Russian program is absolutely unique within the boundaries of the State of Wyoming, not to mention the region (especially taking tuition into account). Limited access to beginning Russian language is available currently at Casper High School (an introductory course), and at Sheridan Community College (RUSS 1010/1020). CSU offers no major in Russian. CU Boulder has an extensive Russian language program with a good reputation. However, at a cost in the neighborhood of \$33,316 per academic year\* (for full-time out-of-state tuition, versus \$5,056 for full-time UW in-state tuition), attending CU is, very clearly, prohibitively expensive for all but the most well-to-do Wyoming students. A local, and affordable alternative for Wyoming students (not to mention Montana, Colorado, Nebraska, and New Mexico) is clearly necessary.

\*Source: <https://bursar.colorado.edu/wp-content/uploads/Undergrad-out-of-state-2016-17-tuition-and-fees-0041316.pdf>

**e.** The undertaking of assessing program effectiveness, relevance, and mission centrality requires great care. An injudicious choice of metrics – as well as any blind focus on metrics instead of the attributes for which they act as surrogates – can distort institutional self-awareness and fail to serve the purpose for which the metrics were created.

## 8. Cost

### Ratio of Student credit hours per FTE

#### Student Credit Hours over past 5 years:

Lower	1704
Upper	569
Total	2273

#### Average Student Credit Hours per semester:

Lower	170
Upper	57
Total	227

#### Number of FTE

1: Joseph Krafzcik

#### Ratio of student credit hours per FTE

$$227/1 = 227$$

### Direct instructional expenditures

#### Russian Major Expenditures:

2016 MCL Department Expenditures (not broken down by major):

Salaries (all)	\$1,180,022
Support Services	\$51,750
TOTAL	\$1,231,772

Russian Expenditures Calculated as follows:

A = Total salaries paid to all Russian faculty

B = Total salary paid to all graduate assistants assigned to Russian

C = Total part-time salary paid for Russian instruction

Total annual support budget = A + B + C

D = Percent of Russian Majors

E = Departmental Support Service Funding

A + B + C + (D\*E) = Russian Expenditures

A	\$43,632.00
B	\$12,078.00
C	0
D	13.80%
E	\$7,141.50
TOTAL	
\$62,851.50	

Russian allotment = \$62,851.50

### Major expenditures per student credit hour

$\$62,851.50 / 227 = \$277$

### Major expenditures per total degrees awarded

2011-2012: 2 degrees awarded
2012-2013: 3 degrees awarded
2013-2014: 2 degrees awarded
2014-2015: 6 degrees awarded
2015-2016: 2 degrees awarded
Average num. of degrees awarded: 3

$62,851.50 / 3$  (average degrees awarded) = \$20,951

### Major non-personnel expenditures per total academic FTE

$\$7,142 / 1$  (J. Krafczik) = \$7,142

### Course Enrollment

#### Number of classes falling under University minimums:

35 courses over 5 years = Ave. 7 courses per academic year fall under minimum.

#### Number of lower division courses falling under University minimums:

7 courses over 5 years = Ave 1.4 lower division course per academic year falls under minimum.

## Other Instructional Cost Drivers

### Section Fill Rates

Average Students per Course: 9.6

(574 total enrolled in group A courses / 60 courses)

Lower Division Fill Rate: 414 enrolled in 30 courses;

Average Lower Division Students per course: 13.8

Average Upper Division Students per course: 5.3

Fill Rate Per 25 cap course:  $16.8 \text{ ave.} / 25 = 67\%$

Fill Rate Per 20 cap course:  $7.5 \text{ ave} / 20 = 33\%$

Fill Rate Per 15 cap course:  $5.3 \text{ ave} / 15 = 35\%$

Overall Fill Rate: 45%

### Course Completion Rates

Not available at this time.

### Curricular Complexity

Depending on which scale is used – DLI (Defense Language Institute), or FSI (Foreign Service Institute) – Russian is a Category 3 or 4 language (“a language with significant linguistic and/or cultural differences from English”). Arabic, Chinese, Japanese, and Korean are examples of Category 4 or 5, depending on the scale.

The complexity of the entire Russian curriculum emanates from this reality of the language acquisition curve. In it lies the basis for the structure of the major and minor, and for the necessity that students engage in a diverse range of challenging courses, as well as an extended study abroad period during the arc of their major or minor.

### Faculty Courseload

6 G1 courses and 6 G2 courses per term

22 credit hours of lecture/seminar teaching; 6 independent study courses offered

## Research expenditures per tenured/tenure-track FTE

Not applicable.

## Comparing Data to National Benchmarks

No data available at this time.

## Other Cost-Related Factors

The Russian program is supported by a well-endowed scholarship: James R. Burman Memorial Language Scholarship, whose criteria includes first preference given to a student studying Russian.

The single FTE faculty member, Joseph Krafczik, is dedicated to putting in extra hours to keep this program alive. For Fall 2016 two prospective Russian majors have expressed interest in attending UW to study Russian with this program.

## Final thoughts...

The clearest expression of the value of the continued presence of Russian language at UW may lie in the compassionate act of a single person. It is no secret that relations between the U.S. and Russia have fallen to a Cold-war-era low. Kyle Wirth, a former Upward Bound participant and current Student Success Services Senior, Russian major, and aspiring diplomat, who is currently spending the spring semester in Saratov, recently came to the aid of a Russian citizen (staying with the accident victim for over two hours), proving that one person can indeed make a world of difference:

### *He did not remain indifferent*

*March 31, 2016: Kyle Wirth, a student of the Preparatory Department of SSU (Saratov State University) from the University of Wyoming, became witness to a hit-and-run on Zarubin Street, while returning from classes: a black sedan struck a person and abandoned the scene, leaving the victim lying in the road. Shocked that no one stopped and approached the person, who was crying out in pain, Kyle helped the man summon police and ambulance, and then awaited the arrival of traffic safety inspection officers. Kyle remarked about the kindness of the Russian policemen who, after learning that a non-native speaker was standing before them, spoke clearly, slowly and in simple phrases.*

*The conduct of a person in an extreme situation depends upon upbringing, life experience, and attitude towards other people. The American student, being in a foreign country, displayed humanity and compassion for the victim, regardless of any language barriers.*

Source: Saratov University website

<http://www.sgu.ru/structure/internationalrelations/news/2016-04-01/ne-ostalsya-ravnodushnym>

Academic Program Review: **MCL - Russian BA**

**Section 8 – Cost**

- a) Ratio of student credit hours per FTE (AY 2014/15): **737.1**
- b) Direct instructional expenditures (FY 2015): **\$1,888,419**
  - i) Per student FTE: **\$5,456**
  - ii) Per total degrees awarded: **\$52,456**
  - iii) Non-personnel expenditures / total academic FTE: **\$4,627**
- c) Course enrollment (AY 2014/15)
  - i) Classes falling under university minimums: **18**
  - ii) Lower-division courses falling under university minimums: **7**
- e) Research expenditure per tenure-track FTE (FY 2015): **\$0**