

UNIVERSITY OF WASHINGTON

# Department of Slavic Languages & Literatures

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2007-08 Program Review Self-Study

## Section A: General Self-Evaluation

### 0. Preamble.

*With very good reasons, on which we will elaborate below, we pride ourselves on the quality of our teaching and research, the depth and variety of our curriculum, and our service to our profession, the university, and the community. We also cherish our reputation as a friendly department students like to be associated with, and a very collegial place of work for both faculty and staff.*

### 1. Strengths.

Our enrollments, teaching evaluations, records of scholarship, close relationship and collaboration with the Title VI Ellison Center, as well as the support we receive from the local, national, and international communities all testify that we are, indeed, a very strong program and, in many areas, a leader in the field.

We compare favorably with our peer institutions (more on that in #2) and often surpass them in our **enrollments** and the variety of courses we offer. To begin with, for the past five years we probably have had the most robust first-year Russian enrollments in the country. For four years in a row we have had 130-140 students enrolling in Russian 101 and have had to offer seven sections (most peer institutions have at most 3-4 sections of first-year Russian every year). We again offered 7 sections for autumn 2007, and by the second week of September we already had 6 sections full and closed, and 134 students enrolled overall. That was also the number of the first-day tally. 95 students have continued taking first-year Russian in the Winter Quarter.

Two years ago we revamped our **curriculum** to introduce lower-division courses in literature and film. The results have been very impressive, due, we believe, both to the popularity of the topics of the courses (“Russians in Hollywood,” “From Russia with Love,” “Introduction to Russian Culture and Civilization”) and to excellence in teaching. In 2005-2007, lower-division literature and film courses often attracted enrollments of 50 or more (from all areas of the University), culminating in a class on Nabokov in winter 2007 which had 70 students and was cross-listed with English and Comparative Literature. This autumn, two film courses taught by Professors Crnkovic (Slav 223 C/D — Roman Polanski) and Alaniz (Slavic 223 A/B — Post-War Russian Cinema: The Thaw and Beyond) had 60 students in each. Our survey series in Russian literature (Russ 321-322-323) also routinely gets 40-50 students. (This Winter Quarter we have 52 students in Russ 322.) Other well-enrolled “hits” include courses on Eastern-European film and Slavic cultural and socio- Linguistics.

Our **teaching**, across the board, receives strong, often stellar, evaluations. In any given year we have several faculty nominated for the Distinguished Teaching Award: Polack in 2002; Diment in 2003; Crnkovic and Henry in 2005; Belic and Zaitseva in 2006. In 2007 this number grew to four, with three of the nominees (Belic, Crnkovic,

Soldanova) forwarded by the department for the final stages of the award process. In 2008 we have two: Belic and Dziwirek. That in a relatively small department like ours, with only 7 professors and 4 lecturers, 8 of us have been nominated for this distinction in the past 6 years alone is quite remarkable. It should not come as a surprise, then, that our five-year collective “mean” for teaching evaluations is 4.5 (out of 5.0) and has been very consistent. Or that, when one of our majors, Roy Chan, became both the Dean’s and the President’s Medalist as the top UW student for 2002, he described our department as “perhaps the best humanities department at the UW”

(<http://www.artsci.washington.edu/news/Summer02/Dean'sMedalists.htm>). More recently, the 2006 freshman class medalist, Nate Bottman, a Mathematics major who took classes from us during his freshman year here (and spent the Fall Quarter doing the “Math in Moscow” program), stated that ours “is a great program if you want difficult courses that can help you find what you are interested in”

([http://seattlepi.nwsource.com/local/328866\\_wave24.html](http://seattlepi.nwsource.com/local/328866_wave24.html) and [http://seattletimes.nwsource.com/html/living/2003850446\\_nate24.html](http://seattletimes.nwsource.com/html/living/2003850446_nate24.html)).

The faculty in all ranks are engaged in active and productive **scholarship**, most publishing regularly and all giving papers at national and international conferences. According to the Chronicle of Higher Education, in 2007 we ranked as number 9 among our peer institutions in terms of our Scholarly Productivity (see: <http://chronicle.com/stats/productivity/page.php?year=2007&primary=10&secondary=219&bycat=Go>). This places us ahead of Harvard, Stanford, UCLA, University of Michigan and Ohio State. We will detail individual scholarly achievements in Section C, but our collective research and professional expertise covers Russian and Eastern European Literature (Alaniz, Crnkovic, Diment, Henry, West), Critical Theory (Crnkovic), Russian and Eastern European Film (Alaniz, Crnkovic, Diment), Slavic Linguistics and Second Language Acquisition (Augerot, Belic, Dziwirek), Visual Arts (Alaniz, West), Cultural Studies (Alaniz, Dziwirek). Several of us (Alaniz, Crnkovic, Diment) are also specialists in Comparative Literature. Just last year three of our faculty (Alaniz, Dziwirek, Henry) were awarded the Royalty Research Fund Fellowship for three different projects. Other significant Research Fellowships given to faculty in the past five years included an NEH Summer Research Grant (Henry), an IREX Grant for Research in Croatia and Bosnia-Herzegovina (Crnkovic), an NEH Reference Materials Program Grant (West, Biggins), a Franklin Research Grant, American Philosophical Society (Diment), Chaim Schwartz Foundation for Jewish Culture Grant (Henry), a Memorial Foundation for Jewish Culture Fellowship Grant (Diment), a UW Simpson Center for the Humanities Research Fellowships (Crnkovic, Alaniz).

Given the relatively small size of the department we add to our strength and bring more variety and diversity to our curriculum (as well as foster international exchange of scholars) by having become a regular academic home for **Fulbright** scholars from Eastern Europe, most of whom teach at least two courses for us while in residence. In the past 5 years we have had two Fulbrights from Romania, one from Czech Republic, two from Poland, and one from Bosnia. All but one have taught literature,

culture or film courses for us. To give just one example, Nedžad Ibrahimovic (University of Tuzla) last year offered courses in Bosniak (Bosnian Muslim) literature, as well as contemporary Bosnian film. In 2007-08 we have two more scholars who are calling UW Slavic their home and teaching courses for our students: Dr. Artur Grabowski, a Fulbright from Poland who is teaching courses in Polish literature, and Dr. Maria Rewakowicz, a Shevchenko Society Fellow, who is teaching courses in Ukrainian literature and culture. We consider ourselves very lucky to have become such an attractive place for Eastern European scholars who want to do their research and teach in the United States. Their presence every year makes us a truly well-rounded Slavic Department since they often fill in the gaps in academic, linguistic, and geographical areas which our regular faculty does not cover.

Another major contributor to our overall strength as a Slavic Department is our excellent relationship — and collaboration — with the Ellison Center (REECAS), a very successful and nationally well-respected **Title VI Center**. Constantly aware of each other's needs and interests, we often function as one larger program, with the Ellison Center (under the superb leadership of Professor Stephen Hanson) helping us finance lectureship positions in Czech and BCS, as well as actively participating in and aiding our Fulbright recruitments and support, our development and fundraising efforts, and, in general, almost every aspect of our existence, right down to having joint welcoming receptions for faculty and new students each Autumn. It may well be the closest and happiest relationship between a Title VI Center and an L&L department on campus. Right now we are both working on developing the Exit Proficiency standards for Russian, and establishing an Exchange Program with Tomsk State University, the oldest university in Siberia. (It will start in the autumn 2008.) While we already have an active, annual Summer Program in Prague and are contemplating putting into place another summer program in Sochi, on the Black Sea, having a semester-long program in a major Russian university which is designed for undergraduates with two or more years of Russian as well as for graduate students in Slavic and REECAS (who may wish to take courses in their discipline in Russia), will be a definite boon to both programs. We also envision, down the road, occasional exchange of faculty, from both Slavic and REECAS on our side.

Our **Community Outreach**, including **K-12**, has greatly contributed to our overall visibility. The Slavic communities in the Pacific Northwest are among the most populous in the country. Russian is now officially the second most-often spoken non-English language in the state of Washington. Since April 1996 the University of Washington Slavic Department has hosted the *Washington State Olympiada of Spoken Russian*, an annual competition for high school Russian language students. In it, beginning to advanced level students are judged on their performance in three areas: conversational Russian; Russian culture and civilization; and reading/discussion and poetry recitation. Judging panels have consisted of faculty, staff, current students and alumni as well as native speakers from the local community. The top students at the advanced levels have a chance to compete for a place in a 15-member ACTR Olympiada group which participates in an academic

and home-stay program in Russia. As additional incentive, the department also established the Nora Holdsworth Scholarship, providing an outstanding student with tuition for the department's summer quarter intensive Russian language program.

We have also participated in “*Teachers as Scholars*” seminars in humanities and arts for K-12 teachers offered by the UW Humanities Center in conjunction with Seattle Arts and Lectures, and taught by UW faculty. In winter 2003 Professor Diment led a seminar on “Shostakovich and his Contemporaries: Early Soviet Art, Music and Literature.”

In spring 1997 the Slavic Department and the Association of Alumni and Friends of the Slavic Department revived a 30-year-old tradition by hosting Saints Cyril and Methodius Day at the Russian Community Center. This event, held annually until 1992, was started by graduate students and the faculty of the department in 1967 as a way to bring together members of the various Seattle area Slavic communities. In spring 2004, with alumna Mary Sherhart (who is now a professional singer specializing in Balkan music) at the helm, the celebration transformed itself into a two-day event, named *The Slavic Fest*. Saturday featured workshops ranging from cooking classes, dancing instruction and Polish paper cutting, followed by the Cyril and Methodius Day party. Sunday brought together eight national groups with kids in costume and folk musicians marching around Red Square, followed by musical and dance performances by groups (mostly children) in Kane Hall. The festival was also held in 2005 and 2006, with groups competing for an opportunity to perform in front of the standing-room-only and enthusiastic audiences. In 2006 we also had an exhibit of the Baine/Cincebeaux Slovak & Czech Folk Dress Collection in Suzzallo Library as a part of the event. We plan to hold the Slavic Fest again in spring 2008.

Thanks to the joint efforts of Wayne Jehlik, our former student in Czech (and REECAS graduate), and our Czech lecturer, Jaroslava Soldanova, the Czech Center for Education and Culture (CCEC) was founded in 2005. In November 2006, the inauguration ceremony at the Center was attended by over 200 members of the Czech and Slovak communities, together with the Czech Ambassador to the U.S. (the first visit of a Czech Ambassador in the last 50 years). CCEC has close ties to the Slavic Department (J. Soldanova is on the board of CCEC directors), to Czech Centers around the U.S., and to the Czech Embassy in Washington, D.C.

Our faculty is dedicated to **university and professional service** that goes beyond the department and immediate community, and extends to College of Arts and Sciences, University, and Faculty Senate councils and committees, as well as major national professional organizations and committees. In the past five years these have included elected positions on the College Council (Diment, Humanities; 2005-09) and MLA's Association of Departments of Foreign Languages Executive Committee (Diment, Russian; 2002-05); membership on the College of A & S Budget Advisory Committee (Diment, 2002-04), chairing 2005 AAASS Program Committee (West, 2004-05) and being a member of standing program committee of AATSEEL (West, 2004-05), membership on National AAUP Committee on

Government Relations (Diment, 2000-06) and National AAUP Special Committee on Academic Freedom and National Security (Diment, 2002-05), as well as membership on important Faculty Senate councils (Dziwirek, Faculty Council on Faculty Affairs 2002-2004 and Faculty Council on University Relations 2001-2003; Diment, Faculty Council on University Libraries, 2006-09), and College of Arts and Sciences Faculty Fellows Program (Crnkovic, 2007-08).

We are also the proud home of two recent recipients of *The Distinguished Staff Award*: our Administrator, Shosh Westen (2001), and Affiliate Professor (and Slavic and Eastern European Librarian) Michael Biggins (2005).

The strength of **development and fundraising** efforts is epitomized by the success of the UW Polish Studies Endowment Committee. It is hard to fathom that five years ago UW PSEC, a grass roots organization of volunteers, whose generosity and dedication to the twin goals of fundraising for an endowed chair of Polish studies and educating the Seattle community about Poland made it all possible, did not even exist. It is, likewise, amazing to contemplate how much they have accomplished since 2002, thanks to the good will and generosity of the community, and the tireless efforts of Prof. Dziwirek (as well as our staff, especially, Shosh Westen). The Fund now boasts \$120,000, 23 Distinguished Polish Speakers Series events, the Fulbright Lectureship, and the newly-established Scholarship Fund to support students who wish to study in Poland. Among the Speakers in the past five years have been the famous Polish film director Agnieszka Holland, opera diva Ewa Podles, prominent writers Witold Rybczynski and Eva Hoffman, and, in the Spring of last year, the Polish Ambassador to the United States, Janusz Reiter, who talked about "The Polish Perspective on the Future of Europe and the Trans-Atlantic Relationship." While other development and fundraising efforts in the department cannot yet rival the achievements of the Polish Studies, active Endowment Funds also exist in Czech and Ukrainian.

## **2. Measuring Success**

We measure our success:

*As an Undergraduate Teaching Unit:*

- By the popularity of our classes (enrollments)
- By the positive response to our teaching (student evaluations)
- By the number of majors, double majors, and minors
- By our ability to attract students from all over campus
- By the number of students who, while not our majors or minors, keep taking courses from us

- By our alumni's use of their expertise in a professional setting or advanced studies
- By the level of Slavic alumni interest in, and support for, the department
- (In the works) The establishment of Exit Proficiency Exams based on the Standards we are developing

*As a Graduate Program:*

- Whether our students show good progress to a degree
- Whether they attend regional and national conferences and give papers
- Whether they publish articles while still in graduate school
- Whether they are successful in getting competitive grants and fellowships, especially dissertation fellowships
- Whether they place well in academic and other professional jobs
- Whether they are satisfied with the quality of their graduate education and our mentoring
- Whether they are successfully trained as teachers, not just scholars, during their stay with us
- Whether they feel they are an important part of the larger academic community which is the Slavic Department and the University of Washington
- Whether they contact us for years after their graduation to share their success stories or ask for advice.

*As Scholars:*

- By not just the number of articles and books we publish but national and international recognition of our scholarship and its impact on the field
- By staying on top of what's going on in our profession and discipline. Attending conferences, giving papers, organizing panels
- By expanding our scholarly horizons and endeavors through interdisciplinarity and the incorporation of new areas of literary, linguistic, film, and cultural studies

- By active collaboration with other scholars, both on campus, nationally, and internationally
- By using our scholarship well to inform our teaching
- By mentoring young scholars and, at times, being willing to learn from them
- By serving our profession through active engagement in academic organizations, societies, and associations
- By our success in getting competitive grants and fellowships.

*As Public Scholars and Educators:*

- By successful outreach to K-12 (invited lectures at schools; organizing Olympiads; participating every year in World Language Day, making school students aware of us as their potential home department)
- By organizing well-attended cultural events, public lectures and exhibitions for the community at large
- By serving as lecturers for alumni association and alumni tours as well as giving talks in retirement communities and homes

*As Colleagues:*

- By how good we are as citizens of the department, how well we all get along and help each other, and how collegial and stimulating the atmosphere is in our work place.

We also, obviously, measure our success by how well we stack up against Slavic departments in our **peer institutions** within the United States.

Our American peers are large public universities with equally sizable and successful Slavic programs, such as the University of Michigan, Ohio State University, University of California at Berkeley, UCLA, University of Wisconsin, and University of North Carolina. All of these schools, with the exception of UC Berkeley, which has a larger faculty body (11 professors and 4 lecturers), are of approximately the same size as we are (we have 7 professors and 4 lecturers): Michigan has 7 professors and 5 lecturers; Ohio State 6 professors and 5 lecturers, Wisconsin 8 professors and 2 lecturers, UCLA 8 professors and 4 lecturers, UNC 7 professors and 2 lecturers. We measure up very well against them in almost all areas, except for the ones where just our efforts alone are often not enough, such as in the support we can (or cannot) offer our top graduate recruits, with the scarcity of our means often being the



main reason we sometimes lose our best applicants to our peers (for more on that, see section #3).

On the positive side, we have, overall, larger enrollments in our beginning language courses, not just in Russian but in several second Slavic languages, as well as in several lower division literature, film, and sociolinguistics classes. For example, even though UC Berkeley is a larger institution and the department has more faculty, in autumn 2007, according to the UC Berkeley Time Schedule, they are offering four sections of First-Year Russian (60 enrolled as of Aug. 10) while we are offering seven (and expect 130-140 students by the first day of classes). In fact, among our peers, only Wisconsin (which has 6 sections of first-year Russian this coming autumn) and Ohio State (with 5) have even close to our levels of enrollment.

We also tend to offer more languages, both Slavic (Russian, Polish, Czech, BCS, Bulgarian, and, occasionally, Ukrainian, Slovak, and Slovene), and non-Slavic (Romanian, Georgian, Hungarian) than most of our peers, much of that thanks to the collaboration with, and support, from the Ellison Center and the Fulbright Commission.

Despite some real challenges in the graduate program (see the section below), we still can also measure our success by how many top-rate young scholars we prepare and place well. Since 1996, the year of our last Ten-Year Review, 7 of our Ph.D.s have found tenure-track or regular, renewable, positions at Texas Tech University (Anthony Qualin, 1996, and Erin Collopy, 1998), West Point (Rick McPeak, 1996, recently promoted to head of foreign languages there), Knox College (Charles Mills, 2004), Iowa State University (Linda Tapp, 2000), Monterey Defense Language Institute (Mica Hall, 1997), and Adam Mickiewicz University, Poznan, Poland (Geoff Schwartz, 2000), while 2 hold visiting teaching positions at Howard University (Amarilis Lugo de Fabritz, 2001) and Arizona State University (Don Livingston, 1998). Others teach at high schools and community colleges (Marilyn Hoogen, 1997; Sofiya Yuzefpolskaya, 2005), work for corporations (Lisa Frumkes, 1996), the State Department (David Graber, 1996), and the FBI (Timothy Riley, 1999).

The summer 2007 issue of the "Slavic Newsletter" carried the following update from Rick McPeak, who got his Ph.D. from us in 1996 and wrote an excellent dissertation on the depiction of war and the military in Leo Tolstoy: "On 7 May 2007, I took over as Head of the Department of Foreign Languages at the United States Military Academy in West Point, New York. Our fifty faculty members, both military and civilian, teach seven languages in cultural and regional contexts and offer a robust semester-abroad program, involving about 150 cadets a year, at military academies and civilian institutions across the globe. For example, our Russian-speaking cadets currently study in Voronezh and Vladimir. Thanks for all you do!"

Last year we were particularly gratified that one of our ABDs, who is writing a dissertation on the convergence of Russian Literature and Russian Opera, was the

only graduate student in Humanities to be awarded the highly competitive John C. Flanagan Dissertation Fellowship (\$25,000 for 12 months).

### **3. Shortcomings (in the Process of Being Overcome)**

Our successes do not mean, however, that some aspects of our program are not in need of further improvement. What is important, however, is that we are constantly in the process of investigating our shortcomings and attempting to correct the situation. We do take the input of our students very seriously and, while keeping the basic core, revamp our curriculum regularly to meet the changing needs and interests of our students as well as the rapidly changing realities of the countries we cover.

Our undergraduates, we believe, are, overall, very well served. One, relatively minor, shortcoming is that we do not have a good system in place to serve the Russian “heritage” speakers, whose needs in language classes are different from those of non-heritage learners. We do have a sizable population of heritage speakers taking language courses from us (Russian is now the second most commonly-spoken non-English language in the state, after Spanish). Mixing the two groups works to the disadvantage of both but our efforts to open special heritage sections so far have failed, mostly because of the lack of interest among the heritage speakers to be “segregated” into special sections. We probably have not done a successful enough PR job or implemented strict enough rules. Notably, several of our peers — Michigan, Berkeley, UCLA — do have separate sections of Russian for heritage speakers. The UCLA example detailed in this article — <http://dailybruin.com/news/2006/dec/11/ucla-receives-grant-to-develop/> — is something we intend to emulate. We are now in the process of researching the grants we can apply for in order to achieve similar results.

As we have already mentioned above, our graduates could be served better, and the problems here are of a larger nature. Since our graduate program is fairly small, enrollments in purely graduate courses tend to be small as well. For years we have been encouraged not to go on the books with low enrollments, esp. after the attempted elimination in 1994 (more on that in section # 4) where our small enrollments in graduate courses were given as one of the reasons why we were in danger of being cut. We do now and then offer graduate seminars but if fewer than five students enroll, we cancel them. It has been a conscious decision on our part not to gamble, and, instead, to have dual number courses, where 4<sup>th</sup> year courses in Literature, Film and Linguistics also doubled up as graduate courses, under a 500-level number (with more rigorous requirements and sometimes additional sessions for graduate students). While we feel we have little choice, this has had a negative effect for our graduate program since there are no substitutes for the rigor and high standards of a truly graduate seminar. Our graduate students have felt this lack quite acutely as well, so starting with this coming year we will add more graduate seminars to our offerings and will just keep our fingers crossed.

#### 4. Changes During the Past Decade

It would be hard to overstate the enormity of the changes that have taken place since the last Program Review. In 1996 we were just recovering from an attempted elimination which we barely survived and after which we spent several years letting people, including potential students, know that we still existed. Since then we have fully rebounded plus some.

The department has also undergone a significant change in personnel. Professors Karl Kramer, Herb Coats, and Jack Haney as well as Lecturers Nora Holdsworth and Vladimir Gross have since retired; our two new Assistant Professors back then, Gordana Crnkovic and Katarzyna Dziwirek, are now very successful associate professors on the brink of being considered for a promotion to full professors. In 2003 we hired two assistant professors in Russian, José Alaniz and Barbara Henry, who will be up for tenure and promotion in autumn 2008, and we have every reason to expect that both will have very strong cases. With the change of personnel, the areas of our scholarly pursuits and teaching interests have changed as well. We, as a group, now pay much more attention to Film and Cultural Studies, than the department did in 1996, are teaching large lower-division Culture and Civilization, Literature, and Film courses annually, and are much more involved in interdisciplinarity, including Visual Arts (Paintings, Comics), Disability Studies, and Music. We are also pursuing all angles of Slavic “diversity,” by teaching courses on Russian-Jewish culture and, as we did last year, Slavic Muslim culture as well.

We have become much more aggressive in recruiting foreign and US scholars (Fulbrights, Postdoctoral Fellows) to come and share their expertise with us and our students, as well as in inviting faculty from other departments and campuses who pursue related academic areas and topics to become our adjuncts and participate in our program building as well as be available to work with our graduate students. We are now excited to have 5 adjunct faculty: Associate Professor Laada Bilaniuk (Anthropology; Ukrainian Language, Politics, and Culture); Assistant Professor Barbara Citko (Linguistics; Slavic Linguistics); Senior Lecturer Bruce Kochis (UW Bothell; Russian and Eastern European Culture and Human Rights), Associate Professor Brian Reed (English; Russian Modernist and Contemporary Poetry, Soviet Constructivism); Assistant Professor Guntis Smidchens (Baltic Languages, Literatures, and Cultures). In addition to Dr. Michael Biggins (Slavic Librarian), who has been our Affiliate Professor for a number of years now and has been teaching for us every year (usually translation courses since he is an accomplished translator), we have also recently added another Affiliate Faculty — Dr. Claudia Jensen, who taught for us in the past, and who is a specialist in Russian Opera and Russian Classical Music. Right now she serves on the Dissertation Committee of our Flanagan recipient, Dan Newton.

## **5. Our Role within the College and University**

We, obviously, contribute to the mission of the College and University by the high quality of our teaching and scholarship, and by constantly upgrading our curriculum to serve our undergraduate population better. Our close collaboration with the Ellison Center, and through them, The Jackson School of International Studies, makes us an integral part of a larger, cross-disciplinary, institutional unit residing within the College of Arts and Sciences.

As indicated in #1, under “university and professional service,” we also actively participate in College, University and shared governance by serving on University, Faculty Senate, and College committees and councils (including an elected position on the College Council). We likewise serve on Fellowship and Admission committees for the Ellison Center; and have been frequently called upon to chair or be members of chair-search committees or Ten-Year Review committees in Humanities. Many of our faculty serve on Ph.D. or MA committees for students in REECAS, Comparative Literature, and Linguistics, and those of us who are Graduate School Faculty regularly serve as Graduate School Representatives.

## **6. Faculty Role in Unit Governance and Strategic Planning**

We are a truly democratic and “transparent” department where the governance is genuinely collective and involves both faculty and staff. This, we believe, greatly contributes to the overall high level of collegiality and cohesiveness. Nothing happens without the consultation with — and the participation of — all, unless, of course, these are personnel matters where appropriate guidelines for consultation and participation are applied. This applies to both short-term goals and tasks and long-term strategic planning. We discuss departmental matters at faculty meetings, retreats (we just had one in the spring 2007), and over e-mail. This self-study, for example, is the product of all our efforts, with different people either taking charge of different sections, or amplifying the existent ones, or editing and proofreading. We are now working on the new Mission Statement and Strategic Plan, which will be, likewise, reconciled products of our collective ideas and visions.

## **7. Mentoring Junior Faculty**

Last year the chair of the department, Galya Diment, was invited to give a talk at the UW Leadership Workshop on “Creative and Effective Ways to Mentor Faculty throughout Their Careers.” As a part of the presentation (the workshop, alas, was cancelled at the last minute and may be rescheduled for this coming year) Diment and Assistant Professor Barbara Henry prepared a powerpoint presentation on mentoring junior faculty, from the point of view of a faculty mentor and a “mentoree,” as in “*What They Say*” and “*What They Hear*.” Its subtitle read: “*When to Nudge, When to Budge, When to Judge and Begrudge, but — most importantly — When not to Fudge*.” While some of it (you can find it in the Appendices) is tongue in cheek, all of it is deadly serious. Under “*What Junior Faculty Actually Need*,” it stated:

- *Mentors with an open door*
- *Mentors who will read and comment on grant and book proposals, drafts of articles and chapters*
- *Mentors who let junior faculty know if they go astray*

*If You Don't Want Your Junior Faculty To Burn Out*

- *Talk to them about things other than academics*
- *Don't let them do too many things even if they want to*
- *Do not create an impression that you expect them always to be perfect*
- *Be a patron saint but do not patronize.*

We do try to follow all these rules and try to make sure that the gap between “What They Say” and “What They Hear” is minimal so that both the mentors and those mentored are on the same page. In the past, as was the case with Professors Dziwirek and Crnkovic, who were still assistant professors at the time of the last Review, we had different faculty members serving as mentors in addition to the chair. Right now, since both of our assistant professors are in Russian literature and film, which is also the area of the chair, most of the “official” mentoring takes place between the junior faculty and the chair, but there is plenty of “unofficial” mentoring going on in which all senior colleagues are involved. To give just one recent examples, according to Barbara Henry, “Kat’s [Katarzyna Dziwirek’s] advice on how to apply for the RRF [Royal Research Fellowship] was really key to my getting it.” She also points out that “Mike Biggins is a tireless ally and supports our research by targeting specific library purchases to our needs.”

## Section B: Teaching

### 1. Representative Faculty Teaching Data

The following data average teaching loads for most faculty over a three-year period; two of our lecturers, Belic and Zaitseva, were hired in 2005, so the data for them reflects a two-year period:

<u>Instructor</u>	<u>Rank</u>	<u>Year</u>	<u>Average no. of courses</u>	<u>Average no. of credits</u>	<u>Total student credit hours</u>
Alaniz	Asst. Prof.	04-07	3	15	338
Augerot	Professor	04-07	4	22	217
Belic	Lecturer	05-07	6	30	265
Crnkovic	Assoc. Prof.	04-07	4	22	546
Diment	Professor	04-07	3	13	483
Dziwirek	Assoc. Prof.	04-07	4	22	389
Henry	Asst. Prof.	04-07	5	23	710
Polack	Senior Lect.	04-07	8	30	433
Soldanova	Lecturer	04-07	6	30	262
West	Assoc. Prof.	04-07	6	22	335
Zaitseva	Lecturer	05-07	9	43	663

Professor Diment has a reduced teaching schedule as chair of the department. Assistant Professor Alaniz teaches one course each year for Comparative Literature; during 2006-7 he was awarded a Simpson Center Grant and relieved from teaching two courses. During 2005-6 both Assistant Professors Alaniz and Henry received one quarter off to devote to research

### 2. Allocation of Teaching Responsibilities

Our regular teaching load is 5 courses a year for tenured or tenure track-faculty and 6-9 courses a year for lecturers, depending on the nature of the courses, number of preparations, and compensation (more on that below). The chair regularly teaches 3 courses a year. All this is within the norm for the UW Humanities departments.

We strive to allocate teaching responsibilities as evenly as possible, taking into account the special needs of — and pressures on — junior faculty. It does not, however, always work in an ideal fashion since we are a small department and there is a limited set of possibilities as to who can teach our popular and large undergraduate courses. For our two assistant professors it is often a tradeoff between teaching a larger course which he or she has already taught before or teaching a smaller but new course. Since we have not taught many graduate seminars (for reasons described above) in recent years, our assistant professors are also deprived of the possibility of teaching smaller and more focused courses with advanced students. They do, however, get a chance to teach topics which relate directly to their areas of research in upper-level undergraduate courses. I am sure both assistant professors would have liked to teach less and to have more time for their research, but we do encourage them to apply for teaching-

release opportunities available to junior faculty, or other relevant fellowships (which they both have successfully done). The chair is also constantly on the lookout for the possibility of lightening their teaching load by other means.

Another fairness-in-teaching issue, which in the past affected our two associate professors, who taught both languages (BCS and Polish) — which they had to do every day — and Literature/Film or Linguistics, has been largely rectified in recent years by means of hiring a lecturer in BCS, switching non-Russian second-year language courses to three days a week, instead of five, and (not by design but necessity) having tenure-track faculty in Russian teach at least one quarter of first-year Russian (where our enrollments have been so high in the autumn that we do not have enough TAs to staff the sections.)

We have four full-time lecturers but only two (Russian) positions are fully funded, regular lines. The Russian lecturers' teaching load is normally 9 courses/sections a year (which is standard for this university), unfortunately even when they are in charge of language coordination and supervising TAs. Our two other lecturer positions are funded either entirely by the Ellison Center (Czech) or 50% by the Center and 50% by the Dean's office (BCS). The salary in both cases is substantially lower than for the two regular lecturer positions, and they are, therefore, usually asked to teach 1/3 fewer courses (6 courses/sections) than the two Russian lecturers.

As of this year, we have restructured our language coordination by asking our BCS Lecturer, Dr. Bojan Belic, to be a Language Coordinator for both BCS and Russian (he will be teaching one section of the first-year Russian in the Fall as well), and, towards that, we have received a commitment from the Dean's office to pay him a modest supplement for the next three years. Given Bojan's great pedagogical talents, professional expertise in several areas (including Slavic Linguistics), as well as his overall high value to the department, we are also looking into ways to "normalize" his position — and salary — further.

### **3-4. Undergraduate student learning, development; research and scholarship**

Our advising structure for undergraduate students consists of one part-time staff member (Phoebe Ambrosia, the Program Coordinator) and Professor Katarzyna Dziwirek. All of our faculty are also involved in counseling and mentoring, as well as supervising independent studies (some routinely have 2-3 independent studies every quarter in addition to teaching regular courses, which the department does not encourage but obviously does not forbid when the need is really there and faculty choose to do it while knowing that there is no pressure on them to do so). We also routinely supervise Honors Theses, where the students get the benefit of our research and expertise in order to advance their own. (For more that, see the "Bachelor's Degree" part of this document.)

In addition, the department offers undergraduates several opportunities annually to present and receive support for their research in the field of Slavic Studies. Each spring quarter students are invited to present their work to peers, graduate students, and faculty members at the Slavic Student Symposium. During 2007 this event was combined with the 60<sup>th</sup> anniversary of REECAS Northwest, and students received feedback on their research from Slavic scholars from across the region in attendance at that academic conference. In 2006 one undergraduate presenting her research at the symposium won the UW Library Research Award for Undergraduates using the same paper she had presented at the symposium.

Due to the generosity of a donor who wanted to see his money rewarding excellent undergraduate scholarship in our field, last year we instituted (and awarded) the Asante Prize, which is to be given annually for the best undergraduate term paper submitted in one of our courses. We also encourage our undergraduates to apply for the already-mentioned UW Library Research Award for Undergraduates (which recognizes University of Washington students who produce significant inquiry requiring use of information resources, the library and its collections) and urge them to participate in the annual UW Undergraduate Research Symposium (some of us have served on the Symposium's faculty panels beginning with 2001, when it first started).

#### **5-6. Evaluating teaching effectiveness; data collected and our responses**

As was already mentioned in the General Self-Evaluation, our teaching evaluations, as a group, are very high, but minor problems do arise now and then and in the past 5 years two of our faculty who wanted to improve their teaching further have applied to and attended The UW Teaching Academy's Institute for Teaching Excellence.

We measure our effectiveness as teachers by the results of student and collegial evaluations (including their comments; we use the standard evaluations provided by the OEA), by the caliber of students we repeatedly attract to our courses or train as our majors (one of them, as was already mentioned, became the Dean's and President's Medalist in 2002; another, who is now our Ph.D/ABD student, was on the short list for both in the late 1990s), by the number of faculty nominated for the Distinguished Teaching Award, and, of course, by our enrollments, which are often attributable to our reputation on campus as a very strong teaching unit. Individual faculty sometimes use additional means of gauging the effectiveness of their courses, such as questionnaires they design themselves — or with the help of CIDR — and distribute during the course.

We are aware that some departments have established committees that oversee teaching evaluations and conduct collegial evaluations which include thorough study of the course materials, but, given the size of our department, such a committee, while having been discussed, does not sound like an efficient way to



go, so we rely on collegial evaluators, including our adjunct professors, to do a comprehensive collegial evaluation, and the chair to analyze and draw conclusions from student evaluations.

In language classes, as was already mentioned earlier, we are working on further tools to measure our effectiveness by developing Exit Proficiency Standards for Russian and, in the nearest future, the other languages we teach. Many of the tests and exams in place now for language courses follow the proficiency guidelines set by the American Council for the Teaching of Foreign Languages (ACTFL).

## **7. Junior Faculty and TAs**

Teaching effectiveness is an essential part of our mentoring of junior faculty and is often done through collegial evaluations, which assistant professors need every year, and annual conferences with the chair at which both collegial and teaching evaluations are discussed.

Each year, in conjunction with the annual TA Conference on Teaching and Learning, I submit the names of our TAs who are either new altogether to teaching or new to teaching at the UW. Thus, new TAs have the opportunity to participate in this 3-day conference, and they can also take advantage of the opportunity for visits and support from CIDR (see the enclosed documents).

## **8. Tracking and Promoting Innovations**

Our most significant innovations often occur when we create additional, non-traditional, “classrooms.” Once they prove successful in one case, we try to implement them in other areas as well.

Six years ago our Czech lecturer, Jara Soldanova, started the so-called “Czech Table,” a weekly meeting of students studying Czech with members of the Czech community in Seattle in one of the restaurants near campus. These “Tables,” which are very well attended, have been a great success and were even featured in a program on Czech radio two years ago. They have been instrumental not just in advancing the knowledge and experience of contemporaneous students but in building enrollments for following years as well as in our fundraising efforts in Czech.

Similarly, our BCS lecturer, Bojan Belic, now holds weekly “BCS Club” meetings on Fridays (also in a local restaurant) which are likewise very popular both with the students and the community.

In 2003 we also re-instituted a “Russian Table,” which now runs on two levels — intermediary and advanced — and is supervised by our two Russian lecturers,

Zoya Polack and Valentina Zaitseva, with the help of Affiliate Professor Michael Biggins.

Valentina Zaitseva also runs the “Russian Film Club” every Friday for Russian students, starting with first year. Nate Bottman, who was mentioned earlier, a freshman medalist who took Russian from us last year, mentioned joining the group to see the Russian films on Fridays as part of his preparations for the “Math in Moscow” program.

Needless to say, this is all done purely on the time and services donated by our faculty, since this is not a part of their regular job description, and for that we and our students are very grateful to them!

## Section C: Research and Productivity (since 1996)

### 0. Summary of Faculty Research and Productivity

The faculty in all ranks are engaged in active and productive scholarship, most publishing regularly and all giving papers at national and international conferences. According to the Chronicle of Higher Education, in 2007 we ranked as number 9 among our peer institutions in terms of our Scholarly Productivity (see: <http://chronicle.com/stats/productivity/page.php?year=2007&primary=10&secondary=219&bycat=Go>). This places us ahead of Harvard, Stanford, UCLA, University of Michigan and Ohio State.

Below is a short summary (the faculty here is organized in an alphabetical order):

**Assistant Professor José Alaniz** is currently working on two books — *Comics and Comic Art in Russia* and *Death, Disability and The Superhero* — which reflect his main areas of research: Disability Studies, Visual Arts (Film and Comics), and Post-Soviet Russian Literature and Culture. *Death, Disability and The Superhero* examines the shifting meanings of disability in Russian visual culture since the collapse of the Soviet bloc. So far José has published more than fifteen articles, many in refereed journals, and has presented numerous papers both at national and international conferences. His three newest articles which are forthcoming in 2008 have been invited or commissioned by such established senior scholars in the field as Helena Goscilo and Jane Costlow.

**Professor James Augerot's** research in the past ten years has focused around Russian, Romanian, Bulgarian, and Pedagogy. His recent publications include a textbook for Modern Romanian (*Romanian/Limba Romana*), which came out in 2000, and a Russian Morphological Database: [www.courses.u.washington.edu/rmdb](http://www.courses.u.washington.edu/rmdb), which contains the morphology of a 100,000 word corpus of modern Russian, searchable by root, derivational morpheme, word type, word class and meaning. He completed it in 2002. Professor Augerot has continued to serve as Secretary-Treasurer of the South East European Studies Association, President and Secretary-Treasurer of the Society for Romanian Studies, each of which has sponsored national (SEESA) and international (SRS) conferences in the last year.

**Lecturer Bojan Belic** received his Ph.D. in Slavic Linguistics in 2005. To-date, he has published three articles relating to Serbian Grammar and Morphology, as well as teaching Bosnian/Croatian/Serbian. Bojan has also been very active in attending conferences, workshops, and giving papers.

**Affiliate Professor Michael Biggins**, whom we consider an integral part of our department, has authored four full-length articles on publishing in the former Yugoslavia and Czech Republic. He also co-edited a volume entitled *Publishing in the Former Yugoslavia in the 1990s* and published six translations (prose and

poetry) from Slovenian, including Vladimir Bartol's *Alamut*, Tomaz Salamun's *Blackboards*, and Drago Jancar's *Northern Lights*. Michael's primary job is in the Library: he is the UW Slavic and Eastern European Librarian. In 2005 he received the UW Distinguished Staff Award for his professional excellence. (See also the entry for James West in regards to the large NEH Grant.)

**Associate Professor Gordana Crnkovic** is a scholar in the field of Eastern European literature, culture, and film. Right now she is working on two books, "*Something Strange and Valuable*": *Literature, Utopia, and Anti-Nationalism in the Former Yugoslavia and Yugoslav Successor States* and *The Dark Mirror: Essays on East European Literature and Film*. Since 1996, she has published a monograph on the relationship between Eastern European literatures and those in the United States and England (*Imagined Dialogues: Eastern European Literature in Conversation with American and English Literature*) and co-edited a volume on the impact of American culture on European popular culture (*Kazaaam! Splat! Ploof!: The American Impact on European Popular Culture, since 1945*). She has also published more than twenty articles, many in refereed journals.

**Professor Galya Diment's** areas of research include Vladimir Nabokov, Ivan Goncharov, and Russian and European Modernism. She has just finished co-editing *MLA Approaches to Teaching "Lolita,"* which is coming out from MLA in 2008, and is working on *A Russian Jew of Bloomsbury: The Life of Samuel Koteliansky*, a cultural biography of a Russian Jew from the Pale of Settlement who became a close friend of many leading English writers at the time, including D. H. Lawrence, Katherine Mansfield, and H.G. Wells. Since 1996, she has published a monograph on Nabokov's *Invitation to a Beheading* and the book's real-life prototype, a Russian History professor at Cornell and the University of Washington (*Pniniad: Vladimir Nabokov and Marc Szeftel*), and edited *Goncharov's "Oblomov": A Critical Companion* (AATSEEL Series). She has also published fifteen articles and book chapters in prestigious journals and edited volumes.

**Associate Professor Katarzyna Dziwirek** is a specialist in Synchronic Linguistics. She is readying two books for publication, *Complex Emotions and Grammatical Mismatches*, a monograph which will appear in "Mouton de Gruyter Applications of Cognitive Linguistics series," and an edited volume on Cognitive Corpus Linguistics, which will be published in 2009. Her monograph focuses on emotional expressions in cross-linguistic and cross-disciplinary perspective and provides insights into how people talk about emotions in different cultures. The volume on Cognitive Corpus Linguistics gathers several papers presented at the 2007 International Cognitive Linguistics Conference which test cognitive hypothesis against the reality of corpus data. In the past ten years she edited a volume on "Formal Approaches to Slavic Linguistics," based on the proceedings of a national conference she organized at the University of Washington. She has also published ten articles in prestigious Slavic and general linguistics journals.

**Assistant Professor Barbara Henry**'s main area of research is Yiddish (Russian-Jewish) Literature. In 2006 she was one of the two organizers of a highly successful international conference entitled "Yiddish Theatre Revisited: New Perspectives on Drama and Performance." It featured leading scholars of Yiddish literature and theatre, who presented their research on the history, repertoire and legacies of the Yiddish theatre. She is now co-editing a volume, *Yiddish Theatre Revisited*, based on the proceedings of this conference. She is also working on a monograph, *Re-Writing Russia: Jacob Gordin, Yiddish Theatre, and the Idea of Russian Literature*, devoted to a popular Russian-Jewish playwright. She has also published seven articles in prestigious journals and book chapters.

**Associate Professor James West** is working on two books, *The Russian Idea: Criticism, Mysticism, and Nationalism in Russia since 1880* and *In Living Memory: The Persistence of Traditional Images in Russian Visual Culture*. He has also completed one other manuscript, *The Icon and the Word: Literature and Painting in Russian Culture*. Since 1996, he has published three articles and book chapters as well as four entries for the *Russian Literature in the Age of Pushkin and Gogol* volume of the *Dictionary of Literary Biography*, including one on Zhukovsky. In 2005, Professor West was instrumental in securing a National Endowment for the Humanities Grant of \$325,000 to fund a project on which he and Michael Biggins have been working for several years now: the creation of a digital archive and website for the William C. Brumfield collection of photographs of Russian architecture.

**Lecturer Valentina Zaitseva** is the author of *The Speaker's Perspective in Grammar and Lexicon. The Case of Russian*. In the past ten years she has published six articles and book chapters, including a 2006 article on "Gender and National Identity through Russian Language."

#### **1. Individual scholarly interests versus goals and expectations of the department**

Our field has been expanding in many new directions, and our goals have been changing with it (ten years ago, for example, we did not teach any film courses or courses on Russian Jewish literature). As a collective scholarly body, we run a healthy range from more traditional areas of research (Nabokov, Symbolists, Synchronic Linguistics, etc) to less traditional and even cutting edge (Russian-Yiddish Theater, Russian Comics, Disability Studies). Our expectations pertain not to the particular area of research but to its quality, the standards each individual scholarship adheres to, and the prestige of the venues which are used for publications.

Questions of renewals, promotion, salary (merit increases and/or unit adjustments), and retention are resolved in accordance with the College's general guidelines, and all are done with full participation of faculty in appropriate ranks.

## **2. Junior Faculty**

Junior faculty is mentored on research and creative productivity through annual meetings with the chair (which produce evaluations of the scholarly output, highlighting both strengths and areas of concern), and the pre-tenure process which starts at least 24 months before the tenure and promotion year. It involves more frequent meetings and discussions pertaining to available Fellowships to assure more time for research, appropriate venues for publication, explanation of departmental and College Council procedures, deadlines, etc. (The chair held the most recent meeting with both assistant professors late in the Spring Quarter, in addition to the annual meeting which took place earlier.) There is also more informal mentoring happening on a regular basis but once the departmental promotion committees are set up, members of those committees start taking a more active — and more formal — role in evaluating the junior faculty's research. In the past ten years we have had an excellent record of having very strong and successful cases for tenure and promotion, and we fully intend to send equally strong cases for our two current junior faculty, Barbara Henry and José Alaniz, in autumn 2008.

### **3-5. Impact of Our Research, Changing Paradigms, Variation of Subfields**

Measuring impacts is a very imprecise science. We have among us prominent or even leading scholars in several fields, including Nabokov Studies, Russian Symbolism, Culture and Ideology of former Yugoslavia, Historical, Cognitive, and Synchronic Linguistics. We also have younger scholars who are rapidly making their mark in the fields of Post-Soviet literature and culture, Disability Studies, and Russian-Jewish literature and culture. They both already are sought-after specialists who are well on their way to true prominence.

As stated in #1 and elsewhere, our field(s), like our geographical areas of specialization, have undergone major changes in the past ten years, and these changes are amply — and very meaningfully, we believe — reflected both in our teaching and research.

Like most Languages and Literatures departments, we house specialists in two distinct disciplines — Literature and Linguistics — as well as different geographical areas. We work together exceedingly well, and our disciplinary and geographical foci are in no way obstacles in communication. We like to think that they, to the contrary, enrich us as a department.

### **6-7. Impediments to Faculty Productivity and Steps to Overcome Them**

These are the same as for the rest of faculty in Humanities on this campus: teaching loads that tend to be heavy; time spent on committees' work (since we are a small department, we end up serving on several committees throughout the year); time and energy which go into development and fundraising as well as outreach activities. Furthermore, because so many of us have genuinely interdisciplinary interests and

adjunct appointments, we also end up serving on committees in Comparative Literature, Linguistics, Jewish Studies and, of course, in REECAS. These are all necessary activities but the sad truth is most of us end up having time for the major research only in the summer.

In addition to encouraging faculty to take advantage of fellowships and grants for junior and senior faculty, offered by the Simpson Center, Royalty Research Fund, or outside programs, like IREX, NEH, Guggenheim, etc., we have made several changes in our schedule to increase blocks of possible research time during the year, and, wherever possible, the chair has lightened the yearly schedule for faculty involved in active and immediate research projects. All this, of course, has to be balanced with our responsibility to our students in terms of the availability of a variety of classes each quarter and schedules which are friendly not just to us but to those who are interested in taking our classes. It is often a tricky balance and a challenge, but we do our best.

## **Section D: Relationship with Other Units**

We already discussed our very close relationship with the **Ellison Center** (REECAS) in the “General Self-Evaluation” part of this Self Study Document as one of our greatest strengths. Through our membership in the Center and service on the Center’s Executive Committee, we are in constant contact with other faculty in the Center who come from **History, Political Science, Geography, Economics**, the **Business School**, and the **School of Education**.

Like many Humanities faculty on this campus, we benefit from our close ties to the **Simpson Humanities Center**. We take advantage of the fellowships that the Simpson Center provides, lectures and workshops they sponsor, and often serve on the Center’s committees as well as sometimes teach in the “Teachers as Scholars” program they conduct.

Other units we are closely connected with are the ones in which our faculty hold adjunct or joint appointments (**Comparative Literature, Linguistics, Jewish Studies**) as well as the home departments of our adjunct faculty (**Anthropology, English, Scandinavian, Linguistics, UW Bothell**).

We routinely crosslist our courses with Comparative Literature, Linguistics, and Jewish Studies, and occasionally with English. Several of us also teach Honors sections (Russian 321-322-323 has Honors sections every year), and participate in **Honors Program** activities, including admissions.

In the past we taught a “Business Russian” course in close collaboration with the Business School, and we are now planning to revive this practice next year.

We also collaborate on projects with the **School of Drama** (Prof. Mark Jenkins), the **School of Music** (Prof. Robin McCabe), and **Spanish and Portuguese** (Prof. Anthony Geist).

For our participation in faculty governance, College, University, please see the General Self-Evaluation part of this document.



## **Section E: Diversity**

Our department is by definition “diverse” because we teach various languages — Bosnian/Croatian/Serbian, Bulgarian, Czech, Georgian, Hungarian, Polish, Romanian, Russian, Slovak, Slovenian, Ukrainian — as well as the literatures, and cultures of many countries and ethnicities.

Our faculty and staff are diverse as well: we were born and raised in what used to be six countries but which now are nine: USA, UK, USSR (now Russia, Georgia, and Ukraine), Yugoslavia (now Croatia and Serbia), Poland, Czechoslovakia (now Czech Republic). We represent well the diversity of Washington State since, as was mentioned earlier, Russian is now second only to Spanish as the most commonly spoken non-English language in our state, and the non-Russian Slavic communities are more populous than in many other parts of the country.

In addition to course offerings in Russian and East European literature, in recent years we have offered courses in Jewish literature, Czech women writers, the Georgian language, and bilingualism.

Whenever we feel the full “Slavic diversity” is not properly represented in our curriculum, we complement our efforts with those of visiting scholars, usually Fulbrights. Last year, for example, we had a professor from Bosnia who taught for us courses about Bosniak (Bosnian Muslim) literature, film and culture. In an ideal world, we would like to have a permanent faculty member whose area of research and teaching would be Slavic Muslim literatures and cultures (Bosniak, Gorani, Pomaks, Torbesh) as well as those of some non-Slavic Muslim peoples with long-time ties to Russia (Tatars, Chechen), but for now we are content with being aggressively proactive in luring the right specialists to come here (we actually suggested to Nedžad Ibrahimovic that he should apply for a Fulbright) and making sure our reputation as a great, collegial environment for visiting scholars serves as a guarantee that this well does not go dry. This year our top recruitment graduate fellowship went to Alsu Shakirova, who has superb credentials and comes from Tatarstan. The admissions committee made her our top-ranked applicant because they felt she was especially well-suited to the department, based both on her academic interests and our ties with Central Asian studies through REECAS.

Our faculty is diverse in other ways as well. While Professor Diment was the first female faculty to be tenured in the history of the Slavic Department (in 1994), we now have two other senior (Crnkovic and Dziwirek) and one junior (Henry) female professor. Assistant Professor José Alaniz, whose parents came from Mexico and settled in Texas before he was born, has been another welcome addition to the diversity of our faculty as a representative of the Hispanic American community.

Our student body is equally diverse. In addition to graduate students and undergraduate majors from Russia and Eastern Europe, we have had one recent Ph.D. (2001), Amarilis Lugo Pagan (now teaching at Howard University), a Hispanic

American whose parents came from Puerto Rico, and two MAs (2000 and 2003) who came from American Asian communities. Among our majors right now, we have four students who are Asian American and two who are African American. Other recent majors and MA students who are of Asian-American heritage are the President and Dean Medalist, Roy Chan, who graduated in 2002; Julian Chan, one of our best recent majors, who graduated last year; Oliver Wei, who received his MA in 2000; and Louie Gahng, also an MA recipient (2003).

Because of the strategic position of Russian as a language we regularly attract students who come from the military, which, we feel, further diversifies us.

We regularly attend the meetings of the Graduate Opportunity Minority Achievement Program (GO-MAP) and are always keenly aware of the need to further increase the diversity among students and faculty.

## **Section F: Degree Programs**

### **1. Doctoral Program**

#### **a. Objectives**

Pursuit of training and education that takes the greatest advantage of the uniquely wide resources of the UW and produces junior scholars whose dissertations make a genuine contribution to the field and who are also seasoned teachers of both literature (film and culture) and language. The benefits for the university are great, because we are covering the wide cultural, literary and linguistic training of not only a number of Slavic speaking countries but also of wider Eastern Europe, including Romania and Hungary. Our Ph.D. students have worked on interdisciplinary theses that draw from and benefit from other academic units of the University, such as Romance L&L, Comparative Literature and Film Studies (as in the case of Amarilis Lugo de Fabritz, Ph.D. 2001 – “The absent father, the permanent son and the paternal state: Patterns of national narrative in the post-totalitarian films of Russia, Czech Republic, Poland, Spain and Cuba”) or comparative humanities studies and music (as in the case of Daniel A. Newton, this year’s recipient of the Flanagan Fellowship), Women’s Studies and political science (as in the case of Emily Schuckman) or Second Language Acquisition and Linguistics (as in the case of Veronika Egorova and Lubov Penkova). The benefits for the region are great, because the scholarly work pursued by our doctoral students facilitates and strengthens the intercultural and intellectual understanding and relationships between the first- or second-generation immigrants from the Eastern European countries and the Pacific Northwest. Their work also benefits the growing economic and cultural ties between the Pacific Northwest and Russian and Eastern Europe.

With respect to curriculum, considering the size of our program, most of the students’ coursework is done through independent study with chosen faculty mentors. Our Ph.D. students are also required to demonstrate that they have coursework comparable to what is required of students earning our M.A. degree.

#### **b. Standards**

The standards include ability to recruit the best applicants into the program, ability to retain these students, ability to fund them, and assessing their progress toward their Ph.D. degree. Due to a lack of funding, we are unable to compete with our peer institutions in our recruitment efforts, many of which are able to offer multi-year fellowships and/or guaranteed RA or TA employment. In contrast, we are able to offer a single one-year recruitment fellowship to the top applicant, and our TAs are given on a competitive basis. We have numerous students who are qualified to teach, but we are not able to provide all of them with TAs. We have, however, been able to recruit our top applicants for the past several years. They have been moving successfully toward completion of their degrees; within the past year three of our Ph.D. students successfully passed their orals (Irene McManman, Dan Newton

and Emily Schuckman) and have been working on their theses, and we have another student scheduled to taking orals in spring 2007 (Veronika Egorova). Due to our inability to fund our advanced doctoral students, who often run out of TAship eligibility, it often takes our students more time to finish writing their theses. Happily, one of our Ph.D. students was awarded a Flanagan Fellowship – one of only two such fellowships awarded annually – enabling the student to focus solely on writing his dissertation.

We have been trying to gear our admissions towards accepting students who may be a better match for outside funding; in the last year alone, we proposed four candidates, two of whom received funding through the Ellison Center. The third of our Ph.D. candidates was successful in obtaining a FLAS fellowship.

The department is also seriously considering the Chair Search Report Committee's recommendations, which included "taking a risk and offering TAships in the first year and also reducing the number of graduate students."

### **c. Information and Preparation**

Given the relatively modest size of our graduate program, we are able to work individually with graduate students. They have the opportunity to discuss the range of opportunities available within and outside of the committee with the chairs of their committees, other members of their committee and other graduate faculty as they progress toward completing the degree. They have the opportunity to discuss strategies for maximizing their employment opportunities. (For example, one of our recent Ph.D.s is a bilingual speaker of English and Spanish, who was advised to draft a program that would maximize her Romance side, and she was able to obtain credentials and training in the Romance Department, which helped her in writing a successful thesis and pursuing academic employment.)

### **d. Staying Informed**

We have a listserv that enables all of our graduates, alumni and current faculty and students to interact with each other. Our recent graduates have been successful in their employment pursuits, but their curriculum has been so individually designed that the information about their employment may not be pertinent to current graduate students. For example, one of our recent Ph.D.s wanted to pursue, and was successful in getting, an academic post in Poland. Another wanted to combine beginning a family with a part-time job in a particular region of the U.S. A third student does not wish to leave the Seattle area to pursue employment elsewhere. Therefore, we combine providing information about employment opportunities (MLA, job list in the main office as well as specific job listings coming to us from other sources) with very individual and specific advising.

## **2. Master's degrees**

### **a. Relationship between Degrees**

Please see F.1.a. above. The major difference between our M.A. and Ph.D. programs is that M.A. students have more required coursework, and they have a series of exams they must pass in order to get the degree, whereas Ph.D. students have a more individually crafted course of study based on closely mentored independent study as well as more demanding final examinations.

Please see attached description of our M.A. program, which includes required coursework, required language and other examinations, scheduling and other matters.

### **b-c. Standards and Staying Informed**

Please see F.1.b. and F.1.d. above. Some of our M.A. students have gone on to successfully pursue the Ph.D. degree in other departments or at other institutions, which may be better able to fund them throughout the entire course of their studies. For example, Yelena Furman has recently obtained a Ph.D. at UCLA, Jennifer Olson is currently completing her degree at the University of Toronto, Dana Sherry is completing her degree at UC-Davis, while Kelley Kilanski, our Slavic linguistics graduate, moved over to the UW's Linguistics Department to complete her Ph.D. Our M.A. students have also been very successfully in pursuing a range of non-academic employment opportunities. For example, Oliver Wei worked for several years at the U.S. Embassy in Russia and is now in a teaching post in Germany.

## **3. Bachelor's Degrees**

### **a. Objectives**

The bachelor's degree program provides students with a strong foundation in all the components of a liberal arts education. Necessary analytic skills, academic writing standards, and research methods are all developed in the Slavic Department's bachelor's program. This liberal arts education helps to prepare students for entrance into graduate school programs, for their chosen field of work, or for living/working abroad in Slavic and Eastern European cultures. There are several opportunities in the program for students to stand out, both academically and through service to their community at department events. We have had some outstanding scholarship recipients as well: our students have been awarded the University Undergraduate Research Award and the Math in Moscow's program attendees won the 2007 Mathematical Contest in Modeling.

The Department offers two tracks within the bachelor's degree program in Slavic Languages and Literatures: Russian Language, Literature and Culture; and Eastern European Language, Literature, and Culture. Students in the department gain a

comprehensive knowledge of their language of study, spoken and written, working towards an advanced grasp of vocabulary and command of grammatical patterns. The program benefits the region by strengthening the community in the Pacific Northwest, as undergraduate scholars provide their services to Eastern European speakers in need of translators. Local hospitals and legal offices have utilized the department's tutor/translator/interpreter list comprised of department students and affiliates. Our undergraduates have come to the aid of the community by responding to individual requests to translate important legal documents as well as personal mail and family lineage documents. Our department acts as a central resource for connecting speakers of Russian and Eastern European languages with the greater community in King County.

## **b. Standards**

One main goal of the Slavic Department is to allow students to experience Slavic languages in an immersive environment where students and instructors communicate in the Slavic language at almost all times. The department's Russian House, used by students as a residence and cultural hub during the Summer Intensive Language Programs had allowed students to live in an environment where (ideally) they would be speaking Russian at all times. This had been a very successful summer program, which unfortunately is no longer available. The department also supports students studying abroad, as this is the best way to immerse one self in the language and gain knowledge of another culture first-hand. The department has successfully sent several undergraduates abroad each quarter.

Factors that have impeded the department's ability to meet its objectives center on the loss of funding and support from the University of Washington. In 2001, the Office of Summer Quarter and Human Resources (UW Educational Outreach) made the decision to discontinue the policy of allowing out-of-state students to register for summer courses for the same (discounted) price available to Washington state residents. For the Slavic Department, this meant that our acclaimed Summer Intensive Language Program which had utilized the low summer tuition rates to recruit out-of-state students, could not attract enough students to live in the Russian House, and eventually had to scale down operations. A snowball effect occurred after the initial year the Russian House was closed. Students had to take classes during the Autumn-Winter-Spring academic year in order to afford tuition, and thus had to take four years to finish a degree that previously was possible to complete as a transfer student in two years of continuous enrollment including summer quarters. This means that some students opt not to declare the Russian major, as it would take them beyond their projected date of graduation to complete.

To allow more students the opportunity to complete the Russian degree in the four-year time period, the department has been very supportive of students choosing to complete one intensive year of language abroad through the IPE Program's offerings. In 2007, the department also began to look into creating its own study abroad programs in Tomsk and in Sochi.

Faculty have been discussing different ways to approach the change in tuition policy at the UW Summer School since its implementation, and this discussion is still in progress. It is also an issue with other small language departments across campus, and communicating further with those programs has been brought up at faculty meetings.

### **c. Undergraduate Research**

Undergraduate research opportunities within the department are always available to self-motivated students. Faculty often work with students on an individual basis through independent study courses designed to focus on the particular interest of the student. These courses are led by a faculty member of the student's choice. We generally have about 12 undergraduates enrolled in independent study courses per quarter, choosing to take advantage of the availability and approachability of our faculty members. Since these courses are offered on either a credit/no credit or graded basis, results are evaluated in the same way that they would be for any of our courses: with the use of instructor evaluations and written and oral feedback.

The department offers undergraduates several opportunities to present and receive support for their research in the field of Slavic Studies. Each Spring quarter students are invited to present their work to peers, graduate students, and faculty members at the Slavic Student Symposium. During 2007 this event was combined with the 60<sup>th</sup> anniversary of REECAS Northwest, and students received feedback on their research from Slavic scholars from across the region. The symposium is an opportunity for undergraduates to practice their presentation skills, and to become acquainted with the setting of research symposium. In 2006 the undergraduate student presenting her research at the symposium won the library research award for the same paper.

Undergraduate research is also highlighted each year in the scholarships offered through the department: The Asante Prize is awarded annually to one undergraduate for the best term paper written for one of our classes during the academic year. Additionally we encourage our undergraduates to apply for the Undergraduate Library Research Award sponsored by the University Libraries in cooperation with the Undergraduate Research Program annually. In 2006, our major, Sarah Cunningham, received the Undergraduate Library Research Award for a Russian topic. It was even more noteworthy because it happened during her freshman year.

### **d. Accountability**

Students typically graduate in four years or less, with the exception of double-major/double-degree students. A significant number of our majors are double-major/double-degree students, who often finish two degrees in four and a half years. The undergraduate adviser meets quarterly with students and prints and distributes

their Degree Audit Reports [DARS] in order to keep all declared majors on-track towards their projected date of graduation. Since we are a relatively small department, this, in combination with up-to-date guidelines posted on our website, has worked well to maintain students' awareness of degree requirements, College of Arts and Science requirements, and University of Washington requirements.

In recent years only two students have not been able to graduate on time due to discrepancies between projected and actual offering of certain required courses. This issue was discussed at a faculty meeting in 2007, and it was suggested that if a required course is only offered once each year, then it would decrease confusion to consistently offer it during the same quarter from year to year to aid in student planning.

#### **e. Staying Informed**

The department utilizes written exit surveys as well as individual exit advising meetings between each graduating senior and the undergraduate adviser during the quarter of graduation. Students are asked to list their future plans including travel abroad, employment or internship after graduation, as well as which program they might be attending, should they plan to continue with their education.

The self-reported post-graduation plans of the students are used by the department in the following ways: they are used by faculty introducing students at the annual Convocation ceremony, giving other graduating students the chance to learn what their peers are doing with the Slavic B.A.; they are reported to the American Association for the Advancement of Slavic Studies (AAASS) NewsNet poll which provides comparative statistics in their nation-wide annual study of similar graduates of Bachelor's programs in the field of Slavic studies; and they are used within the department to discover our students' employment/educational interests.

For example, during the 2006/2007 academic year, the Chair of the department noticed that a growing segment of our students were graduating from the military's reserve officers training corps (ROTC) and naval corps (NROTC). It was suggested that the undergraduate adviser pursue a working relationship with the campus ROTC/NROTC advisers to assist military advisers in their awareness of the language programs offered by the Slavic department. Similar relationships have been developed between the department and CHID and the Jackson School.

The department produces a bi-annual newsletter that is published on the departmental website as well as mailed out to alumni. This newsletter provides alumni with the opportunity to fill out and return a questionnaire about their achievements and activities since leaving the department, the results are published with permission in the "alumni and friends news" section of the next newsletter. This is also a place where alumni can signify that they would like to be included as a resource for graduates of the Slavic department seeking employment references.



## **Section G: Graduate Students**

### **1. Recruitment and Retention**

#### **a. Recruitment and Outreach**

We try to be as visible as possible to the prospective applicants by placing ads about our program on SEELANGS' listserv as well as in AAASS and AATSEEL newsletters. Prospective applicants are also able to learn about our program through the University of Minnesota's Less Commonly Taught Languages web site. Additionally, we welcome individual inquiries from prospective applicants and devote much time and effort to making sure that all of their questions are addressed and that promising students do indeed apply to our program.

As far as recruitment goes, we make sure that the top applicant, who is awarded a recruitment fellowship, is contacted in person by our departmental chair and graduate program coordinator. We also nominate students for other fellowships available within the university. (For example, two of our incoming graduate students were nominated for and awarded three-year-long Ellison Fellowships.) We also make sure that students know of and avail themselves of other campus funding opportunities, such as FLAS, stipends or work at the Language Learning Center. We have been most successful in attracting the best applicants when we have been able to offer them at least one full year of initial graduate funding. For example, in academic year 2005-06 we were able to recruit Smilja Jankovic, our top applicant. This year, in academic year 2006-07, we were able to recruit our two top applicants, Elena Doubivko and Malgorzata Laudanska, because we were able to award the recruitment fellowship to one and a full year of TA support to the other.

#### **b. Retention Rates**

Our retention rate for the M.A. program is very high. We have been able to have students successfully progress through their M.A. program and receive their degree within two to three years. The only exceptions to this occurred in the cases of only one or two students, who experienced major difficulties with their academic work and were, after repeated attempts at helping them, eventually advised to drop out of the program.

With respect to the doctoral program, our attrition rate has been much higher. Most of our doctoral students progress successfully to the point of taking their General Exams and subsequently becoming Ph.C. By that point, however, most of them have also run out of their TAship eligibility, have used up other university funding sources, and face major financial hurdles. Given that they have to obtain other employment, it is difficult for them to stay focused on the major task of writing their doctoral thesis. Thus, it takes these students a number of years to finish their theses. (For example, Sofiya Yuzefpolskaya, our last Ph.D., earned her Ph.D. in autumn 2005 eleven years after embarking on her M.A. studies.)

In order to minimize attrition, we try to help students move faster through the initial part of graduate study (M.A. degree), so that more funding will be available for their post-M.A. studies. We are also trying to create a support network amongst post-M.A. students as well as meet with them on a regular basis. We also provide very intense personal advising, mentoring and support to our students who are writing their theses.

## **2. Advising, Mentoring and Professional Development**

### **a. Communicating Program Expectations**

We communicate academic program expectations to students in three major ways: 1) At the beginning of the year there is a meeting between all graduate faculty and all graduate students, at which the graduate adviser major points of pertinent information and at which students have the opportunity to raise any questions and exchange any other relevant information; 2) through information on our web page. We have recently spent a great deal of time making major revisions and updating and increasing the amount of information available so that all relevant procedures are addressed in great detail; 3) Students are asked to select a tentative primary faculty adviser by the end of their second quarter of residence and asked to meet with that adviser at least once a quarter or on an ad hoc basis, whenever the need arises.

### **b. Information about the Graduation and Placement Record**

We inform students of our unit's graduation and placement record at the meeting at the beginning of the academic year between graduate faculty and graduate students.

### **c. Mentoring/Advising Plan**

The Slavic Department's graduate program is a small one, which ensures that faculty are generally well aware of the progress that individual students are making towards degree.

When students first enter the department, the Graduate Program Coordinator is by default their advisor of record and the person they should contact with any questions about coursework. The Graduate Program Coordinator and Graduate Program Assistant schedule a meeting with incoming students to review their current schedule and to discuss further coursework for the academic year. The Graduate Program Coordinator is also the individual who reviews students' grade slips issued at the end of each quarter.

During their second quarter of residence, students are required to choose an advisor or advisors whom they will consult for the remainder of their time as students or until such time as they select another advisor. The student and advisor(s) sign a form

indicating that they have agreed to work together; this form is submitted to the Graduate Program Assistant, who places it in the student's file.

At the beginning of each new quarter, the Graduate Program Assistant provides the student and advisor(s) with an updated copy of the student's requirements worksheet, showing what courses the student has completed and allowing both student and advisor to see what requirements remain. This is intended to ensure that any potential problems (with scheduling, etc.) can be dealt with on a timely basis and averted. Advisors are expected to meet with their advisees at least once a quarter and review their progress, as well as advise them on the next quarter's projected work.

Once a quarter the department as a whole reviews all the graduate students at a faculty meeting and then communicates back to the students immediately. We make sure that we are aware of incompletes or a missed research language exam and that we communicate with the students on a range of issues. If the progress is deemed satisfactory, then the advisor of that student continues working with the student, communicating to the student his/her assessment of how the student is doing as well as the faculty assessment.

Advisors are also to be consulted when MA students first consider the areas in which they will be taking their comprehensive exams. Of necessity, the relationship between the post-Masters student and advisor is even closer, as the advisor helps the student focus on areas of study pertinent to the eventual dissertation topic.

#### **d. Professional Development Plan**

Please see Section F.1.d. We do not have a generic professional development plan, given that our students pursue very different professional goals and are advised on an individual basis. Aside from careers in academia, some of the professions that our students have pursued include journalism, work for government agencies such as the FBI or the State Department, non-profit organizations and computer-assisted language learning development. Students are informed of and encouraged to participate in major local, regional and national conferences, such as AAASS, MLA or AATSEEL. In addition to funding available through the Graduate School, the department also has a modest amount of funding available to help students defray travel costs. Students are prepared for the experience by participating in the annual graduate student conference organized jointly by Slavic and REECAS.

### **3. Inclusion in Governance and Decisions**

#### **a. Ways of Inclusion**

Graduate students are invited to attend all faculty meetings and to address any pertinent issues raised. In addition, graduate students are invited to relate their

concerns to the Chair or the graduate adviser in cases in which they may not feel comfortable relating their concerns to the full graduate faculty body.

#### **b. Grievance Process**

In the past ten years, only one grievance has emerged, however, this was dealt with at the departmental level to the graduate student's satisfaction, and the grievance was subsequently dropped. The procedure for appeals relating to any and all concerns is described in our graduate bylaws, available on the web. In brief, students are invited to make their appeal directly to the Chair of the department. Beyond this point, they should follow the process outlined in Graduate School Memorandum No. 33, Academic Grievance Procedure.

### **4. Graduate Student Service Appointees**

#### **a. Appointment Process**

We make appointments of one RAship and several language and literature TAs per year. We have been allocated a single RAship per year, which is awarded to our top incoming graduate applicant. The appointment process for language and literature teaching assistantships takes place in January, when the committee appointed by the Chair of the department (and changing every year) peruses the applications submitted by the applicants and then makes a ranking, which is submitted to the Chair. The language teaching assistantships are awarded based on the three criteria outlined on our web page.

1. Academic achievement and progress toward a degree, which is determined by a careful reading of the candidate's dossier.
2. Teaching potential, in which attention is paid to experience, recommendations and formal preparation in pedagogy.
3. Competency in the language, where ranking is established either by testing or interview along with recommendations from qualified observers. New applicants for graduate study are asked to name a proctor at their institution who will administer a written examination, and potential Teaching Assistantship recipients will be given a telephone interview in the target language. Local applicants will be examined by the department for proficiency.

The teaching assistantships for literature discussion sections are awarded based on the above criteria, however, the preference of the main instructor of the course is taken into consideration as well by giving him or her a choice of the ranked candidate.

#### **b. Average Duration of Appointment**

On the average, students receive up to two quarters of teaching assistantship per year, with a maximum of six TAs in language during the course of their graduate studies. This latter condition was instituted as a result of a discussion between the

faculty and students (who instigated it) as a means of fulfilling our obligation to give all qualified students some teaching experience during their stay at the University. Students are eligible to get more quarters of language TAships, but are placed at the bottom of the list after completing their six quarters of TAing. There is no upper limit to literature TA quarters.

### **c. Mix of Funding**

We attempt to utilize every possible resource available to us in creating a mix of funding, which includes one research fellowship, language and literature TAships, and University and outside-of-University sources of funding. Students are funded with such a mix of various appointments and stipends, however, we are often unable to fully fund our graduate students for the duration of their work toward the doctoral degree, in which case students may have to obtain a regular, off-campus job in order to support themselves.

### **d. Criteria**

Salary increases are dependent on student's status as an M.A. student, a post-M.A. student or Ph.C.

### **e. Supervision**

A faculty member is appointed to supervise language graduate student TAs, while the literature TAs have the course instructor as their supervisor. TAs are observed every quarter by a different faculty member, who orally communicates their comments to the TA and also writes up observation comments that are available for TAs' consultation in the future and placed in the student's file.

Supervision of language TAs is considered a part of the teaching load of the faculty member who does the supervision; the remainder of that individual's teaching load is adjusted to accommodate sufficient time for supervision. Customarily, the language TA supervisor meets with the TAs once a week to discuss the material to be covered during the upcoming week and to provide handouts, exercises and tests for their use.

### **f. Training**

In addition to attending orientation sessions prior to Autumn Quarter, graduate student appointees are required to take a course on language pedagogy that prepares them for language teaching assistantships. Literature TAs are required to sit in on the lectures by the Professor as well as consult with faculty on all aspects of their own teaching. Like faculty, most of our TAs, in both Language and Literature classes, get superb teaching evaluations, so we must be doing this part of our jobs quite well.

## Section H: Staff

We are blessed with excellent staff, where we have one full-time position and one half-time position.

Our **Administrator**, Shosh Westen, was awarded the UW Distinguished Staff Award in 2001, and, as far as we are concerned, should be getting it every year. She has been with the department since 1995, and before that was a student in many of our classes. She is a huge part of this department's success and its overall image of being one of the nicest and warmest departments on campus. Like Michael Biggins, another recipient of the Distinguished Staff Award, she volunteers her teaching for us. In Michael's case, it is advanced Russian and courses on Translation. In Shosh's, it is beginning Russian: she teaches an evening section of first-year Russian virtually every year. She is instrumental in all our outreach and fundraising activities, some of which, like the Olympiada of Spoken Russian, she initiated herself. She is also a half of our graduate advising team (with Prof. Crnkovic, who is our faculty Graduate Advisor).

Phoebe Ambrosia, our **Program Coordinator**, is more recent: she joined us in 2005. Hers is the half-time position, and she is responsible for advising our undergraduate students and majors (Prof. Dziwirek is our faculty Undergraduate Advisor), running the front office, advertising our courses, as well as maintaining our Website (with the help of Prof. West), and purchasing and travel.

These days we are doing so much in terms of the community outreach and fundraising, every year we risk exploiting our staff more and more, something we are loathe to do. There is an urgent need, therefore, for an additional quarter or half-time position (which we could either add to the position of the Program Coordinator or create another part-time position), or more money to pay our Program Coordinator for overtime. This is especially crucial during times when we are planning the big events, like Homecoming and Slavic Fest. We do have many volunteers but even the volunteer effort itself needs better departmental cultivation and supervision in order for it to continue.