

The State of Russian Studies in the United States:
AN ASSESSMENT BY THE ASSOCIATION FOR SLAVIC, EAST EUROPEAN,
AND EURASIAN STUDIES (ASEEES)

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OVERVIEW

This document reports the main findings from an assessment of the state of Russia-related research and graduate training in the United States, undertaken by the PI on behalf of ASEES with funding from the Carnegie Corporation of New York. The study was motivated by concerns voiced in the mass media and in policy circles about the state of the field in light of current tensions between the United States and Russia over Ukraine and other issues. Some observers argue that since the collapse of the Soviet Union the quantity and quality of Russia-related research and graduate training at US-based universities have declined and also that American perceptions of Russia remain stuck in a Cold War frame, leaving the American public and government poorly informed about contemporary Russia. However, there has been little or no concrete data that can be used to assess these arguments.

Accordingly, the aims of the study were as follows:

- To produce quantitative data on the state of Russian-studies field, including the numbers of students trained at both MA and PhD levels in recent years, the number of tenured faculty who work and teach on Russia, the extent of formal exchange programs with Russia, the range and number of course offerings in Russian language and on Russian history, politics, society, culture, and economy, and other measures of trends and capacity within the field;
- To produce quantitative data on the activities of US-based researchers who work on Russia, including their level of preparation in terms of language training and coursework on Russia, their current employment circumstances and graduate student mentoring activities, their research activities (publication outputs, presentations, topics covered, methodologies used, sources of funding), the extent of their professional travel to Russia (including places visited and activities undertaken in Russia), their formal and informal collaborations and contacts with Russia-based scholars, their perceptions of the best US-based graduate training programs in the field, and their views of the most pressing gaps and limitations in Russia-related research and training, recent trends in the field, issues of potential bias and the persistence of Cold War attitudes, barriers to more collaboration with Russia-based scholars, and possible solutions that might address these problems;
- To obtain qualitative insight into the activities, successes, and challenges of the top programs in Russia-related graduate training and faculty research in the United States; and
- To obtain qualitative insight into perceived needs of the United States policymaking and academic communities for expertise about Russia.

In order to accomplish these objectives, the PI carried out the following:

- A survey of institutions that provide graduate-level training in areas related to Russia, including Masters level and/or PhD programs in Russian area studies (including those with Eurasian, East European, and/or Central Asian elements), Slavic languages, literature, and/or culture, and/or major interdisciplinary centers of institutes that support graduate training on Russia-related topics within other disciplines (mainly history and political science);
- A survey of individual US-based scholars who actively conduct research on Russia;
- Interview-based case studies of four top programs, as identified by the reputational questions in the two surveys; and
- Interviews with policy makers and academics in the Washington DC area who work on Russia.

The report is organized in five parts: an Executive Summary, findings from the institutional survey, findings from the individual survey, qualitative findings (from the two sets of interviews), and a conclusion with policy recommendations. The survey instruments themselves are included in the Appendix.



PART I. Executive Summary

In many respects Russia-related graduate training and research remain strong in the United States. A large quantity of research about Russia is being conducted and published in a range of different outlets, US-based researchers travel frequently to Russia, they often collaborate with Russia-based scholars, and graduate students who specialize in Russia continue to be trained at both MA and PhD levels. There is considerable topical and methodological diversity in the type of research being conducted. Russia scholars disagree among themselves on the main shortcomings of the field. This lack of consensus suggests there are not one or two overarching problems facing Russian studies. They also have very mixed views on the issue of possible "anti-Russian bias," suggesting a healthy state of disagreement and debate. At a minimum, in the last five years there have been an average of 8 academic conferences about Russia annually, more than 10 workshops, more than 80 academic lectures, more than 50 public lectures, about 14 panel discussions, over 30 film showings, 10 concerts, and other cultural events.

However, there are major causes for concern. Russian studies within the social sciences are facing a crisis: an unmistakable decline in interest and numbers, in terms of both graduate students and faculty. The ranks of Russia experts have thinned in political science, which has traditionally been the social science discipline with the greatest concentration of Russia specialists. There are 50 tenure-related political science faculty members at the 36 universities that participated in our institutional survey, and these represent the top institutions in the field. Together, since 2010 they have awarded an average of 7 PhDs per year to political scientists whose dissertations contained at least 25% Russia-related content. Political science has moved away from emphasizing expertise in particular regions toward more training in formal theory, sophisticated methodology, and comparative studies. Eighty percent of the social scientists in our individual survey sample agree that interest in Russia among PhD students in their field has fallen in recent years. Even top programs with long-term reputations for excellence in Russia-related social science, such as Berkeley and Harvard, have seen the number of their Russia specialists in political science dwindle. The movement within political science away from devoting faculty lines to area specialists in general and Russia specialists in particular threatens to vitiolate the ranks of social scientists studying Russia in the medium- to long-term as current generations of political science faculty who work on Russia retire and are not replaced by other Russia specialists.

Faculty coverage in other social science departments—anthropology, economics, sociology, and geography—has always been very thin. There are only 44 tenure-line faculty in these four fields combined at the 36 institutions that responded to the survey, and only 26 PhDs granted for Russia-related work since 2010 (of which 15 are in Anthropology). Social science graduate students who do work on Russia are taking fewer courses about Russia than they used to. Younger cohorts of social science PhDs show a marked tendency to work less on Russia now than they did during their PhD studies and immediately after. Perceptions voiced by commentators and policymakers about a crisis in Russian studies pertain most accurately to the situation in the social sciences.

History and Slavic studies are experiencing declines in job opportunities for graduates and shortfalls in funding for grad students. Slavic/Russian language, literature, and/or culture departments contain the most tenure-line faculty working on Russia (161) and they have granted the most PhDs (127) since 2010, an annual average of approximately 25 PhDs awarded per year. However, only one in four of Slavists who received PhDs in the 2010s have tenure line jobs, and only 62% of those who received their PhDs in the 2000s do. There are at least 69 tenure-line history faculty members who specialize on Russia and 66 PhDs granted to historians whose dissertation included at least 25% Russia content since 2010. One third of recently minted history PhDs have tenure-line jobs, but almost 80% of those who received their PhDs in the 2000s do.

Decreased government funding for Russia-related research and graduate training is a very serious issue. The Title VIII program was cut completely in 2014. It has recently been restored, but at only half its prior funding level. Russia-related centers did not fare well in the most recent Title VI competition, losing three NRCs and several FLAS programs as well. As of this writing, the latest budget approved by the Senate Appropriations Committee includes a 35% cut in

Title VI funding in the 2016 fiscal year. Columbia's Harriman Institute and Harvard's Davis Center are somewhat insulated from larger funding trends due to their large endowments. But virtually everyone else relies heavily on Title VI, Title VIII, and other federal programs to support research on Russia and training of graduate students whose research interests include Russia. With shrinking state support everywhere, public universities are especially vulnerable.

MA programs are very important. They sustain demand for graduate-level courses on Russia in social sciences that probably would not be taught otherwise because there are too few PhD students who want to take them. They provide a pipeline of graduates with at least introductory language skills and area expertise to work in government, think tanks, NGOs, and private sector jobs. They also prepare some for PhD level studies in a discipline with an initially strong background in Russia (so, if it is indeed the case that political science PhD students now have to take more courses in methodology or political theory they will already have a lot of Russia-related coursework under their belts). They also can furnish a critical mass of graduate-level students to provide a sense of community and common intellectual enterprise at the inter-disciplinary area studies centers.

US-based scholars have fairly extensive contact with Russian scholars through collaborations and visits by Russians to their institutions, and their collaborations often produce research outputs. The situation is hardly one of only minimal contact and engagement. But there is room for expanding such collaborations and contacts: two thirds of our respondents have not collaborated with Russians in the last five years, and over half have not hosted Russian scholars. On average US-based scholars attend less than one talk per year by a Russian researcher. Social scientists tend to collaborate with Russia-based scholars more than Slavists and historians, perhaps because collaborative research is more common in social science than in the humanities. Yet there is overwhelming agreement that more academic exchanges between Russian and American institutions would improve US-Russian relations, with 88% endorsing this view (65% "strongly").

The natural focal points for efforts to maintain and improve Russia-related offerings are the interdisciplinary area studies centers and their programs. They administer and support exchanges and visitor programs that bring their faculty and graduate students into regular contact with Russia-based scholars. They provide funds to support graduate student study, travel, and research. Both MA students and PhD students benefit widely from these funds, and they are instrumental in both recruiting good students to these universities and to ensuring that they make the most out of their graduate training. They foster a definitive identity and cultivate a sense of community among their disparate stakeholders. It is inherently challenging in the modern university to build inter-disciplinary communities, and it is no easier to do on the basis of shared interest in Russia. For both tangible reasons (regular programming, social events in addition to purely academic meetings, institutionalized mechanisms to bring people together regularly) and intangible ones (excellent staff, enthusiastic faculty, open minded PhD students), the best of these institutions create communities that are greater than the sum of their parts. Different successful centers have different comparative advantages, but their successes owe as much to their ability to effectively use those advantages as to the advantages themselves.

However, these centers all face the same structural problem: they have very limited influence over university hiring decisions, which are made by departments rather than by interdisciplinary centers. Faculty coverage is an indispensable element for program quality in Russia-related studies, and the inability of Russian studies centers to control hires puts all these programs at the mercy of whims and trends within the disciplines, as they are reflected in the hiring decisions made by academic (discipline-based) departments. The most pressing need in the broad area of Russian area studies is for resources and mechanisms that area studies centers could use to influence hiring decisions.

Policy measures that private donors might undertake to address these looming problems include seeding faculty positions for Russia experts in social science departments, supporting peer-to-peer activities that bring together Russia-based and US-based scholars, providing funding for graduate student and faculty research projects, and bolstering MA programs in REES by offering fellowships.



PART II: Findings from the Institutional Survey

BASIC DATA

- The web-based ASEEES survey, *Assessing Russian Studies in the US: Institutional Survey*, was initiated on January 30, 2015, and closed on February 25
- Invitations to complete the survey were sent to 44 institutions, all of which met at least one of the following criteria: 1) REES National Resources Center; 2) graduate program in Slavic/Russian language, literature, and/or culture; 3) well-known exchange program with Russia. Follow up reminders were sent to those institutions that had not replied within the first two weeks. Personalized emails appealing for participation were sent to key personnel at a handful of top institutions that had not replied by the final few days of the survey.
- 36 institutions submitted replies. Of these, 32 provided more-or-less full sets of answers.
- All the federally funded NRCs responded, though in some cases only providing limited data
- All institutions but one identified themselves
- In sum, most or all of the top institutions in the country are represented in the data

MA programs

- 23 of the 36 institutions that responded have MA programs in REES
- They report having granted 558 MA degrees from the 2009/10 through the 2013/14 academic years, of which 317 involved theses or major papers on Russia (at least 25% Russia content)
 - Given that these numbers are probably under-estimates, it is safe to say that about 115 MA degrees in REES have been awarded annually since 2009, with about 65 typically for programs of study focused on Russia
- They report 228 current MA students, of whom 137 are working on Russia topics (at least 25% Russia content)

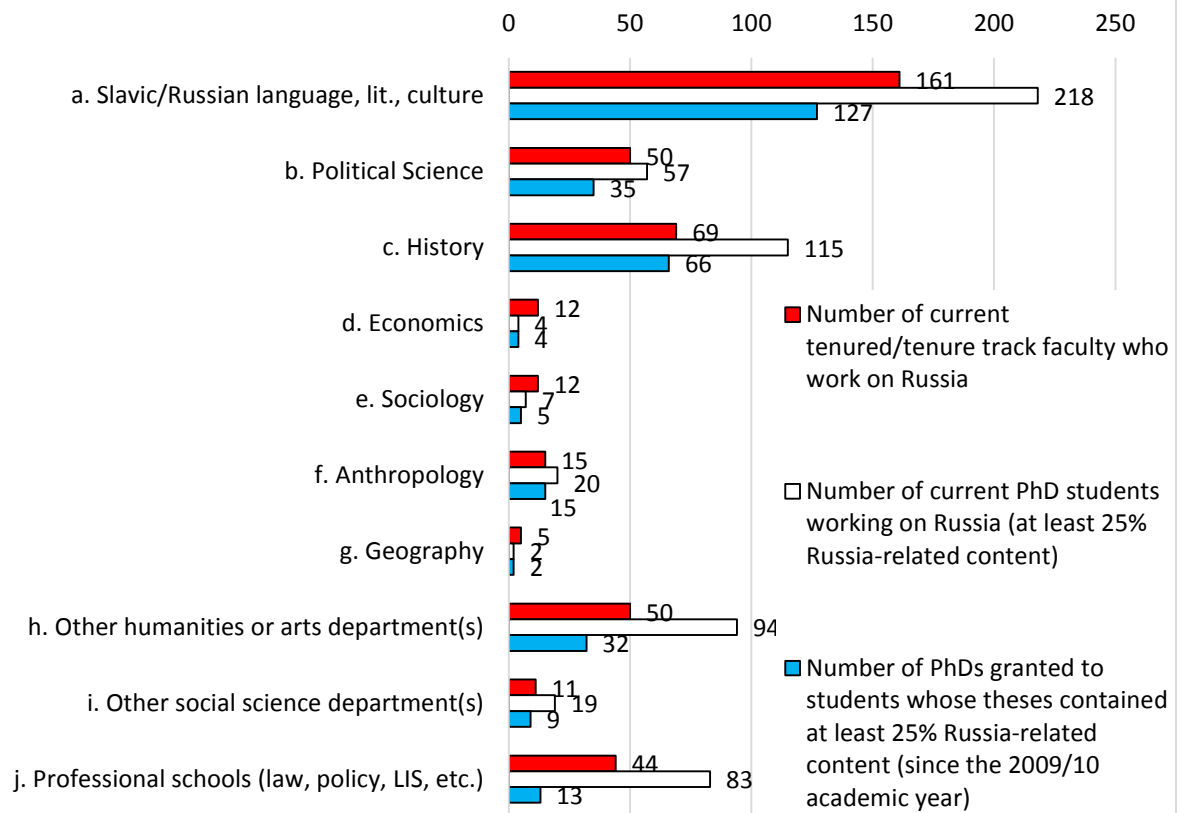
Graduate certificates and graduate minors

- 15 institutions report having graduate certificates in REES
- They have granted 91 certificates since the 2009/10 academic year, with 46 of those going to students with a Russia focus in their studies, for an average of 9-10 graduate certificates for a Russia-focused program of study per year
- 6 institutions have a graduate minor in REES. They have granted 48 minors since 2009/10, of which 26 included a Russia focus in their course of study, for an average of about 5 PhD minors in Russia-focused REES studies per year.

Faculty coverage, current PhDs, and PhDs granted

- Slavic/Russian language, literature, and/or culture departments contain by far the most tenure-line faculty working on Russia (161), the most current PhD students (218) and have granted by far the most PhDs (127) since 2009, an annual average of approximately 25 PhDs granted per year (Figure 1)
- History comes next, with 69 tenure-line faculty who specialize on Russia, 116 current PhD students, and 66 PhDs granted, for an average of about 13 per year
- Political science comes in third, with 50 tenure-line faculty working on Russia and 57 current PhD students. However, only 35 PhDs to Russian specialists have been granted in political science at the 36 institutions who responded, for an average of 7 per year. Moreover, the number of current PhDs in political science working on Russia is 63% higher than the number completed PhDs in the last five years. In contrast, in both Slavic and history the number of current PhD students working on Russia is over 70% higher than the number of completed PhDs in the last five years,
- Coverage in other social science disciplines (anthropology, economics, geography, and sociology) lags considerably behind. Only 4 PhDs have been awarded in economics and only in 5 in sociology for Russia-related work since 2009, and faculty coverage and the number of current PhDs are both very weak in these fields. The situation is somewhat better in Anthropology, worse in Geography.
 - Perhaps more efforts could be made to encourage faculty hiring and advanced graduate studies about Russia in these fields
- Coverage is broader among professional schools and “other humanities departments” (which would include, film, comparative literature, art history, and performing arts)

FIG 1. Faculty and PhDs, by department/field



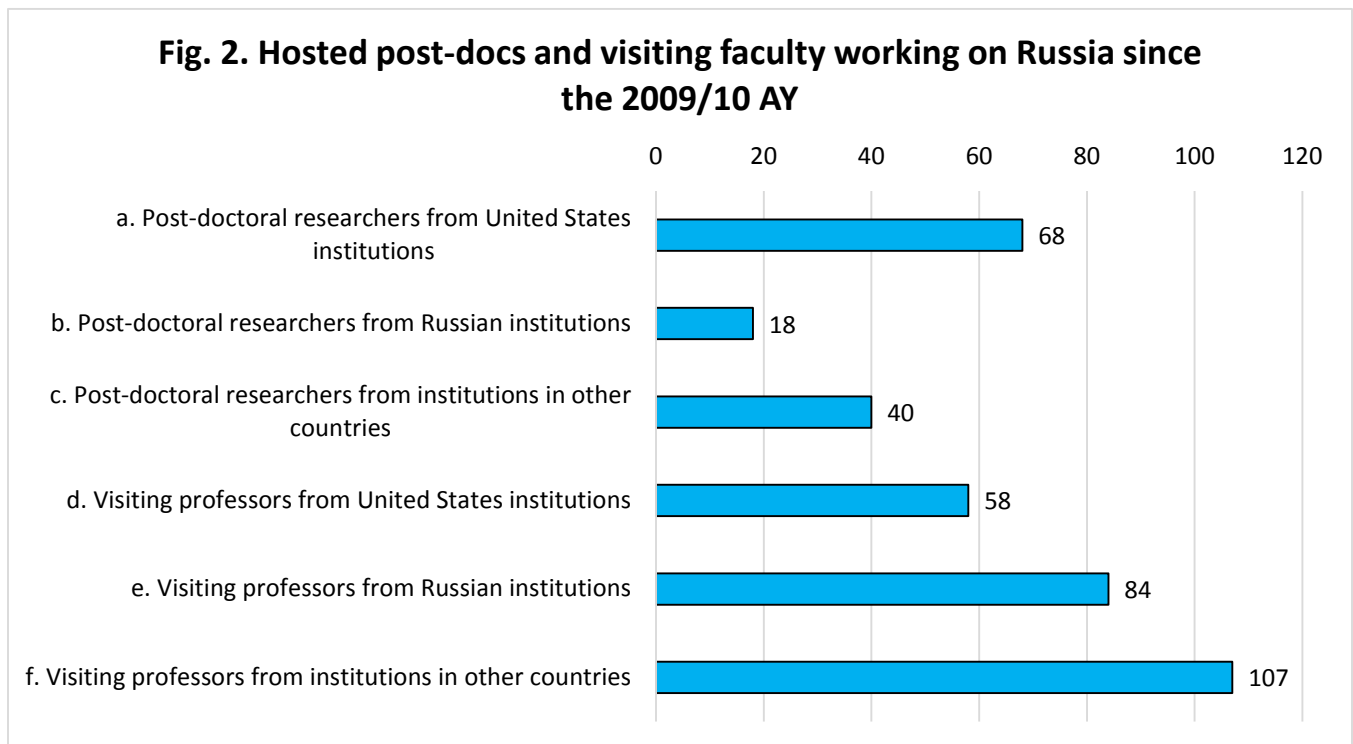
Exchange programs

- 12 institutions report that they have formal exchange programs with Russian institutions that involve at least some graduate students or faculty members as participants
 - 4 of these report two (or more) such programs
- Russian institutions that partner with US-based institutions on these programs are diverse in location and profile: Russian State Humanities University (RGGU), Far Eastern Federal University (Vladivostok), Higher School of Economics (Moscow), Tomsk State University, European University St. Petersburg, St. Petersburg State University, Moscow State University, Nizhnii Novgorod Linguistics University, Saratov State University, Yaroslavl Pedagogical Institute, International Marketing Institute (Samara)
- Of the 16 exchange programs for which detailed information was provided (10 institutions provided information on one program and 3 on two):
 - 9 have a research component
 - 4 were started since 2009
- There is a reverse disparity in the participation of faculty and graduate students from the two sides:
 - 42 faculty members and 136 graduate students from the US-based institutions have participated since the 2009/10 AY

- 83 faculty members and 33 graduate students from the Russian partner institutions have participated since the 2009/10 AY
- *Perhaps efforts could be made to involve more graduate students from Russia in these exchanges*

Postdocs and Visiting Faculty Appointments

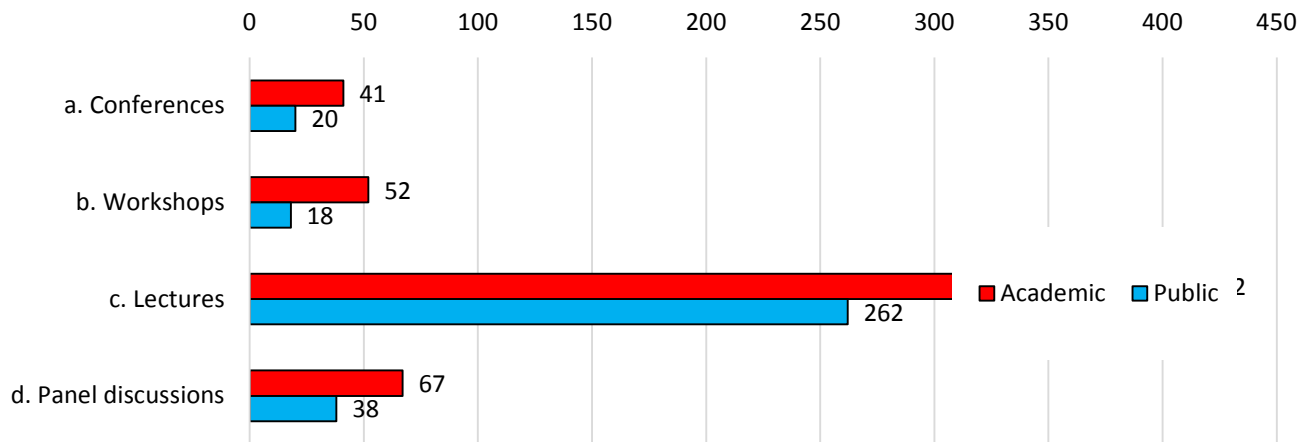
- There are few postdocs from Russia hosted by US institutions (Figure 2).
 - *Perhaps efforts could be made to support US-based postdoctoral research appointments for postdocs from Russia*
- There are a significant number of visiting faculty appointments of professors from countries other than the United States and Russia who work on Russia (Figure 2)



Academic and Public Activities

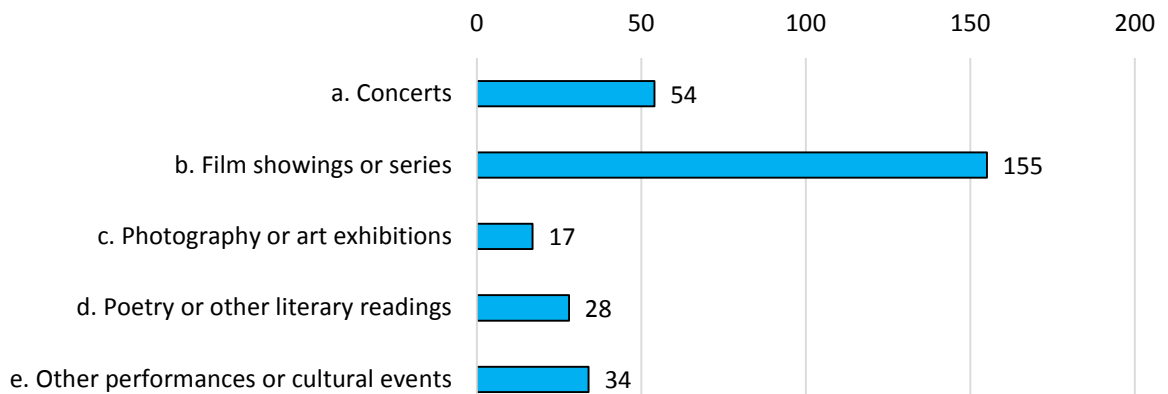
- Institutions offer large numbers of lectures for both academic and general (public) audiences, as well as frequent panel discussions, workshops, and conferences. On average, 8 academic conferences with at least 25% Russia content are held each year, as well more than 10 workshops, more than 80 lectures, and about 14 panel discussions (Figure 3).
- Numbers are smaller for public events but still substantial

Fig. 3. Academic and Public Events & Activities Since the 2009/10 AY



- Institutions also offer an extensive array of cultural activities (Figure 4)

Fig. 4. Cultural events since the 2009/10 AY

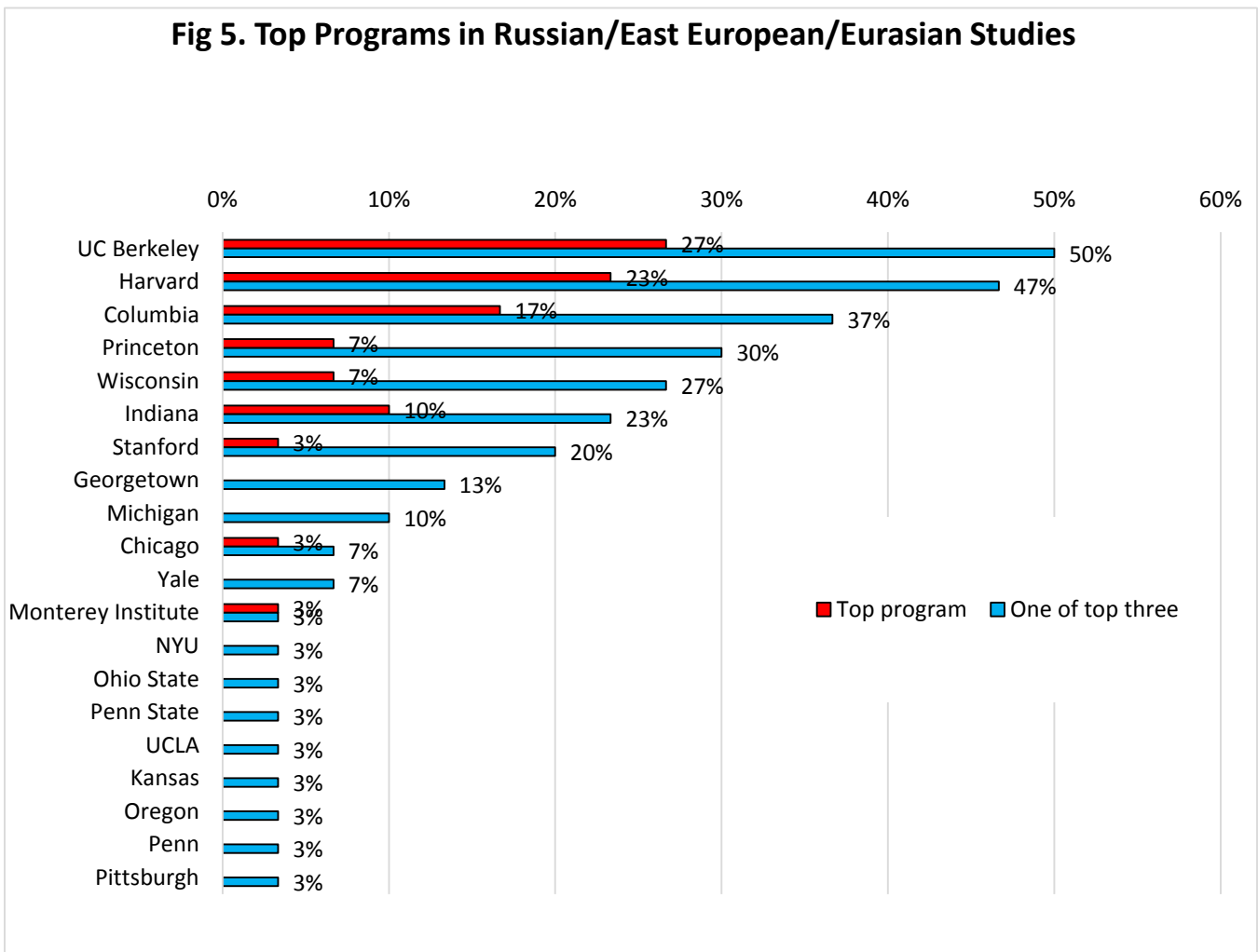


Top Programs

- Respondents were asked: Which institutions in the United States do you consider to be the top 3 in terms of the quality of their overall graduate training in Russia-related studies? The options included all 44 institutions invited to participate in the survey. We received 30 responses in the institutional survey.
 - Berkeley and Harvard, respectively, received the most nominations as both the top programs (about 1/4 for each) and as one of the top three (about 1/2 for each).
 - Columbia comes in third, by both criteria.

- Princeton, Wisconsin, and Indiana are essentially tied for the fourth position, with Indiana faring slightly better in terms of being ranked the top program and Princeton slightly better in terms of being ranked as one of the top three.
- Stanford clearly occupies the seventh position
- Overall, 20 of the 24 institutions received at least one nomination for inclusion in the top three (Figure 5)

Fig 5. Top Programs in Russian/East European/Eurasian Studies

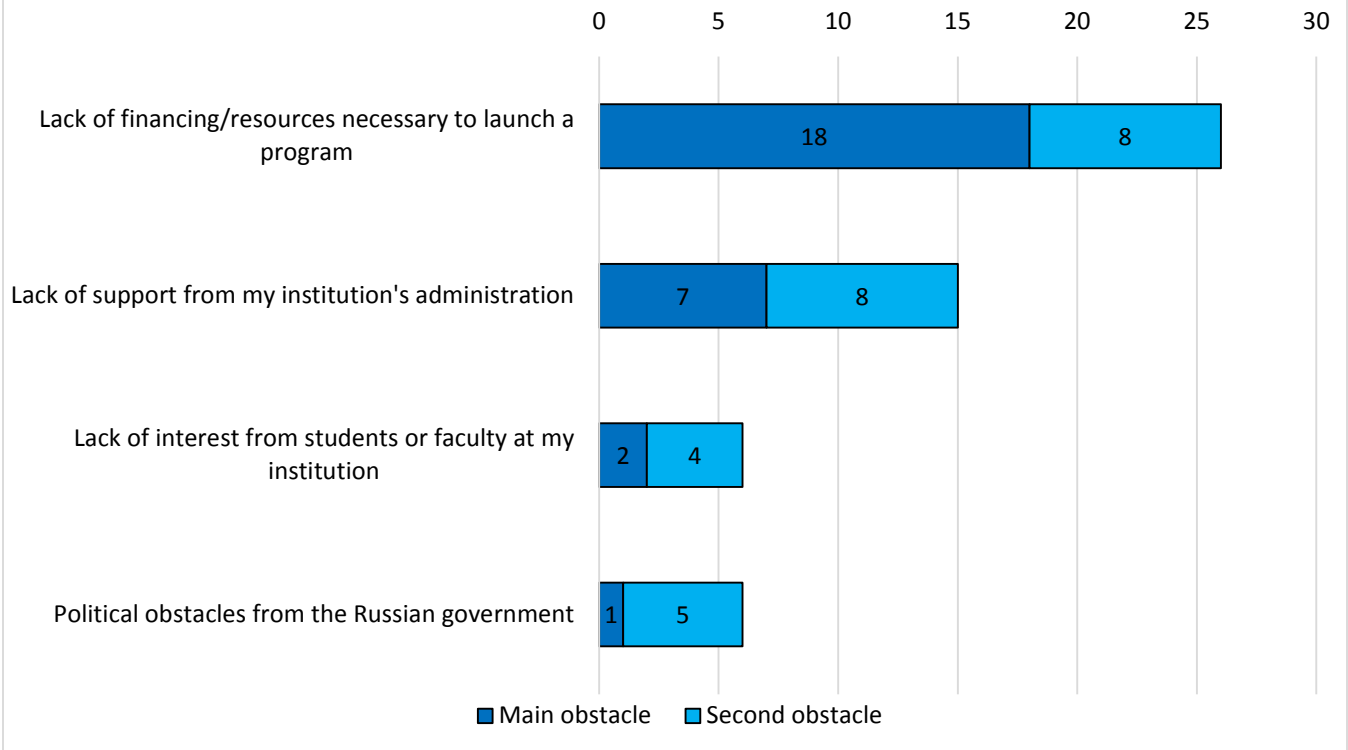


Perceived obstacles

- 28 respondents answered a question as to what the main and second most serious obstacles would be if they wished to expand exchanges with Russia (Figure 6)
 - Lack of funding is most often cited as the main or second major obstacle that program leadership would face if they wanted to expand exchanges with Russian institutions
 - Lack of support from the institution’s administration is the second most cited obstacle

- Lack of student/faculty interest and political obstacles from Russia also receive some mention
- Two categories received no mention: lack of interest from potential Russian partners and political obstacles from the US government

Fig. 6. Main and second greatest obstacles to expanding exchange programs with Russia at your institution





PART III: Findings from the Individual Survey

BACKGROUND

- The ASEEEES survey, *Assessing Research on Russia in the US: Individual Survey*, was initiated on February 9, 2015, and closed on February 27.
- One immediate issue was how to locate members of the target population for the study, professors and other researchers who are based on the US and conduct research on Russia in various disciplines. In contrast to the sample for the institutional survey, there are no lists of all members of the relevant population. Ultimately, invitations to complete the survey were sent to all current and previous members of ASEEEES via email. Another invitation was sent to members of the PONARS (Program on New Approaches to Research and Security in Eurasia) organization who are based in the United States, as well as approximately 10 other individuals whom the investigators know work on Russia but are not members of either of these organizations. We have no way of knowing what percentage of the target study population this sampling approach reached, nor can we compute a response rate (for example, among both ASEEEES and PONARS members there are many individuals who do not fit the sampling criteria because they either do not conduct research on Russia or they are not based in the United States), and we cannot assess how representative our sample is. We suspect that social scientists, in particular, may be underrepresented in the data, because we have the impression that they are less likely to be members of ASEEEES even if they have done work on Russia in the last five years. Moreover, those social scientists who join ASEEEES may identify more strongly with their Russian area interest than the average social scientist who works on Russia, which would mean the sample of social scientists in our data (most of whom are drawn from ASEEEES lists) is not representative of the larger community of social scientists who study Russia. But this is only speculation. In any event, our data are still worth analyzing because they constitute an unprecedented data set that gives insight into a series of topics pertaining to the state of Russian studies in the United States.

It would be useful for the purpose of future assessments for ASEEEES to develop and maintain a database of researchers, particularly those in social science fields, who actively conduct research on Russia.

- 776 individuals who met the screening criteria (completed research in Russia in the last five years and US-based currently or at some time in the last five years) initiated the survey. Of these about 116 stopped completing the survey after the initial questions. Overall, approximately 660 provided relatively complete responses to the survey.

EDUCATION

Roughly three quarters of our sample (76%) have PhDs, 19% have Master's degrees, and the remaining 5% have bachelors, professional, or other degrees (Table 1A). The preponderance of PhDs is to be expected, as our population of interest consists of those who have done research on Russia since 2010, and most research of this nature is conducted by holders of PhDs. With 578 PhDs, we have enough to support separate analyses restricted to PhD holders, which are justified by the fact that PhDs are generally expected to do considerably more research in their jobs than those whose highest degree attained is an MA or other degree. Also, nearly 80% of those with MA degrees are currently enrolled in PhD programs, so it is not appropriate to combine them with PhDs, most of whom have entered the job market. Distinctive patterns and tendencies may apply to researchers with credentials other than a PhD who are employed professionally, but there are too few of any one group of them to support more detailed analyses of them.

The sample is fairly equally divided among those who received their highest degrees in the 1980s or earlier, the 1990s, the 2000s, and the 2010s (Table 1B). The inflated proportion of the overall sample who obtained their highest degree in the 2010s (which in principle should be lower than one quarter because only half the decade has elapsed) is due to the high proportion (59%) of those without PhDs who completed their highest degrees (that is, BA, MA, professional, or other degree) during the current decade. Many of these respondents are currently enrolled in PhD programs. Among PhD holders, 19% finished their degrees in the 2010s, which is closer to what we would expect.

Historians (37%) and Slavists (25%) constitute the two largest disciplines represented in the sample, which reflects their relative preponderance among members of ASEES (Table 1C). Among the five social science fields, political science is by far the best represented, at 14% of the overall sample. This also confirms widespread understanding that political scientists are more likely to work on Russia than anthropologists, economists, geographers, and sociologists. For the purpose of further analyses, we aggregate respondents from the five social science categories into a single "social science" group, which we compare most often to historians and Slavists. Only 31 respondents (4% of the sample) have highest degrees in Russian/East European studies; among them 18 have MAs and 10 have PhDs. These numbers are too small to support many systematic comparisons of those trained in REES with those in other fields. Similarly, the "other" category is too heterogeneous and small in numbers to make meaningful comparisons with other groups. Therefore, most of our analyses of differences by field of training consist of three-way contrasts between historians, Slavists, and social scientists.

One issue of concern is whether the average time to degree for PhDs who work on Russia has increased in the last several decades due to declining course offerings and increasing demands for additional training in theory, methodology, and disciplinary knowledge. We can test whether this has happened by examining the average years to degree within each of the three main fields across decade of degree completion. Any increase in average time to degree should be reflected in growing averages within one or more fields as we move from earlier to later decades of degree completion. In fact, we do not observe any clear patterns (Table 1D). In Slavic studies, time to degree peaked among PhDs graduating in the 2000s, but fell again for those graduating in the 2010s. History saw a modest decline in the 2010s, after stability from the 1990s to 2000s. Social scientists who received their PhDs in the 2010s did take longer than those who did in the 2000s, but those who finished in the 1990s took equally long on average.

TABLE 1. Education

A. Highest degree obtained to date

	%	N
Bachelor's degree	2%	17
Master's degree	19%	142
Doctorate (PhD)	76%	578
Professional degree (e.g. law degree, policy degree)	1%	9
Other (please specify)	2%	16

B. Decade received highest degree

	overall %	N	Non-PHDs	PHDs
1980s or earlier	24%	183	11%	28%
1990s	20%	155	5%	25%
2000s	26%	200	25%	27%
2010s	29%	220	59%	19%

C. Field of study

Anthropology	2%	14
Economics	1%	9
Geography	2%	12
Political Science	14%	106
Sociology	2%	15
History	37%	278
Russian, Eurasian, and/or East European	4%	31
Slavic/Russian language, literature, and culture	26%	196
Journalism	0%	2
Fine arts or performing arts	1%	9
Other (please specify)	10%	75

D. Average years to degree, PhD recipients by field and decade of PhD

	Slavic	History	Social Science
1980s or earlier	7.1	6.9	6.7
1990s	7.1	7.5	7.2
2000s	8.2	7.5	6.5
2010s	7.5	7.3	7.2

The data do not indicate that time to degree has systematically increased since the 1980s for PhDs in the three major fields conducting research on research on Russia.

Another concern related to trends in graduate training since the 1980s is that the intensity of Russia-related content in graduate training has declined: if PhDs have shown a tendency to take fewer courses in Russian language or on other aspects of Russia during their graduate training, it could be an indication of diminishing levels of expertise among those who have entered the field. To test this possibility, we examine the average number of years of Russian and the average number of courses about Russia that PhDs took during graduate study within the three main fields over time (Table 2). There is no evidence of a secular trend of diminishing language preparation within any of the three fields (Panel A): there may appear to be a pattern starting the 1990s for social science PhDs, but the differences across decades are not statistically significant. (Native speakers of Russian are excluded from these analyses). We do, however, observe statistically significant declines in the number of Russia-related (non-language) courses taken by PhD recipients in history after the 1980s and social science after the 1990s (Panel B). These declines may well reflect growing emphases within these disciplines on methodological, theoretical, and disciplinary training over area knowledge. The changes are particularly striking for social science PhDs, who on average took about 3 fewer courses on Russia if they graduated in the 2000s or 2010s than did those who graduated in the 1990s. Changes across the decades in Slavic studies are not statistically significant.

TABLE 2. Russian-related content of PHD recipients, by decade of degree and field

A. Number of years of Russian language taken during graduate school

	Slavic	History	Social Science
1980s or earlier	5.4	3.7	3.5
1990s	5.5	4.4	4.3
2000s	5.7	4.2	4.0
2010s	4.9	4.2	3.8

B. Number of courses with 25% or more Russia content taken during graduate school

	Slavic	History	Social Science
1980s or earlier	14.2	11.0	5.6
1990s	15.3	9.9	7.4
2000s	14.9	8.6	4.2
2010s	15.8	8.4	3.9

There is no trend in Russian language preparation for PhDs in the three main fields since the 1980s; but there are significant declines in the average number of courses about Russia that historians and social scientists have been taking over the last 30 years.

INDIVIDUAL-LEVEL TRENDS IN RUSSIA-RELATED RESEARCH SINCE PHD

Declining interest in Russia within the country and the main disciplines could be reflected in a tendency for Russia specialists to do progressively less work on Russia over time. To assess whether this has taken place, we asked respondents to indicate approximately what percent of their research at three different points in their career has been Russia-related: research they did in preparation for their highest degree (in effect, their PhD dissertation, since here we limit the analysis to PhDs); research they carried out and completed since attaining their PhD; and research they are currently working on. If there has been a tendency for scholars to do less work on Russia over the course of their careers, we should observe it by examining these variables.

We see a decline in the proportions of PhDs who conduct 80% or more of their research on Russia across the three stages of the professional life course (Table 3A). 72% of respondents reported conducting 80% or more of their research on Russia during the PhD dissertation phase. In contrast, only 58% of respondents are focusing 80% or more of their research on Russia currently. Still, that 58% figure means that more than half of our PhD-holding respondents in the three main fields are currently conducting at least four fifths of their research on Russia. Also, it could be that while some researchers cut back on the extent to which they focus on Russia, others actually increase their attention on Russia relative to other research interests.

We gain additional insight into the dynamic over time by cross classifying the measures of the degree of concentration at the different points in the career trajectory. First, consider the relationship between percent of research on Russia during the PhD phase and in the subsequent phase (work after PhD which has been completed prior to the survey). The diagonal cells in this table (3B) represent individuals who have not changed the proportion of their work devoted to Russia. The cells below the diagonal (shaded in light gray) correspond to those who did less work on Russia after their PhD than they did in the dissertation stage, while the cells above (shaded in dark gray) correspond to researchers who did more work on Russia in the second stage than in the first. The numbers in each cell indicate the percentage of PhDs who fall in the cell. By adding up the numbers in each of the three sections, we obtain an estimate of those who, respectively, did more, the same, and less research on Russia in the second phase of their career, compared to the first. By far, most PhDs in our sample (69.4%) did about the same relative amount of research on Russia in the phase immediately following their dissertation as they did while preparing their dissertation, and 58.4% did at least of 80% of their work on Russia in both periods. However, nearly one in five PhDs in sample (19.4%) did less research on Russia in the phase following their PhD, while 11.2% did more research in the second than in the first phase. Thus, there is indeed some tendency for researchers to do less research on Russia over the course of their careers, but it is rather muted.

When we repeat this analysis comparing current research to research at the PhD phase (3C), the tendency toward less research on Russia appears more pronounced, affecting nearly 30%, while the tendency toward more research on Russia relative to the PhD stands consistently at just above 11%. Still, slightly more than half of PhDs are currently doing at least 80% of their research in Russia and also did so during their PhD phase.

Finally, the extent of “creep” away from research on Russia varies across discipline and by decade of PhD completion. We can summarize the changes conveniently by simply subtracting the integer-coded category value for the earlier phase from that for the later phase: a more positive value denotes a greater increase in the relative amount of research devoted to Russia, a more negative value a greater decrease. Restricting the analysis to those who did at least at 40% of their research on Russia at the dissertation phase (to avoid “floor” effects), we observe that the tendency to move away from Russia related research has been particularly strong among social scientists who received their PhDs in the 2000s and 2010s (Table 3D).

In sum, US-based PhDs who conduct research on Russia have exhibited some tendency to do less work on Russia as their careers evolve. This tendency is evident for about 30% of PhDs, when comparing their current work to their work during their PhD phase. It is partly offset, though, by the 11% of PhDs who increase the proportion of work they do on

Russia in later phases, and overall about half show no change in the extent of their focus on Russia over time (with most of these devoting upward of 80% of their work to Russia). The overall situation does not appear dire, and its magnitude is small enough that it could reflect a general tendency of researchers to move on to different topics as their careers progress rather than a more substantial trend of declining interest in Russia. However, the fact that the rate of decline in the proportion of work on Russia is particularly pitched for social scientists who received their PhDs since 2000 suggests that there is a distinctive trend of declining interest in social science.

Table 3. Trajectories of Russia content in research, PhDs

A. Percent Russia content of research reported during the three periods:

	< 20	20-39	40-59	60-79	80 or more
Percentage of Russia content in research...	percent	percent	percent	percent	percent
...conducted while preparing for PhD	4%	5%	11%	9%	72%
...started and completed after PhD	4%	7%	11%	14%	64%
...currently underway	8%	7%	14%	14%	58%

B. Within-person change in level of Russia content in research, PhD holders

Started and completed after PhD:

	< 20	20-39	40-59	60-79	80 or more
While preparing PhD:	percent	percent	percent	percent	percent
< 20 percent	2.0%	1.0%	0.6%	0.4%	0.2%
20-39 percent	0.6%	2.5%	0.8%	0.8%	0.0%
40-59 percent	0.0%	2.2%	3.9%	1.6%	2.7%
60-79 percent	0.6%	0.4%	1.8%	2.7%	3.1%
80 or more	0.4%	0.8%	4.1%	8.4%	58.4%

Did less work on Russia since PhD: 19.4%

The same amount since PhD: 69.4%

More since PhD: 11.2%

C. Within-person change in level of Russia content in research, PhD holders

Current research:

	< 20	20-39	40-59	60-79	80 or more
While preparing PhD:	percent	percent	percent	percent	percent
< 20 percent	1.9%	0.6%	0.4%	0.6%	1.1%
20-39 percent	0.8%	1.7%	0.4%	0.6%	0.6%
40-59 percent	1.5%	1.1%	3.4%	1.3%	3.4%
60-79 percent	1.3%	1.3%	1.5%	1.5%	2.5%
80 or more	1.9%	2.1%	8.0%	10.3%	50.5%

Doing less work on Russia than during PhD research: 29.6%

The same amount as during PhD: 58.9%

More than during PhD: 11.5%

D. Average change in quintile of Russia content in research, current vs. PHD research, by decade of degree and main discipline, PhD holders whose theses had at least 40% Russia content

Decade received PhD	Slavic/ Russian		Social Science
		History	
1980s or earlier	-0.36	-0.35	-0.41
1990s	-0.50	-0.52	-0.53
2000s	-0.05	-0.58	-1.06
2010s	-0.56	-0.45	-0.77

EMPLOYMENT AND CURRENT TRAINING OF GRADUATE STUDENTS IN RUSSIA-RELATED RESEARCH

In considering the employment situation of our respondents, it should be kept in mind that it may be risky to generalize from our sample because people who have left the research field entirely are both unlikely to be included in the sample (they are probably not members of ASEES or PONARS) and may not even be eligible (if they have not done research on Russia in over five years). The data probably offer a more optimistic picture of employment outcomes for recipients of graduate degrees for research on Russia than they would if we were to proportionately sample those who left the field entirely. At the same time, the data provide some insight into typical employment situations of those who are actively engaged in research on Russia.

The vast majority of respondents work either at research universities (61%) or four-year colleges (24%) [Table 4A]. Of the remaining, most are either retired or not currently working. The extent to which active researchers on Russia are based in academia could be a function of our sampling design: if, say, think tank and government employees who work on Russia are less likely to join ASEES, then they are likely under-represented in our sample relative to their numbers in the population. However, it makes intuitive sense that most people who are professionally engaged in doing research on Russia are based in universities and colleges. There is also a greater tendency for social scientists to be based in academic institutions than Slavists and historians. This is somewhat counter-intuitive, as one would imagine that social scientists who have more access to jobs in think tanks, government, and NGOs that have research component. It could reflect long-term trends in the supply of tenure-line positions in the different disciplines.

It is also the case that a solid majority of our respondents (61%) have tenured or tenure-track positions (Table 4B). Only 7% have adjunct positions and 4% have academic staff positions. When we restrict the analysis to PhDs, more than three quarters have tenure-line jobs. Again, this may reflect our sampling design (if, say, adjunct faculty and academic staff are less likely to join ASEES even if they are doing research on Russia). But the data suggest that tenured jobs in academia have been available to US-based PhDs who work on Russia. There is no significant variation in this regard across the three main fields.

Access to tenure-line jobs may be declining, though. Within each of the three main fields, less than half of recent PhDs (received in the 2010s) have tenure-line jobs (Table 4C). The situation is of particular concern for Slavists: not only do barely one in five Slavic studies PhDs from the 2010s have tenure line jobs, only 62% of those who received their PhDs in the 2000s do, a notably smaller figure than for equivalent historians and social scientists. It is not surprising that the most recently minted PhDs in all fields have significantly lower chances of having landed a tenure-related job at the time of the survey, and in all likelihood a substantial number of those without such jobs will transition to them in the coming decade. However, the longer-term pattern whereby only 3 in 5 Slavic studies PhDs have tenure-related jobs 6-16 years after their PhD suggests a narrowing pipeline in that particular field. Also, although only 8% of the PhDs in the sample overall hold adjunct positions, the number is 23% for those who received their PhD in 2010 or later, while 14% of such respondents hold post-docs.

TABLE 4. Current Employment

A. Type of Employer (N=659)			Slavic/ Russian	History	Social Science
Research university	61%	404	56%	54%	67%
Four year college	24%	159	36%	31%	23%
Two year college	1%	6	1%	0%	0%
Government	1%	8	0%	1%	2%
Private consulting firm	1%	7	0%	0%	1%
Research institute	1%	5	2%	0%	0%
Think tank	1%	6	0%	1%	3%
Retired/independent scholar/not currently working	5%	30	3%	6%	3%
Other (please specify)	5%	34	3%	6%	3%
B. Type of Position (N=612)			No PHD	PHD	
Tenured or tenure-track faculty	61%	372	6%	76%	
Adjunct faculty	7%	45	4%	8%	
Academic staff position	4%	24	3%	4%	
Post-doctoral researcher	3%	16	0%	3%	
PhD student	16%	99	71%	1%	
MA student	2%	12	8%	0%	
Independent scholar	4%	26	4%	4%	
Other research position	3%	18	4%	3%	
<i>*note: no variation by field</i>					
C. Percent of PhDs in tenured/tenure-track positions, by decade of degree and field, three main fields					
	Slavic PHDs	History PHDs	Social Science PHDs		
1980s or earlier	81%	72%	71%		
1990s	76%	75%	72%		
2000s	62%	79%	80%		
2010s	21%	33%	44%		

How involved are current faculty members who work on Russia in the graduate-level training of the next generations of Russia experts? Throughout the survey, we set the minimum bar for “Russia-related” research at “25% Russia content.” By this standard, tenure-line faculty have supervised, on average, 2.6 Russia-related dissertations as primary advisor and 3.2 as secondary advisor, as well as 3.2 Russia-related master’s theses, since the 1999-2000 academic year (Table 5A). They currently serve on about 1.5 Russia-related PhD committees as primary and another 1.5 as secondary advisor. It is hard to say what appropriate targets or thresholds would be for these numbers, and our data do not offer the opportunity to assess whether there have been significant declines over time. However, they may serve as a useful benchmark for tracking any changes in the coming period. In total, our respondents report having advised 385 PhDs since the 1999-2000 academic year, for an average of 25.7 per year. Of these, 99 were in Slavic studies (6.6 per year), 163 in history (10.9), and 89 in social science (5.9).

TABLE 5. Grad Student Training

A. PHD students advised whose dissertations have at least 25% Russia content, by discipline (221 tenured/tenure-track faculty at research universities with PhDs)

	Completed PHD theses since 1999/2000, primary advisor	Completed PHD theses since 1999/2000, secondary advisor	Completed MA theses, primary advisor	Current PHD theses, primary advisor	Current secondary advisor	PHD theses,
Slavic/Russian	2.9	2.7	3.3	1.6	1.5	
History	2.7	3.8	3.1	1.7	1.7	
Social Science	1.9	2.6	3.5	1.1	0.7	
Other field	3.8	5.0	1.9	1.4	1.6	
Overall average	2.6	3.2	3.2	1.5	1.4	
Total reported	385	480	498	224	187	

*Social science vs. others contrast statistically significant for completed (primary advisor) and current (primary and secondary) PhDs.

B. Number of graduate level courses with at least 25% Russia content taught 2010-2015, by discipline (248 tenured/tenure-track faculty at research universities with PhDs)

Slavic/Russian	4.3	54
History	3.5	110
Social Science	1.7	66
other	5.0	18
Total	3.3	248

*difference between social science and others statistically significant; also difference between history and Slavic

There is a clear pattern of fewer Russia-related PhD students being mentored by social scientists. Also, tenure-line social scientists offer significantly fewer graduate-level courses than history professors do, and they in turn offer fewer than Slavic professors (Table 5B).

To sum up this section: our data indicate that the modal employment setting for US-based PhDs who conduct research on Russia is a tenure-line job at a research university, with substantial numbers also working at four-year colleges. *Tenure-line jobs appear accessible to those who received their PhDs more than five years ago, though obstacles are evidently emerging for Slavists in particular. Social scientists have somewhat higher access to tenure-line jobs, but they tend to mentor fewer PhD students on Russia-related projects and also teach fewer Russia-related courses.* These findings should all be treated with particular caution in light of the sampling design of the study.

RECENT RESEARCH OUTPUTS AND FUNDING

There are no clear benchmarks for assessing what level of publication and presentation activity is appropriate, as opposed to being sufficiently low as to be a cause of concern. But the quantity of publications and presentations about Russia reported by our respondents during 2010-2015 suggest a healthy level of dissemination of research findings through a diverse array of venues to both academic and other audiences.

Our respondents reported on how many of each of eleven types of works they published from 2010-2015 (Table 6A). We truncated a small number of implausibly high responses at plausible maximum values. By their reports, some 372 monographs and 335 edited volumes with at least 25% Russia-related content have appeared during these five (or so) years. At nearly 75 monographs and 67 collections a year, this suggests a healthy rate of publishing major works on Russia. These are only estimates, because some works may have been co-authored by multiple respondents. On the other hand, other works may have appeared by researchers who did not complete the survey. In addition, respondents report publishing 1198 articles in their main peer-reviewed disciplinary journals, 811 in peer-reviewed area studies journals, and 327 in peer-reviewed journals outside their main disciplines. It seems more likely that the article estimates are high, given the greater likelihood of co-authorship by multiple respondents. Nonetheless, these results indicate that researchers are generally at least as successful, and probably more successful, at placing their studies of Russia in disciplinary journals versus area studies journals.

The same pattern holds if we exclude Slavists (whose main disciplinary journals might be construed as similar in essence to area studies journals) from the picture: respondents in the other fields published 832 articles in their main disciplinary journals and 697 in area studies journals. However, social scientists publish slightly more in area studies journals (311 articles) than in their main disciplinary outlets (273). Thus, it may be that social scientists have a slightly more difficult time addressing their Russia-related research to the mainstream audiences of their disciplines.

Respondents also report writing 1113 policy memos or op-eds and 1650 blog posts over the last five years, which testify to a robust presence of Russia-related material in these public venues. It appears that researchers on Russia are sharing their expertise effectively with the general public, not just with other academics.

US-based Russia researchers actively present their work in a wide range of settings (Table 6B). Not surprisingly, given that ASEES members constitute the main group invited to participate in the survey, they report a large number of presentations at ASEES conferences, about the same volume as they report for their main disciplinary conferences and other disciplinary conferences combined. They give, on average, more than 400 invited academic talks about Russia a year, over three hundred open public talks to general audiences, and nearly 350 media appearances. They report having given 682 Russia-related briefings to government officials.

TABLE 6. Research Output**A. Publications from 2010-2015, at least 25% Russia content (605 active publishers, at least one publication during period)**

	Average	Min	Max	Total
Research monographs	0.61	0	5	372
Edited volumes	0.55	0	10	335
Popular or general audience books	0.13	0	5	77
Articles in main disciplinary journals	1.98	0	15	1198
Articles in area studies journals	1.34	0	15	811
Articles in other disciplinary journals	0.54	0	20	327
Book chapters	1.86	0	20	1125
Other article-length publications	1.39	0	20	841
Policy memos/op-eds/reports	1.84	0	100	1113
Reviews/review essays	4.20	0	50	2538
Blog posts	2.73	0	150	1650

B. Presentations in the US from 2010-2015, at least 25% Russia content (645 active presenters, at least one presentation reported)

	Average	Min	Max	Total
ASEEES	2.33	0	20	1501
Main disciplinary association meetings	1.46	0	30	943
Other association meetings	1.33	0	50	861
Special conferences on specific topics	2.89	0	50	1861
Invited academic talks	3.18	0	50	2052
Invited public talks	2.44	0	55	1571
Briefings of officials	1.06	0	100	682
Media appearances	2.67	0	100	1721

C. How often have you disseminated or publicized your research on Russia via social media during 2010-2015?

	Social Science	Other fields	Total
Never	38%	50%	48%
Rarely	23%	21%	22%
Occasionally	12%	10%	11%
Sometimes	18%	10%	12%
Regularly	8%	8%	8%

Slightly over half of respondents report having disseminated their findings via social media at least once in the past five years, with 12% doing so “sometimes” and 8% “regularly” (Table 6C). Social scientists exhibit a somewhat greater tendency to use social media to share their work. Although there is certainly room for the use of social media to disseminate research about Russia to expand, these numbers suggest that researchers who do Russia-related work are off to good start in the use of this resource.

Some have observed a trend away from area studies in social science and other disciplines, and it is worth considering whether there are patterns of change over time in the rates at which scholars in different fields publish their Russia-related work in different types of outlets. We only asked about publications that appeared in a single time window (2010-2015), so we cannot directly measure trends over time. However, we can compare the publication rates of different graduation cohorts as an indirect approach: if younger cohorts of graduates have been socialized in their training to focus more on disciplinary outlets than on area studies journals, for example, we should observe a greater tendency for them to publish in the former compared to their colleagues who received their PhDs in earlier decades. Because the disciplines may vary in terms of these dynamics, we compare patterns for PhD cohorts within each of the three main disciplines.

There are no systematic patterns across cohorts that would suggest clear trends favoring some types of publication outlets over others (Table 7). The key comparisons pertain to the three older PhD cohorts, as those who received their PhDs in the 2010s can be expected to publish less in all venues because they are less established professionally and have had less time as active researchers. Slavists and social scientists who received their PhDs in the 2000s published more articles in their main disciplinary journals than those who received their PhDs in the 1990s, and these differences are statistically significant. This is consistent with increasing incentives to publish in disciplinary journals. But in both cases the figures are even higher for the oldest cohort than for the 2000 cohort, which runs counter to that purported trend. There does appear to be movement away from book chapters and reviews/review essays in all three main fields, and an unexpected increase across cohorts in the rate at which historians publish policy memos and op-eds, while the trend across cohorts is opposite for social scientists. In general though, the data provide little support for the view that Russia researchers are abandoning outlets such as monographs and area studies journals in favor of disciplinary journals.

TABLE 7. Average number of publications, 2010-15, by main discipline and decade of PhD

	Slavic/ Russian	History	Social Science	Total		Slavic/ Russian	History	Social Science	Total
<i>Monographs</i>					<i>Book chapters</i>				
1980s or earlier	1.26	1.04	0.72	1.04	1980s or earlier	3.00	3.17	4.10	3.33
1990s	0.67	0.50	0.92	0.67	1990s	2.40	2.09	3.24	2.52
2000s	0.61	0.81	0.90	0.77	2000s	1.55	1.85	2.07	1.81
2010s	0.20	0.25	0.48	0.30	2010s	0.50	0.75	0.43	0.60
<i>Edited volumes</i>					<i>Other article-length publications (e.g. magazine)</i>				
1980s or earlier	1.40	1.28	1.03	1.26	1980s or earlier	2.26	1.28	1.62	1.69
1990s	0.30	0.67	0.68	0.58	1990s	1.77	1.07	2.70	1.74
2000s	0.66	0.36	0.62	0.51	2000s	1.29	1.71	2.28	1.71
2010s	0.00	0.03	0.05	0.03	2010s	0.80	0.25	0.67	0.51
<i>Popular books</i>					<i>Policy memos, op-eds, reports</i>				
1980s or earlier	0.48	0.20	0.10	0.27	1980s or earlier	0.71	0.74	4.62	1.63
1990s	0.23	0.19	0.22	0.21	1990s	0.70	0.94	5.86	2.39
2000s	0.18	0.00	0.10	0.08	2000s	0.61	1.47	3.52	1.68
2010s	0.05	0.00	0.00	0.01	2010s	0.00	3.39	2.57	2.29
<i>Articles in peer reviewed disciplinary journals</i>					<i>Reviews/review essays</i>				
1980s or earlier	4.31	2.65	2.97	3.28	1980s or earlier	7.19	7.91	4.83	6.95
1990s	2.23	2.30	1.86	2.15	1990s	4.33	7.46	3.76	5.55
2000s	3.24	2.03	2.41	2.48	2000s	3.24	5.97	1.69	4.16
2010s	0.85	0.75	1.29	0.92	2010s	1.60	1.58	1.10	1.45
<i>Articles in area studies journals</i>					<i>Blog posts</i>				
1980s or earlier	2.57	1.87	3.48	2.48	1980s or earlier	0.64	1.26	3.34	1.54
1990s	1.53	1.33	1.73	1.50	1990s	2.20	2.37	6.08	3.46
2000s	1.29	1.20	1.72	1.35	2000s	4.92	1.37	3.00	2.82
2010s	0.60	0.67	1.19	0.79	2010s	0.15	1.56	1.67	1.22
<i>Articles in other disciplinary journals</i>									
1980s or earlier	1.24	0.54	0.79	0.83					
1990s	1.20	0.37	0.81	0.71					
2000s	0.55	0.34	0.41	0.42					
2010s	0.20	0.28	0.24	0.25					

Our respondents conduct research on a wide range of topics using a robust variety of methodological approaches (Table 8). Given the distinctive thematic emphases of the three main disciplines, it makes sense to examine them separately. Naturally, overwhelming majorities of Slavists work on art and literature topics and historians publish on history. But one quarter of Slavists also work on history, 14% work on religion, while substantial numbers of historians work on art/literature, religion, social issues, and even foreign policy (Table 8A). Social scientists work on the whole gamut of topics, with domestic politics (69%) and foreign policy (46%) the most popular. It is significant that 32% of social scientists work on social issues and 30% on the Russian economy, even though there are only 11 sociologists and 5 economists among the PhDs in the sample (8% and 4% of the social scientists with PhDs, respectively). Clearly, a lot of work is being done on Russia's economy, in particular, by specialists in politics or society.

TABLE 8. Topics and Methods

A. Percent of respondents who published at least one work on various topics, 2010-2015 (605 active publishers)

	Percent	N Yes	Slavic PHDs	History PHDs	Social Science PHDs
Art/literature	39%	234	90%	22%	7%
History	49%	299	25%	91%	25%
Religion	15%	91	14%	22%	9%
Domestic politics	21%	130	5%	12%	69%
Foreign policy	15%	90	2%	9%	46%
Economy	8%	47	1%	1%	30%
Social issues	14%	87	7%	10%	32%
Law	4%	23	2%	1%	10%

B. Percent of respondents who used various methodologies in research on Russia, 2010-2015 (656 active researchers: at least one publication or presentation reported)

	Percent	N Yes	Slavic PHDs	History PHDs	Social Science PHDs
Analysis of literary texts, films, performances, etc.	51%	335	94%	38%	13%
Analysis of non-literary historical texts (documents, memoirs, etc.)	65%	427	54%	82%	42%
Analysis of current Russian-language news reports	35%	227	27%	26%	66%
Analysis of current Russian government documents	23%	152	3%	16%	66%
Analysis of other Russian language documents, reports	34%	224	30%	28%	57%
Archival research in Russia	44%	286	29%	71%	14%
Archival research elsewhere	37%	244	24%	59%	14%
Interviews	34%	220	24%	24%	65%
Focus groups	4%	23	1%	1%	13%
Original surveys (conducted by R)	7%	46	6%	2%	21%
Secondary surveys (conducted by others)	14%	95	4%	7%	41%

Russia researchers also use a considerable range of methodological approaches in their studies (Table 8B). Not surprisingly, Slavists and historians typically analyze texts and historical or contemporary documents. About two-thirds of social scientists use current Russia media reports, government documents, and interviews while 57% use other Russian-language sources, all signs that social scientists who study Russia keep up with official Russian government statements and positions, follow commentaries in Russian, and also interact (through interviews) with Russians as part of their research process. In contrast, focus groups have not been a widely used method, even for social scientists. One in five of the social scientist with PhDs reports doing his/her own surveys in Russia, while two fifths analyze Russian survey data collected by others. Altogether social scientists appear to employ an appropriate mix of qualitative and quantitative methods in their work on Russia.

Nearly three-quarters of respondents who are active researchers (defined as at least one publication, presentation, or grant with 25% or more Russia-related content in the last five years) have received at least one grant since 2010 (Table 9A). Research funding for respondents comes from a range of sources. Over half have gotten seed grants from their institutions in the last five years, and almost one quarter received travel grants. The “big three” federal agencies (NSF, NEH, and NIH) have funded nearly one in ten of our respondents, while other federal agencies have supported more than one quarter and private foundations 16% of them. Russian sources, foreign governments, and international organizations provide relatively little funding for US-based research on Russia.

Social scientists receive significantly more funding from US federal government sources, while Slavists stand out for less frequent funding from private foundations, fewer travel grants, and fewer grants overall (Table 9B), all of which no doubt reflect general differences between the humanities and social sciences. Social scientists also receive more funding on average from their grants, with 18% of active researchers among them reporting at least \$100,000 in awards from 2010-2015, compared to 8% of REES degree holders and 4% of historians (Table 9C). The funding disparity between social scientists and others is even more pronounced when we limit focus to PhDs (Table 9D).

The total picture is one of impressive Russia-related research activity by US-based scholars. They publish a robust quantity of different types of works in a variety of venues, and we do not see evidence of a trend away from area studies journals toward disciplinary outlets, while both types of outlets are well used by our respondents. Their work covers a wide range of topics and uses a broad spectrum of methodologies. Topics and methods vary by discipline in intuitive ways, but there are also substantial numbers in each broad field who study atypical topics and use atypical methods and sources. Three quarters of the active researchers in our sample have received some funding for their work, with the US federal government being the most common source for research grants. Social scientists receive more federal grants and also more grant money overall than researchers from other fields.

TABLE 9. Sources of funding

A. Types and sources of grants received for work on Russia, 2010-2015 (active researchers)

	% with at least one	average number	total number
NSF/NIH/ NEH research grants	9%	0.15	97
Other USG programs or agencies (inc. T8)	27%	0.46	305
Research grants from private foundations	16%	0.25	165
Grants from Russian sources	3%	0.04	27
Grants from interational organizations or foreign governments	3%	0.05	34
Travel grants from any source	24%	0.48	320
Seed grants from your institution	55%	1.62	1069
No grants at all	27%		

B. Percent of active researcher PHDs with at least one of following types of grants:

	Slavic	History	Social Science
NSF/NIH/ NEH research grants	8%	7%	18%
Other USG programs or agencies (inc. T8)	13%	25%	39%
Research grants from private foundations	9%	22%	19%
Grants from Russian sources	1%	3%	5%
Grants from interational orgs or foreign govts	2%	3%	6%
Travel grants from any source	10%	27%	26%
Seed grants from your institution*	57%	62%	55%
No grants at all	33%	23%	23%

*differences by field not statistically significant

C. Amount of grant money received for research on Russia, 2010-2015, by discipline (active researchers)

	Slavic	REES	History	Social Science	Other	Total
None	30%	31%	20%	21%	40%	25%
Less than \$10,000	32%	31%	29%	17%	39%	28%
\$10,000 to \$49,999	30%	27%	33%	31%	18%	30%
\$50,000 to \$99,999	6%	4%	14%	13%	3%	10%
\$100,000 to \$249,999	1%	8%	3%	10%	0%	4%
\$250,000 or more	2%	0%	1%	8%	0%	3%

D. Amount of grant money received for research on Russia, 2010-2015, by discipline (PHD recipients, big 3 disciplines)

	Slavic	History	Social Science
None	27%	22%	21%
Less than \$10,000	29%	29%	17%
\$10,000 to \$49,999	33%	28%	29%
\$50,000 to \$99,999	7%	16%	13%
\$100,000 to \$249,999	1%	3%	11%
\$250,000 or more	2%	1%	10%

PROFESSIONAL TRAVEL TO RUSSIA

Of the 666 respondents who answered the relevant question, roughly two-thirds (458) said they have traveled to Russia for professional purposes at least once in 2010-2015. The frequency of travel to Russia varies by field of study and PhD cohort: social scientists travel more frequently, while among both Slavists and social scientists more senior scholars (i.e. older PhD cohorts) take more trips than younger scholars (Table 10A). If these cohort differences are durable (that is, persist as the cohorts age) it does suggest some tendency for the newer cohorts of PhDs who study Russia to make fewer trips there. Alternatively, the differences may be a “lifecycle” effect, whereby scholars travel more frequently the older and more senior they get. This could happen due to family circumstances: researchers with young children may be less likely to take trips abroad. Also, younger scholars may feel more comfortable accessing materials electronically.

Those who traveled at least once report spending an average of 111 days (or about 22 days a year) there from 2010-2015. Although they take, on average, more frequent trips to Russia, social scientists spend fewer days there overall than Slavists and historians who travel to Russia (Table 10B). Apparently social scientists tend to take shorter, more frequent trips.

As we might expect, Moscow and St. Petersburg are the most common destinations within Russia (Table 10C). Otherwise, no particular city among Russia’s next six largest cities (which are the ones we specifically asked about) stands out as especially popular, with the possible exception of Kazan. Overall, 32% of those who took at least one trip went to somewhere other than Moscow or St. Petersburg (Table 10D). Social scientists have a slightly greater tendency (marginally significant) to travel to these non-conventional locations, while more senior scholars (the oldest PhD cohort) have less of tendency to do so. Few US based scholars—only 7% of those who report any trips—travel to Russian villages for professional purposes, and there is no systematic variation by year of PhD or by field (Table 10E).

TABLE 10. Professional Travel to Russia

	<i>Slavic/ Russian</i>	<i>History</i>	<i>Social Science</i>	
A. Number of trips to Russia for professional purposes, 2010-2015, by field (PHD holders who made at least one trip)				
1980s/earlier	5.2	3.8	5.0	
1990s	3.0	3.9	5.7	
2000s	3.8	3.4	4.0	
2010s	2.1	3.6	2.3	
<i>Overall</i>	<i>3.8</i>	<i>2.6</i>	<i>4.5</i>	
B. Average number of days spent in Russia for professional purposes, 2010-2015, by field (PHD holders who made at least one trip)				
1980s/earlier	106	102	58	
1990s	73	107	98	
2000s	174	80	68	
2010s	158	195	138	
C. Cities visited for professional purposes, 2010-2015 (458 respondents who made at least one trip)				
	Percent	N		
Moscow	88%	401		
St. Petersburg	58%	265		
Novosibirisk	2%	11		
Ekaterinburg	4%	18		
Nizhny Novgorod	4%	17		
Samara	1%	4		
Omsk	2%	7		
Kazan	9%	41		
Other provincial capital (not above)	29%	134		
Medium sized city (>100k population)	12%	55		
Small town	9%	41		
Village	7%	34		
D. Percent who traveled to a location other than Moscow or SPB for professional purposes (PHDs, three main fields)				
	<i>Slavic/ Russian</i>	<i>History</i>	<i>Social Science</i>	<i>Overall</i>
1980s/earlier	27%	20%	30%	24%
1990s	42%	29%	35%	34%
2000s	35%	28%	48%	35%
2010s	29%	43%	39%	38%
<i>Overall</i>	<i>33%</i>	<i>29%</i>	<i>38%</i>	<i>32%</i>
E. Percent who traveled to a village for professional purposes (PHDs, three main fields)				
	<i>Slavic/ Russian</i>	<i>History</i>	<i>Social Science</i>	<i>Overall</i>
1980s/earlier	5%	5%	7%	5%
1990s	3%	4%	0%	2%
2000s	14%	3%	10%	7%
2010s	0%	5%	9%	4%
<i>Overall</i>	<i>5%</i>	<i>4%</i>	<i>5%</i>	<i>5%</i>

Presumably, most professional trips to Russia undertaken by US-based researchers are for the purpose of data collection. Formal exchanges are relatively unusual, with only 4% and 6% of those providing answers in this section (666 respondents) having taken them for research or teaching purposes, respectively (Table 11A). Ten percent have offered short courses or workshops. Social scientists stand out as more likely to have taken part in these three activities. They also give more frequent talks to academic and public audiences in Russia, and participate in more conferences there (Table 11B).

Two thirds of US based Russia specialists travel to Russia for professional purposes. However, only about one third of those who do travel venture away from Moscow and St. Petersburg. Programs to encourage US-based scholars to experience parts of Russia outside the “capital cities” might help address their disproportionate exposure to these cities and reveal to a wider range of US-based scholars to a broader swathe of Russian society. Social scientists travel somewhat more frequently but on shorter trips, and they are a bit more likely to venture away from Moscow and St. Petersburg. They participate more than Slavists and historians in formal exchanges and teaching activities in Russia, and give more lectures. Senior researchers take more trips, but are more likely to stick to the capital cities.

TABLE 11. Professional Activities in Russia

A. Percent who took part in one of the following in Russia at least once from 2010-2015, social science vs. slavic/history (PHDs)

	Slavic/ history	Social Science	Total (PHDs in three main fields)	Total (overall)
Visiting professor appointment involving research	5%	13%	7%	6%
Visiting professor appointment involving teaching	3%	10%	5%	4%
Taught a short course or workshop	9%	17%	11%	10%

B. Average number of each the following in Russia during 2010-2015, social science vs. Slavic/history (PHDs)

	Slavic/ history	Social Science	Total (PHDs in three main fields)	Total (overall)
Lectured on research, academic audience	0.73	1.15	0.83	0.71
Lectured on research, non-academic audience	0.32	0.52	0.38	0.33
Participated in a conference	0.90	1.10	0.95	0.84

*Note: variables are truncated at 5 to adjust for a small number of outliers and implausible values.

COLLABORATION AND CONTACT WITH RUSSIA-BASED SCHOLARS

One third of our respondents collaborated with Russia-based scholars between 2010 and 2015 (Table 12A). Social science PhDs are more likely to collaborate with Russian researchers, perhaps because collaborations are more common in general in social science disciplines than in history and the humanities. Social science PhDs have an average of 1.3 Russian collaborators, so the typical social scientist PhD working on Russia has had at least one collaboration with a Russia-based researcher in the past five years. The average for PhDs in Slavic studies and history is 0.8.

We wished to find out how US-based scholars typically meet the Russians with whom they collaborate. Unfortunately, due to an editing error in the survey, multiple responses were not possible for this question, and a number of respondents wrote in under the “other” response that they met their Russian colleagues through multiple channels. Thus, the distribution should only be taken as suggestive. The responses indicate that professional trips to Russia and professional networks are the two most common ways that US-based scholars meet Russians with whom they collaborate (Table 12B).

Apart from formal collaboration, US-based scholars might engage with Russian researchers through informal discussions and communication. In fact, two thirds of our respondents have such interactions at least “occasionally” and 22% do so “often” (Table 12C). Thus, the extent of engagement with Russian researchers is greater than suggested by formal collaborations alone. Slavists have somewhat less frequent communications of this informal nature with Russian colleagues (Table 12D).

TABLE 12. Collaborations with Russia-based scholars**A. Number of Russia scholars collaborated with on research project, 2010-2015**

	Overall %	N	Slavic/ history PHDs	Social Science PHDs
0	67%	441	66%	54%
1	11%	74	13%	11%
2	9%	62	9%	14%
3	5%	30	6%	6%
4	3%	17	2%	7%
5	3%	17	2%	5%
6 or more	3%	19	3%	3%

B. How did you meet the Russian researcher(s) with you collaborated in 2010-2015?

	N	%
a. Studied together in graduate school	7	3%
b. Met during a research or teaching visit to Russia	55	25%
c. Met when the collaborator was on an exchange in US	7	3%
d. Met through a professional network	48	22%
e. Met at a conference, workshop, or presentation in the US	30	14%
f. Met at a conference, workshop, or presentation in Russia	27	12%
g. Other (please specify)	46	21%

*Due to a formatting error respondents could only choose one response

C. Frequency of communication with Russia-based scholars about research on Russia that did not lead to formal collaboration from 2010-2015

	%	N
a. Often	22%	144
b. Sometimes	24%	159
c. Occasionally	20%	132
d. Rarely	22%	142
e. Never	12%	79

D. Frequency of communication with Russia-based scholars about research on Russia that did not lead to formal collaboration from 2010-2015, by field (PHDs)

	Slavic	History	Social Science
a. Often	18%	24%	28%
b. Sometimes	32%	24%	24%
c. Occasionally	12%	23%	25%
d. Rarely	24%	18%	18%
e. Never	14%	10%	5%

Collaborations between US-based and Russian scholars have yielded a modest but substantial number of concrete outputs from 2010-2015 (Table 13A). The most common are edited volumes (83 reported) and articles in Russian (81), but peer reviewed articles in English-language journals come in a close third (77). Bearing in mind that respondents reported 2336 peer reviewed articles in main disciplinary, area studies, and other disciplinary journals (see Table 6A), this number implies that about 3% ($77/2336=.033$) of the peer reviewed article published by our respondents were the result of collaborations with Russian scholars. The proportion is somewhat higher, at 7%, for research monographs. US-based respondents report submitting 68 grant proposals with Russian partners from 2010-2015, of which 25 were funded.

TABLE 13. Research outputs from collaborations with Russia-based scholars

A. Research outputs with Russian content produced in collaboration with Russian researchers, 2010-2015

	0	1	2	3 or more	Total
Research monographs	201	15	3	2	27
Edited volumes	170	30	13	9	83
Peer-reviewed articles in English	169	33	13	6	77
Russian articles	175	23	11	12	81
Book chapters, English	191	22	4	4	42
Book chapters, Russian	200	16	4	1	27
Policy memos	207	7	1	6	27
Reviews	213	5	1	2	13
Proposals (submitted)	179	24	10	8	68
Proposals (funded)	201	16	3	1	25

*Note: variables truncated at 3 to deal with a small number of outliers and implausible values.

B. Research outputs with Russian content produced in collaboration with Russian researchers, 2010-2015, social science vs. Slavic studies/History (PHDs)

	Slavic studies/History	Social Science
Research monographs	<i>0.11</i>	<i>0.16</i>
Edited volumes	0.58	0.21
Peer-reviewed articles in English	0.32	0.52
Russian articles	<i>0.42</i>	<i>0.32</i>
Book chapters, English	0.18	0.36
Book chapters, Russian	<i>0.16</i>	<i>0.13</i>
Policy memos	0.01	0.36
Reviews	<i>0.09</i>	<i>0.02</i>
Proposals (submitted)	0.26	0.45
Proposals (funded)	<i>0.11</i>	<i>0.20</i>

*italicized entries denote non-significant differences; boldface denotes significant differences.

The typical types of outputs from collaborations between US-based and Russian scholars vary by discipline: social scientists produce more peer-reviewed articles in English, book chapters, policy memos/op-eds, and grant proposals, while Slavists and historians produce more edited volumes (Table 13B). These differences may well reflect broader

differences between the disciplines, though they could also be due to a greater penchant for collaboration with Russians among social scientists.

Aside from traveling to Russia and collaborating formally or informally with them, US-based scholars can also have contact with Russia-based scholars by hosting them in the United States or attending activities at their institutions where Russia-based scholars participate. Substantial numbers of respondents have hosted graduate students, postdocs, faculty, writers, and other professionals from Russia from 2010-2015 on formal visits at their home institutions (Table 14A). Visits of faculty are most common, with one third of respondents reporting at least one. Social scientists are especially likely to host graduate students from Russia; historians are most likely to host postdocs; and Slavists most likely to host writers (Table 14B).

As for more fleeting potential contacts at US institutions, our respondents report attending an average of 4.3 lectures by Russian faculty members during 2010-2015, for an average a bit under one per year (Table 14C). Talks by writers and other public figures are less frequent. There are also variations by field: social scientists attend more talks by faculty members and other public figures; Slavists attend more talks by writers.

All told, US-based scholars have fairly extensive contact with Russian scholars through collaborations and visits by Russians to their institutions. Their collaborations produce a non-trivial level of research outputs. Thus, the situation is hardly one of only minimal contact and engagement. However, there is surely room for expanding such collaborations and contacts: two thirds of our respondents have not collaborated with Russians in the last five years, and fairly large majorities have not hosted Russian scholars. On average US-based scholars attend less than one talk per year by a Russian researcher. Social scientists tend to collaborate with Russia-based scholars more than Slavists and historians.

TABLE 14. Contact with Russian scholars in the United States

A. Number of visitors from Russia formally hosted (for at least 2 weeks) by respondent from 2010

	Graduate students	Post-docs	University /institute faculty	Writers	Journalists /activists /public figures
0	306	306	247	331	323
1	30	37	60	18	31
2	17	18	29	12	9
3	8	4	11	4	4
4	1	0	4	0	0
5	7	3	8	4	3
6 or more	3	4	13	3	2
Percent with at least one:	18%	18%	34%	11%	13%
Estimated total:	145	124	285	92	88

B. Average number of visitors from Russia formally hosted (at least 2 weeks) from 2010-2015, by discipline (PHDs)

	Slavic/Russian	History	Social Science
Graduate students	0.36	0.29	0.55
Post-docs	0.32	0.46	0.36
Writers	0.64	0.12	0.05

C. Number of lectures by following type of visitors from Russia attended from 2010-2015

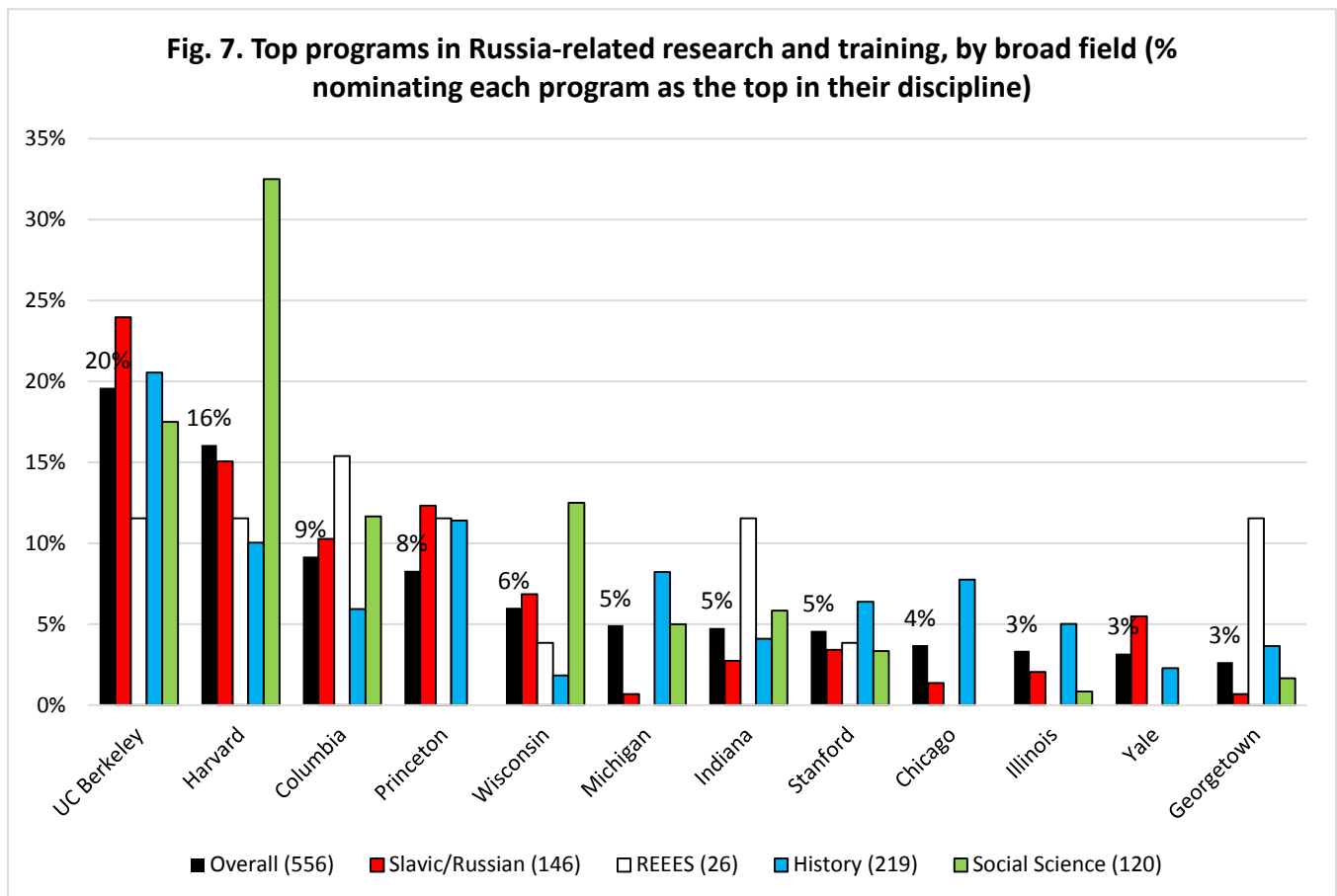
	Mean	SD	Min	Max
University or institute faculty	4.3	8.6	0	100
Writers	1.5	2.0	0	14
Journalists, activists, public figures	2.2	4.0	0	40

D. Number of lectures by following type of visitors from Russia attended from 2010-2015, by field (PHDs)

	Slavic/Russian	History	Social Science
University or institute faculty	3.4	4.5	5.4
Writers	2.3	0.9	0.9
Journalists, activists, public figures	2.0	1.9	2.7

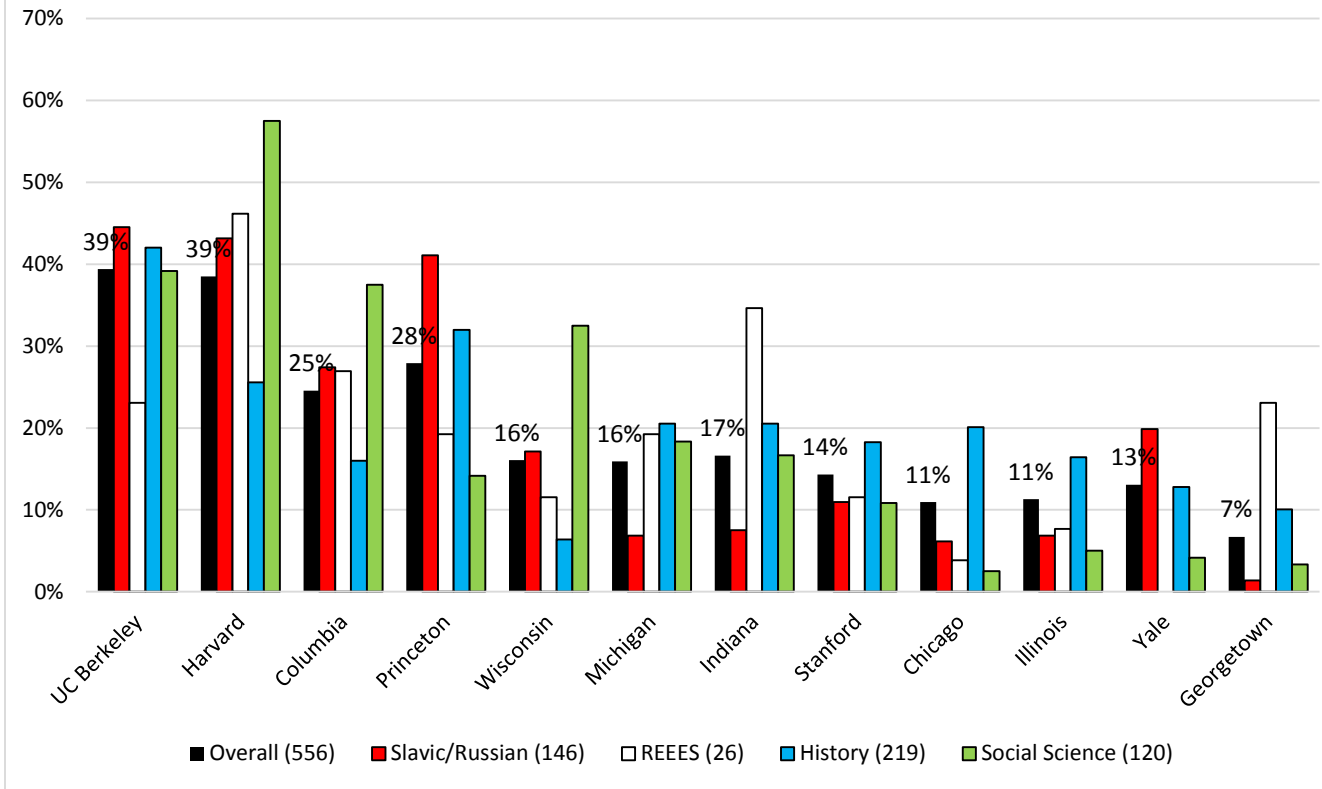
PERCEPTIONS OF TOP PROGRAMS

We asked respondents: “Which institutions in the United States do you consider to be the top three in terms of graduate training in Russia-related studies *in your discipline?*” The responses can be viewed in terms of which institutions are considered the top (Figure 7) and also which are considered to be in the top three (Figure 8). Here we only show the numbers for the twelve institutions that received the most votes, although we included 42 institutions in the list we offered respondents and also gave them room to write in another institution. The results are largely consistent, whichever measure we use. Based on the overall score, Berkeley and Harvard come in first and second, followed by Columbia and Princeton, whose overall scores are very close, with Columbia having more “first place” votes and Princeton more “top three” votes. After those top four come three Midwestern programs, Wisconsin, Indiana, and Michigan, which are essentially tied in fifth place. The next group consists of Stanford, Chicago, Illinois, Yale, and Georgetown.



There are also some systematic variations by discipline of the respondents, suggesting that among the top institutions some have distinctive strengths. Berkeley, Harvard, and Princeton have particularly strong reputations in Slavic studies. The REES programs at Harvard, Columbia, Princeton, and Indiana stand out, as does the program at Georgetown. Berkeley is especially strong in history, with Princeton and Harvard next, followed by Michigan, Indiana, and Chicago. The top three programs overall are rated highly by social scientists, with Wisconsin making a distinctive showing in that category as well.

Fig. 8. Top three programs in Russia-related research and training, by broad field (% nominating each program as one of the top three in their discipline)



These results are quite consistent with the results from the institutional survey. Berkeley, Harvard, Columbia, and Princeton are top ranked programs, followed by Wisconsin, Michigan, and Indiana. The individual survey illuminates particular disciplinary strengths of these programs.

OTHER VIEWS ABOUT THE STATE OF RUSSIAN STUDIES

We included three additional batteries of questions to get at perceptions of the state of the field of Russia-related studies, including several specific concerns that have been discussed in the media and in donor circles, and possible solutions. We first asked questions about perceived declining interest in Russia on the part of graduate students; the extent of anti-Russian bias among social scientists and in the media; and whether academic exchange programs might improve US-Russia relations. A majority of respondents (62%) agrees at least “somewhat” that interest in Russia has declined in recent years among graduate students in their field, with only 15% disagreeing (Table 15A). Opinions are quite divided as to whether social scientists are biased against Russia: neutral is the modal response (32%), but 30% agree that they are biased (most of them “somewhat”), while 38% disagree. Thus, there is hardly a consensus. There is greater agreement as to the media: two thirds *disagree* that a wide variety of perspectives are represented in news reports on Russia in the American media; only 20% agree. There is overwhelming agreement that more academic exchanges between Russian and American institutions would improve US-Russian relations, with 88% endorsing this view (65% “strongly”). In sum, a huge majority favors more exchanges, robust majorities think interest in Russia has declined among graduate students and the US media lacks diversity of perspectives in its coverage of Russia, and there is no agreement over whether American social scientists are biased against Russia.

TABLE 15. Other opinions about the state of the field

A. Views on state of affairs

	strongly agree	somewhat agree	neutral	somewhat disagree	strongly disagree
There has been a decline in interest in Russia among graduate students in my field since the early 1990s.	30%	32%	23%	11%	4%
Most research conducted by American social scientists about Russia these days is biased against Russia	9%	21%	32%	19%	19%
American mass media reports on Russian government actions during the last year have taken a wide variety of perspectives	4%	16%	13%	40%	27%
It would help relations between Russia and the United States if there were more academic exchange programs between Russian and American universities	65%	23%	8%	3%	2%

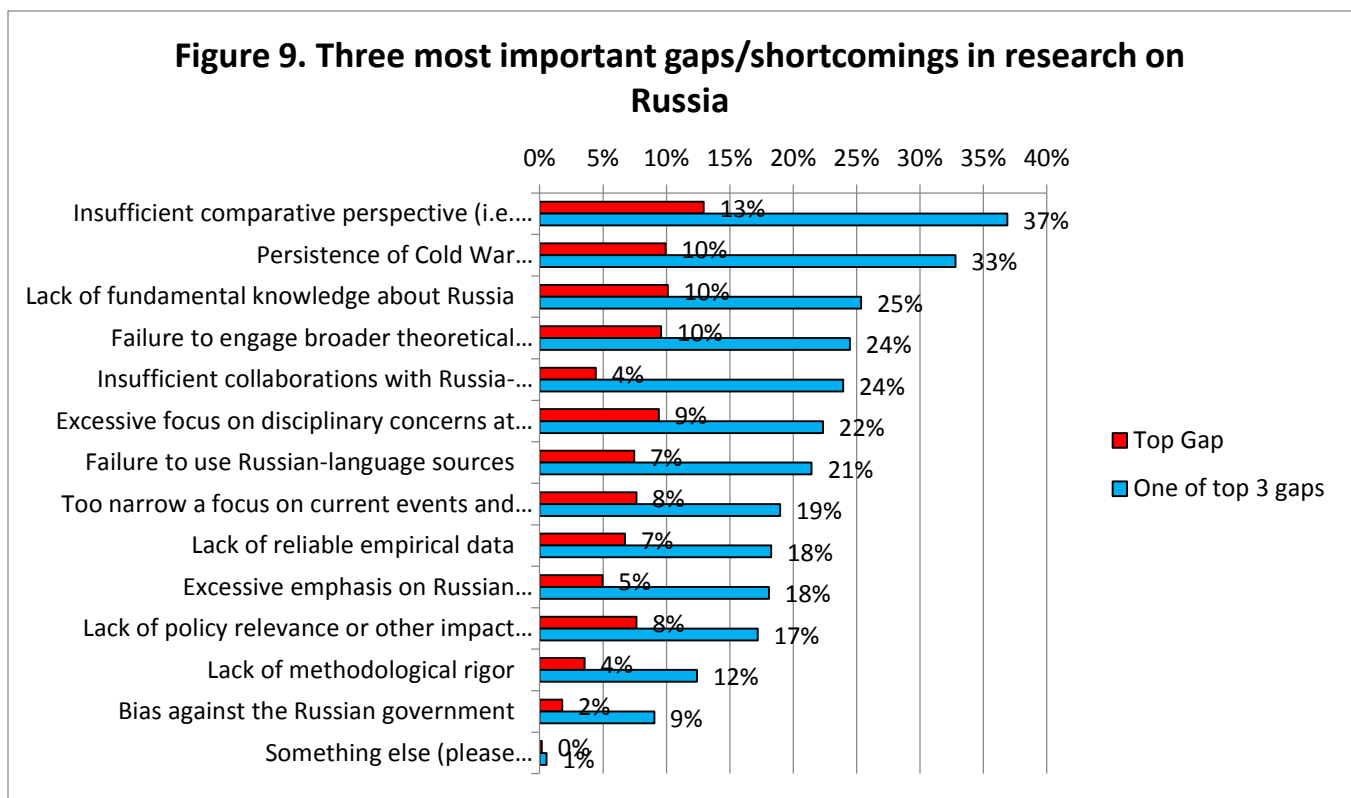
B. There has been a decline in interest in Russia among graduate students in my field since the early 1990s (PHDs in main fields)

	Slavic/ Russian	History	Social Science
strongly agree	23%	32%	49%
somewhat agree	37%	30%	32%
neutral	26%	19%	12%
somewhat disagree	12%	13%	5%
strongly disagree	2%	6%	3%

Only one of these variables is systematically related to field of study: social scientists are more likely than members of the other fields to see a decline in interest in Russia among their graduate students (Table 15B). Almost half of the

social scientists with PhDs agree strongly with this statement, and another 32% agree somewhat. It would seem that the problem of declining interest in Russia is particularly acute in the social sciences.

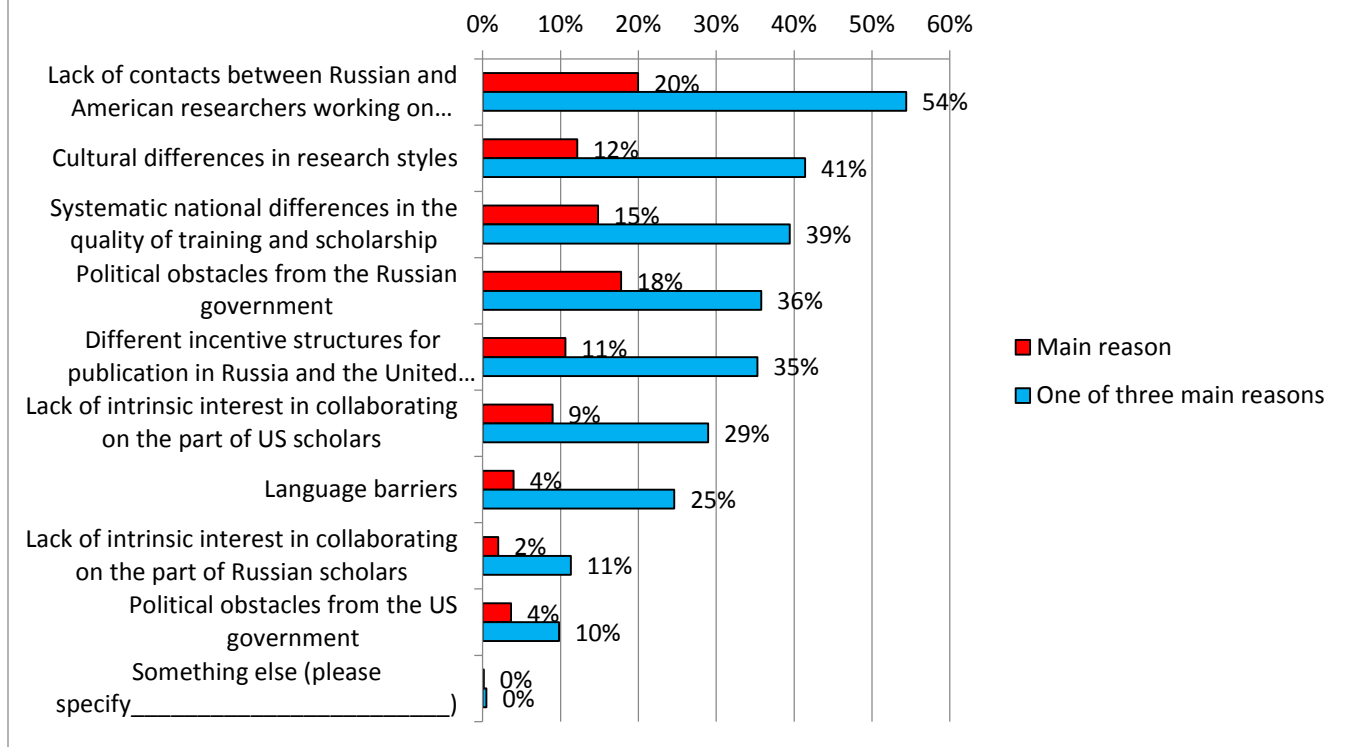
Asked to indicate what they consider to be the three most serious gaps or problems facing the field, respondents were rather divided in their answers (Figure 9). An insufficiently comparative perspective was the most cited as the top problem, but only 13% chose that option. The persistence of Cold War assumptions, lack of in-depth knowledge of Russia, and failure to engage broader theoretical concerns were tied for second place, with 10% nominating each. Among these, Cold War assumptions was more likely to place in the top three problems, with one third of respondents considering it as such (compared to 37% who see insufficiently comparative perspective as one of the three top shortcomings). Offsetting the 10% who see failure to engage theoretical, disciplinary knowledge as the main problem are the 9% who say there is too much focus on disciplinary concerns. Only 4% see lack of engagement with Russian scholars to be the top problem, putting it near the bottom in terms of the top concern; however, about one quarter do see it as one of the major issues. None of the other concerns we listed stand out as particularly pressing to respondents, with lack of methodological rigor and bias against the Russian government especially scoring especially low. Overall, there is lack of agreement on the major problems facing the field, and even some contradictory views: lack of comparative perspectives could be construed as the opposite problem of insufficient familiarity with Russia, and we have already observed the tension between wanting more engagement with theory and less orientation toward disciplinary issues.



We also asked respondents what they consider to be the top three obstacles preventing more collaboration between Russian and American scholars in their discipline. Lack of contacts was the most widely cited barrier, in terms of both the percent who see it as the top obstacle and those who see it as one of the three most important ones (Figure 10). This implies that increasing the opportunities for Americans and Russians to make contact might increase the number of collaborations. However, the strong showing of the next four categories (whose order depends on whether we consider the top ranking or falling in the top three) give fewer grounds for optimism: differences in research styles, the quality of training, and incentive structures and political obstacles from the Russian government figure as common

explanations, and all of these seem unlikely to change, at least in the short term, as a result of policy interventions by entities concerned about the state of Russian studies. Almost 30% see lack of intrinsic interest in collaborating among US-based scholars as one of the three main barriers, and perhaps such attitudes could be shifted with effective interventions. Language barriers, lack of interest on the part of Russian researchers, and obstacles from the US government do not appear to be significant obstacles to collaboration in the view of most respondents.

Figure 10. Three most important reasons why there are not more collaborations with Russian scholars



Not surprisingly, there is considerable variation by discipline in perceptions of the key problems facing the field. Social scientists are more likely to see lack of deep knowledge of Russia and lack of good data as problems, and they are less likely to identify an excessive emphasis on Russian exceptionalism, persistence of Cold War attitudes, and an obsession with current events as such (Table 16A). Either these latter problems are relatively less pronounced among social scientists, or they are less likely to perceive them. Slavists are particularly concerned about failure to use Russian language sources, which makes sense given their particular role in language training. Historians are the ones most likely to see lack of comparative perspectives as an issue, which reflects a growing emphasis on comparative work and theory within history departments. With respect to collaborations, it is social scientists who stand out (differences between historians and Slavists are not significant). They are more likely to see gaps in the quality of training and political obstacles on the part of the Russian government as key obstacles and less likely to see cultural differences in research style or lack of interest by Russian scholars as such (Table 16B). While we cannot rule out the possibility that these are just differences in perception, it seems plausible that there are greater gaps in training in the social sciences due to the poor development of those disciplines during the Soviet era and that social scientists experience more problems with the Russian government given the politically charged nature of much of their work.

TABLE 16. Perceived gaps, obstacles, and solutions, PHDs by field

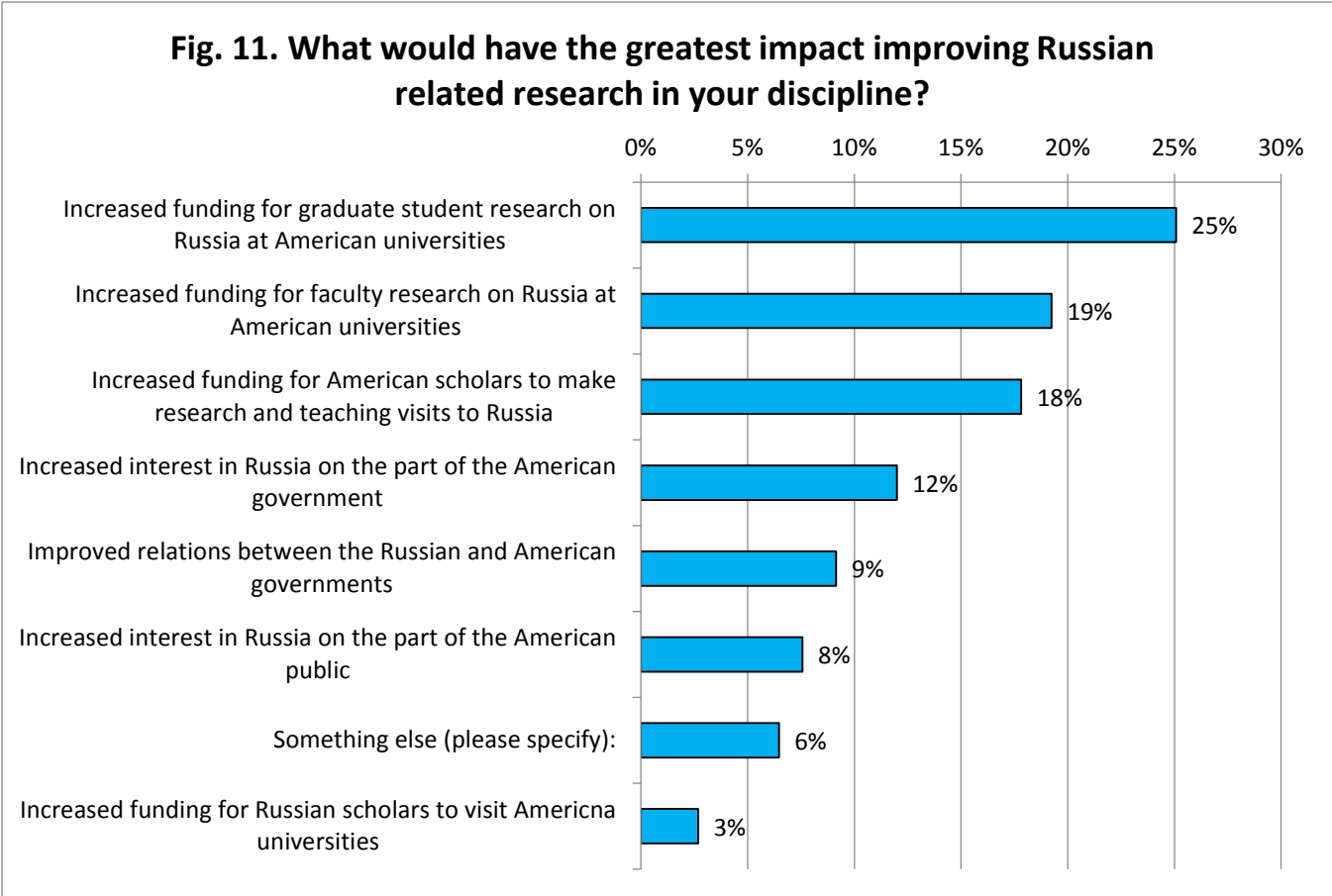
A. Three most serious gaps/shortcomings in research on Russia conducted by US-based scholars in your discipline (N=591)

	One of top 3 gaps	Top 3, Slavic	Top 3, History	Top 3, Social Science
Insufficient comparative perspective (i.e. too narrow a focus on Russia)	37%	32%	44%	36%
Persistence of Cold War attitudes/assumptions among researchers	33%	30%	33%	21%
Lack of fundamental knowledge about Russia	25%	23%	17%	34%
Failure to engage broader theoretical concerns in your discipline	24%	21%	24%	28%
Insufficient collaborations with Russia-based scholars	24%	27%	25%	21%
Excessive focus on disciplinary concerns at the expense of accurate depiction of Russia	22%	23%	18%	40%
Failure to use Russian-language sources	21%	35%	15%	17%
Too narrow a focus on current events and policy debates	19%	17%	23%	10%
Lack of reliable empirical data	18%	10%	13%	34%
Excessive emphasis on Russian exceptionalism	18%	17%	25%	5%
Lack of policy relevance or other impact outside academia	17%	15%	18%	14%
Lack of methodological rigor	12%	11%	11%	17%
Bias against the Russian government	9%	11%	7%	10%
Something else (please specify _____)	1%	0%	1%	1%

B. Main reasons why there are not more collaborations with Russian scholars in your field (N=601)

	One of three main reasons	Top 3, Slavic	Top 3, History	Top 3, Social Science
Lack of contacts between Russian and American researchers working on similar topics	54%	55%	52%	48%
Cultural differences in research styles	41%	50%	44%	32%
Systematic national differences in the quality of training and scholarship	39%	32%	36%	57%
Political obstacles from the Russian government	36%	29%	33%	42%
Different incentive structures for publication in Russia and the United States	35%	38%	41%	32%
Lack of intrinsic interest in collaborating on the part of US scholars	29%	32%	27%	31%
Language barriers	25%	22%	19%	26%
Lack of intrinsic interest in collaborating on the part of Russian scholars	11%	16%	14%	5%
Political obstacles from the US government	10%	11%	9%	5%
Something else (please specify _____)	0%	1%	1%	1%

Lastly, we asked respondents to indicate which of seven proposed measures would have the greatest impact in terms of improving Russian studies in their discipline (we also provided a “something else” option, chosen by only 5%). Our respondents clearly see more funding for themselves and their students as the key (Figure 11). Increased funding for graduate students on Russia came in first, with 25% endorsing this as most likely to have an impact, followed by increased funding for faculty research (19%) and more support for American faculty to visit Russia (18%). Twelve percent think more interest in Russia from the American government would have the most impact, while fewer than 10% see more public interest, more money for Russians to travel to the US, or improved relations between the United States and Russia as particularly promising.



The subjective questions on the individual survey show that there is no consensus about the state of Russia-related studies in the United States, nor about the most pressing problems and gaps, nor on issues affecting the field that have been debated. There is general agreement that interest in Russia has declined among graduate students, particularly in the social sciences. Diagnoses of the key gaps and limitations in training and research about Russia vary and even contradict each other (too much disciplinary focus vs. too much area focus; too little comparative perspective vs. lack of deep knowledge of Russia). Respondents also disagree on the nature and extent of bias toward Russia, particularly in academia. Some implicitly see increased opportunities for contact with Russian scholars as likely to improve the quantity of collaborations, but others see differences in scholarly culture, gaps in the quality of training, and varying professional incentives as important barriers to collaboration—all of which would seem difficult to surmount. Respondents see more funding for graduate students and faculty as the most promising measure to address problems in the field. Perspectives on these issues all vary systematically by discipline in largely intuitive ways.

PART IV: Qualitative Analysis

In order to supplement the survey findings, I also carried out five sets of interviews. First, I interviewed nine current and former US government officials and scholars who work in think tanks, foundations, and networks that focus on Russia in Washington DC. Second, I made site visits to four of the top programs according to the survey results, in order to find out what has helped them to sustain high-quality graduate training in Russia-related studies. At each of these site visits I interviewed 20-25 affiliates of the Russian area studies center, individually or in groups, including graduate students and faculty from different departments, academic and teaching staff, administrative staff, current and former faculty directors, and (in some cases) university administrators.

WASHINGTON DC

The government officials I spoke to all agreed that there is a need for more training of individuals with deep knowledge and understanding of Russia and the surrounding states for the purpose of informing US government policy. They observed that after the end of the Cold War there was a fairly rapid decline in the flow of Russia specialists among graduates from top programs that usually feed into the foreign service, intelligence agencies, and other government positions. Some attributed this to an attitude of complacency in the United States following the Cold War: both the American government and the public assumed that the “Russia problem” was essentially solved and that although Russia remained a challenging place, it was only a matter of time before it would “get its act together and be our friend and partner,” as one official said. As other regions such as China, the Middle East, and the Indian subcontinent appeared more likely to pose major threats to US government interests and policies, young talented graduate students interested in obtaining training that would prepare them for careers dealing with the most pressing foreign policy issues for the US government eschewed studying Russia in favor of these other areas. As one senior official put it, no doubt intending to exaggerate: “nobody with any real ambition and chops went into Russia since the early 1990s; it just wasn’t a good bet.” Several believe that 9/11 was a watershed event that turned interest away from Russia toward the Middle East and South Asia.

Whether these sentiments accurately reflect the trajectory in training of the last 20 years or, instead, are colored by the recent crisis with Russia over Ukraine, they do seem to be widely shared by my interlocutors in Washington DC. In particular, there is acute concern that the ranks of specialists on Russia with deep knowledge of the country and the surrounding regions are thin among 20-30 year-olds working in government, think tanks, and other policy-related jobs. There is also a strong sense that there are even greater gaps in terms of specialists on Russia’s neighboring areas, such as Ukraine and Belarus, the Southern Caucasus states, and Central Asia. One former official believes that the new generation of Russia specialists who do policy work are not only far fewer in number, but they are insufficiently informed about the Cold War era. In contrast to the claim that US perspectives are stuck in Cold War assumptions, this individual believes that younger experts today fail to understand the continuing relevance of Cold War era attitudes and views on Russia’s domestic and foreign policies today.

Others I talked to in Washington DC tended to share the view that interest in Russia among young entrants to social science fields had been drying up since the early or mid-1990s, but with some nuances. Several believe that the real issue is a decline of interest in Russian foreign policy, while interest in Russian domestic politics has remained strong. Think tank personnel and the leaders of key networks of Russia experts have not perceived a lack of talent or a drying up of actual or potential applicants to their organizations. They do perceive that overall numbers may be down, in terms of political science or policy students specializing on Russia, but the decline in quantity has not been accompanied by a decline in depth of expertise or in quality. Younger generations of scholars tend to have wider methodological skills, and many of them are native speakers of Russian. In fact, the influx of specialists from the region who are getting graduate-level training in the United States has steadily increased, making such students a vital source of new blood in the field. All in all, the think tank and academic professionals I interviewed voiced less concern about the purported

thinning of the ranks of Russia experts than the government officials did. That is not to say that they do not see a problem, but that they are not as alarmed by it or they see the situation as more complex. Several, for example, said that the main reason that some perceive a crisis in the field is that Russian (rather Soviet) expertise was overvalued during the late Soviet era and in the early post-Soviet years, which led the generation of experts trained in those years (who now occupy many senior positions in the field) to have a “spoiled” attitude.

None of the people I interviewed in Washington agreed with the view that there is a tendency toward anti-Russian bias or a persistence of Cold War assumptions among experts being trained in recent years. But nearly all did agree that the US media is slanted and simplistic in its reporting on Russia, and that there is a tendency, particularly on television news programs, to call on the older generation of experts whose views are not representative of the larger expert community. There are clear concerns about declining US government support for Russia-related research and training: decreases in Title VI support and the cut (and only partial restoration) of the Title VIII program were frequently cited as examples of drastic measures likely to have a lasting negative impact. Several expressed hope that the recent crisis between the United States and Russia over Ukraine would convince various entities in the federal government to reinvigorate support for academic training in and research on Russia and the region. As for the prospects and potential payoff of more collaboration between Russian and US-based scholars, my Washington interviewees tended not to see this as a particular problem. On the one hand, they believe that more collaboration has been taking place, and that the most successful ones emerge organically rather than due to external incentives. The best way to encourage collaborations is to give potentially interested scholars as many venues as possible in which to meet one another and discuss their mutual interests. Another promising approach is to work through the leading Russian institutions, such as the Higher School of Economics in Moscow. On the other hand, there is also a noticeable increase in the number of scholars from the region who are getting trained in US graduate programs, many of whom are staying in the United States and working in the field.

FOUR TOP PROGRAMS

As described above, Harvard and Berkeley consistently ranked as the top two programs in the Russia-related studies, followed by Columbia and Princeton. In deciding which four programs to select for the case studies, I wished to achieve some geographic and institutional diversity. Accordingly, rather than analyze Harvard, Columbia, and Princeton (all three Ivy League institutions in the northeast) I chose to include Indiana University, a public university in the Midwest with an especially strong Masters program in REES.

Before turning to the specific case studies, eight general conclusions from this phase of the research merit discussion:

- 1) Initial strength in Russia area studies developed serendipitously at these institutions, not as the result of a concerted strategy. Hiring in the various departments at these universities simply produced, not due to any particular plan, critical masses of faculty who work on the region. Once established, interested departments could attract large numbers of PhD students and interdisciplinary centers could build programs drawing on the participation of faculty and graduate students. By offering funding opportunities to support graduate student travel, study, and research, they complemented resources within the departments, leveraging existing advantages and building broad-based programs that, for the most part, have been able to reproduce themselves.
- 2) A major cloud looming on the horizon for the top programs is the decline of interest, faculty, and PhD students in the social sciences. Interest in Russia has traditionally been weak in economics, sociology, and to some extent anthropology. Traditionally, though, political science departments have allocated at least one and often more positions within Comparative Politics to Russian or Eurasian (formerly Soviet) politics. ***Due both to trends within political science away from area specific knowledge (and in the direction of broader theoretical and comparative studies and more sophisticated quantitative methods) and to a decline in interest on the part of the American public and government in Russia following the end of the Cold War, there are fewer faculty***

in political science departments who work on Russia than there were even a decade ago and also fewer PhD students. This is the gravest crisis facing the field.

- 3) In the current environment, strong MA programs are a key to long-term success. Although faculty members at research-oriented institutions often focus more energy on PhD students, three of the four programs feature very successful and growing MA programs. Faculty at these institutions observe that the MA students have improved in quality and ambition in recent years, and their rise in numbers has helped to blunt the impact of the decline in social science PhDs. These programs devote considerable staff and funding resources to ensuring that their MA students are supported, well trained, and integrated into the activities of the area studies centers. Morale appears to be high among the MA students at the three institutions that have programs, and it seems likely that future connections with MA alumni may prove helpful and invigorating for these institutions.
- 4) The natural focal points for efforts to maintain and improve Russia-related offerings are the interdisciplinary area studies centers and their programs. However, these centers all face the same structural problem, in that they have very limited influence over university hiring decisions, which are made by departments rather than by interdisciplinary centers. Faculty coverage is an indispensable element for program quality in Russia-related studies, and the inability of Russian studies centers to control hires puts all these programs at the mercy of whims and trends within the disciplines, as they are reflected in the decisions made by academic (discipline-based) departments. The most pressing need in the broad area of Russian area studies is for resources and mechanisms that area studies centers could use to influence hiring decisions. Monies to seed positions in the social sciences, for example, might help address the need for more faculty in these disciplines.
- 5) There is a mild tendency, which I do not wish to over-state, for a division between Slavic studies faculty and graduate students, on the one hand, and faculty and graduate students from other disciplines, on the other. To some extent, area studies centers were originally conceived to offer complementary programming that Slavic studies departments do not provide, so it is perhaps natural that there is some distance (both real and perceived) between Slavic studies and area studies programs. Individual students and faculty members on both sides of the divide vary a great deal in how much they perceive this distance and the degree to which they perceive it as a problem.
- 6) Area studies centers play a more essential role than departments at these institutions in administering and supporting exchanges and visitor programs that bring their faculty and graduate students into regular contact with Russia-based scholars. This is one of the most important ways they contribute independently to graduate training in Russia-related research.
- 7) Another crucial way that area studies centers all contribute to the cause of graduate training about Russia is by providing funds to support graduate student study, travel, and research. Both MA students and PhD students benefit widely from these funds, and they are instrumental in both recruiting good students to these universities and to ensuring that they make the most out of their graduate training.
- 8) Each of these centers fosters a definitive identity and cultivates a sense of community among its disparate stakeholders. It is inherently challenging in the modern university to build inter-disciplinary communities, and shared interest in Russia is not necessarily an especially promising basis for doing so. For both tangible reasons – regular programming, social events in addition to purely academic meetings, institutionalized mechanisms to bring people together regularly – and intangible ones (excellent staff, enthusiastic faculty, open minded PhD students), these institutions manage to create communities that are greater than the sum of their parts. They have different comparative advantages, but their successes are owed as much to their ability to effectively use those advantages as to the advantages themselves.

Columbia University

Columbia University's Harriman Institute for Russian, Eurasian, and East European Studies was founded in 1946 as the "Russian Institute" with funding from the Rockefeller Foundation; it received its current name in 1982 following a sizable endowment from Averell Harriman. Since its early days the Institute has long had a reputation as one of the best centers for interdisciplinary studies of Russia and the surrounding region. The endowment provides the Institute with ample resources to support a large and effective administrative staff, a wide range of programming, a robust interdisciplinary MA program, and frequent visitors from Russia and the region. Institute leadership effectively leverages the institution's New York City location and the larger strength of Columbia's faculty and PhD students to forge a vibrant and effective interdisciplinary community. The long-standing strength of the Harriman Institute's reputation combines with the dynamism and breadth of current programming to instill a high level of morale and a clear sense of affiliation among stakeholders. The Institute is especially well covered in terms of political science faculty. The outgoing institute director established a very active formal exchange program between Columbia and the Higher School of Economics in Moscow. Potential concerns are the loss of Title VI funding in the previous grant cycle and of FLAS fellowships in the current cycle, a continuing need to hire in Russian history, a lack of younger faculty in Slavic languages and literature, and the reliance on visitors to cover a large number of courses.

The Master's of Arts in Regional Studies-Russia, Eurasia and Eastern Europe (MARS-REERS) program has granted 49 MA degrees in the last five years. Nearly 80% of the students enrolled in the program are US citizens. Vital elements to its success include an academic staff position dedicated to advising the MA students and a year-long thesis writing practicum course. The MA students I talked to appreciate the many chances that the Harriman Institute offers for attending lectures, panel discussions, and symposia. They take advantage of funding opportunities that are slated for MA students, such as assistantships in the Harriman Institute offices. They have a range of career goals typical of MA students, including PhD programs, government, NGOs, and the private sector. By all appearances they are a tight-knit group who take part in regular organized social activities with one another and feel well integrated into Institute life. There is a student lounge and a reading room in the Harriman Institute offices, which are often occupied by MA students and other graduate students. The Harriman Institute's course offerings and faculty also serve the needs of MA students in other programs (such as the School of International and Public Affairs), as well as PhD students in political science, Slavic studies, and history.

The Institute features a rich and diverse agenda of lectures, workshops, conferences, and cultural events. Its New York City location gives Columbia advantages in terms of having large potential audiences in the broader community to support a range of programming and also to draw speakers and visitors. But, crucially, Institute leadership has exploited these advantages effectively by cultivating ties with local organizations, using professional networks to attract a diverse spectrum of guests, and sustaining a high level of quality in its offerings. Much of the programming is orienting toward political science, which perhaps reflects the orientation of current Harriman leadership and the topicality of political issue in the wake of the Ukraine crisis.

At the same time, PhD students in different departments comment on how easy it is for them to approach the Harriman Institute with requests to sponsor visits by particular individuals. Many events are open to the public and attract sizable audiences, while others are more specialized and devoted to closed academic audiences. The Harriman Institute also provides generous and extensive funding for both PhD student and faculty research. It makes for a funding-rich environment that encourages students and faculty to take initiatives and explore new territory. Graduate students indicate that the Harriman Institute staff is proactive in encouraging them to meet with guest speakers for meals and individual consultations outside of the events themselves. Several PhD students have also participated actively in the exchange program between the Harriman Institute and the Higher School of Economics in Russia that the outgoing director established. This program appears to be a genuine model, as researchers spend considerable time at the partner institution going in both directions; they have entered into collaborative research with one another through the program; and the Harriman Institute PhD students and faculty alike have gotten involved in data collection and teaching activities in Russia.

The Harriman Institute's large and dynamic administrative staff has high morale and a well-developed sense of identification with the Institute's mission. The Institute publishes a newsletter and has recently converted its Harriman Review into an attractive glossy Harriman Magazine intended to reach alumni and general public audiences with appealing stories tied to the Harriman Institute's programming, faculty, students, and alumni an example of innovation that uses Harriman's resources to good effect and responds to emerging needs in the field (in this case, for a publication directed to alumni).

The Harriman Institute is exceptionally strong in political science faculty, with leading figures who have worked on Russia in political science and SIPA, as well as two affiliated faculty in Barnard College's political science department. Although the Columbia political science department, like others, has moved away from an "area studies" approach to hiring, it has maintained its traditional strength in Russia-related research and has attracted top PhD students (including some from Russia) who work on Russia.

There are concerns about staffing in other areas though. For a number of years Columbia has had poor coverage of Russia in the history department. There have been efforts to hire Russian historians, but it has been slow going. Columbia's Slavic department is aging, and Barnard's department has few faculty members left. Columbia also lacks Russia-focused social scientists in departments other than political science; it has traditionally had economists who work on Russia but departures and retirements have eliminated those positions. Despite its resources, the Harriman Institute also faces constraints in terms of how effectively it can encourage Columbia's departments to hire faculty who work on Russia. It has often worked with departmental staff to develop attractive recruitment and retention offers, and it has lobbied for area-related hires. The Harriman Institute lost Title VI funding in the previous grant cycle and FLAS funding in the current cycle. Institute leadership hopes to gain back Title VI and FLAS funding, but it has worked hard to ensure that other resources can be deployed to prevent losses of programming. Despite the strength of the Harriman Institute's faculty coverage, courses are often taught by visitors or adjuncts due to demands on faculty to teach disciplinary-related courses and lack of faculty to cover some topics. On the one hand the need for teaching support helps sustain a fruitful rotation of visitors and regular teaching faculty. On the other hand, some students would like more courses with tenured faculty.

University of California at Berkeley

Berkeley established its Center for Slavic and East European Studies in 1957. It was integrated into International and Area Studies in 1988 and renamed the Institute of Slavic, East European, and Eurasian Studies (ISEEES) in 2000. ISEEES funds and administers the Berkeley Program in Eurasian and East European Studies (BPEES), a program supporting graduate student and faculty research on contemporary political and social issues in Russia and the region. Compared to the generously-funded Columbia and Harvard centers, Berkeley (like Indiana) has considerably fewer resources for programming. It has a modest endowment and relies largely on state funding, Title VI and FLAS. As a result it has been hurt by state budget crises, University of California budget cuts, and rollbacks in Title VI and FLAS. Nonetheless, its small but effective staff has worked hard to do more with less and to sustain high quality programming.

During its heyday, the late 1980s and early 1990s, Berkeley had very deep pool of accomplished faculty doing research and teaching about Russia in history, political science, sociology, and economics, as well as one of the top departments of Slavic languages and literature in the country. Accordingly, it drew a large number of graduate students working on the Soviet Union and then Russia and produced several generations of young entrants into faculty ranks at American institutions. It had an active collaboration with Stanford University, now defunct, which regularly brought together graduate students from disciplines on the two campuses at jointly sponsored events. Since that time, history and Slavic studies have maintained their impressive strength, and both departments remain among the highest ranked and the most attractive to prospective graduate students. These two departments provide the bulk of ISEEES affiliates at both faculty and graduate student levels, as well as the lion's share of participants in ISEEES programming. ISEEES sponsors lectures, workshops, and conferences that address issues facing Russia and the region, supports regular discussion groups of historians ("kruzhki") that are wildly popular and have served as a model for history departments elsewhere

in the country, and also funds graduate student travel and research. Morale is high among the history department graduate students and faculty, and the department has done particularly well at placing its PhDs who have worked on Russia in academic jobs. Some Slavic studies department students and faculty feel a certain distance from the activities of ISEES, viewing them as geared largely toward politics and current events instead of the cultural and literary topics that are more intrinsic interest to Slavists. But many also voice appreciation of the efforts of ISEES to create an interdisciplinary community and to reach diverse constituencies within the university. Bucking the field's reputation for focusing on traditional topics, the Slavic languages and literatures department recently tried to hire an expert on contemporary Russian literature and culture. The search was not successful, apparently because of perceived lack of qualified candidates in the field. However, it will be run again.

In contrast to the continuing success of its Russia-related programs in history and Slavic languages and literatures, Berkeley has lost much of its strength in the social sciences. Three prominent Russian specialists who left political science for retirement or other jobs have not been replaced. There is little prospect that a recently retired Russia specialist in Sociology will be replaced. Remaining faculty members in political science, anthropology, and economics who have in the past worked on Russia either have shifted their interests into other areas in the last decade or have not typically worked closely with graduate students on Russia-related topics. As a result of rapidly declining faculty coverage in the social sciences, the stream of social sciences PhD students coming to Berkeley to work on Russia has rapidly dried up. In turn, the lack of PhD students who need courses and advising diminishes internal pressures within social science to hire faculty specializing in Russia.

ISEES makes considerable efforts to offset the decline of core social science faculty and graduate students at Berkeley by providing special events programming on current political and social issues in Russia, maintaining the B PS, and staffing courses on Russian politics in political science. Its staff is aware of the emergent disciplinary imbalance in the institute's strengths and is concerned about it. But ultimately it does not perceive any obvious solutions, given constraints on the ability of interdisciplinary centers to influence departmental hiring policies.

ISEES has had several innovative and promising exchange programs with Russian institutions, including a program bringing scholars from the region to Berkeley in order to develop course syllabi and an exchange with Far Eastern Federal University in Vladivostok. These programs were highly regarded by the grad students and faculty, and were valued as mechanisms for bringing in scholars from the region. However, they have both been curtailed because there are simply not enough social science faculty and students on the Berkeley side to sustain them.

Berkeley continues to enjoy a very strong reputation as a hub for Russia-related research and graduate training, as the institutional and individual surveys show. It has protected the quality of its programs in history and Slavic languages and literatures effectively. Its waning strength in social sciences should be a major concern to those interested in preserving the field of Russia studies in the United States. So far, Berkeley's reputation for Russia-related work in the social sciences has persevered, but unless recent trends are reversed – which will require significant hiring of Russia specialists in political science, sociology, and/or other social science departments, that reputation is likely to fade rapidly.

The Berkeley case also helps illustrate the value of a robust MA program in REES by its absence. It is conceivable that MA students could essentially pick up the slack in demand for social science courses and programming that has resulted from the drying up of flows of social science PhD students interested in Russia, as they have at the other three programs examined here. ISEES staff members have done a good job drawing in "stray" students from sociology and occasional MA students from programs such as public policy and urban planning, but there are not enough of them to provide a critical mass of social science-oriented students to complement the impressive programs in history and Slavic studies.

Indiana University

Indiana's Russian and East European Institute (REEI) was founded in 1947, and was one of the original recipients of Title VI National Resource Center funding in 1958. It has long enjoyed a reputation as a leading center for research and graduate training on the region. It has benefited from a general commitment by the university administration at Indiana to international studies, which for many decades has been viewed as an essential component of Indiana's distinctive institutional brand. Faculty coverage in the relevant departments is not very deep, but it is distinctively broad. Indiana's MA program is particularly impressive: not only is the core MA program in Russian and Eastern European studies very strong, but REEI also runs joint MA programs with six other campus schools: Journalism, Informatics and Computing, Library and Information Science, Public and Environmental Affairs, the Kelley School of Business, and Public Health. Indiana's longstanding summer language training program in Russia has been considered one of the best in the country, which also helps put Indiana on the map in the Russian studies world. In addition, a recent reorganization that established a School of Global and International Studies (SGIS) with its own degree programs and hiring lines offers some promise that REEI (and other area studies centers) can obtain more influence over hires in the university, though whether this will pan out remains to be seen. Like other programs throughout the country, REEI faces challenges of a long-term decline in student interest and enrollments in its programs, and is somewhat thin in terms of PhD students working on Russia, as well as faculty coverage in the social sciences. It does not have a large endowment to cushion it from potential losses of Title VI and FLAS funding (although it has succeeded in these competitions for many years running). The vibrant MA programs, summer language school, and excitement over the new SGIS help offset these sources of concern.

REEI leadership has worked hard and successfully over the years to establish a strong MA program, and has shown creativity and initiative in setting up joint or dual MA programs with other campus entities. Over time, as the PhD students dwindled, MA cohorts have grown: in the last five years 39 MA degrees in REES have been granted, including 13 joint degrees. Upwards of 80% of REES MA students have been funded, and over 90% have been US citizens. The dynamic MA program has both shored up the institute's sense of purpose and mission and also provided demand for graduate level courses in the various relevant departments. REEI provides close advising, a year-long thesis writing practicum course, and many funding opportunities for its MA students. Faculty members comment that the MA students have grown stronger in recent years; they appear to be a highly motivated, energetic bunch, and they are pleased with the program.

The SGIS is another reflection of Indiana University's commitment to international studies. It was established in 2012 and is now becoming fully operational under an inaugural Dean. SGIS unites Indiana's area studies centers and a number of international programs under a single administrative unit, and it has resources to hire faculty. The procedures for allocating these lines among the different programs are still being worked out, and there may be some issues in terms of potential overlaps and turf battles with traditional departments. (For example, the Economics department may resist hires of economists in SGIS programs if they perceive that their courses could draw students away from courses offered by Economics.) But this new structure does seem to provide REEI with a potentially unique opportunity to have its Russia-related faculty needs met without having to convince traditional departments of the need to hire Russia specialists. Senior leaders of SGIS appear to be very open to working with REEI staff to identify priorities and develop a strategy for addressing needs.

The Slavic Languages and Literatures department experienced a period of difficulty during the 1990s and 2000s, but the university administration remained committed to preserving it and has made good hires, bringing in a chair who, by all accounts, has really turned the program around. Language faculty have worked with REEI staff and other faculty to develop innovative courses (i.e. Russian for social scientists, Russian for business, and courses designed to encourage practical speaking and writing skills through analyses of contemporary developments in art and literature.) Another noteworthy effort is the "O Rossii po russki" seminar, which brings native speaking scholars and other professionals to campus to give talks and hold question-and-answer sessions in Russian. Enrollments in Russian language courses are a perennial concern, but so far they have not yet approached critically low levels. New faculty members in Slavic studies

are working on topics that engage disciplines outside of Slavic studies in non-traditional ways. The durable success of Indiana's summer language program in Russian (as well as other Slavic languages) has been a source of pride and an important component of its national reputation in the field.

REEI also benefits from the presence on campus of other programs and centers focusing on the former Soviet region: the Center for Languages of the Central Asian Region (CeLCAR), the Inner Asian and Uralic National Resource Center, and a department (including MA and PhD programs) in Central Eurasian Studies housed in SGIS. Indiana University has long prided itself on the quality and quantity of its international offerings; for example, its publicity materials make frequent reference to the fact that over 70 foreign languages are taught at the university. This commitment at the level of upper administration to international programs reinforces a culture that is conducive to preserving top area studies, even using internal resources to do so when external funds dry up.

Indiana's coverage of the disciplines most relevant for Russian-related graduate training and research is wide, but thinner than might be desired. There are faculty in history, political science, economics, anthropology, geography, and other areas that work on the region, but generally only one in each department. There seem to be few, if any, PhD students in these programs working on Russia, and it is questionable whether the respective departments would hire replacements for Russia-oriented faculty were they to depart, much less make new hires in the area in order to build strength. Some Indiana PhDs who work on Russia have struggled to find good placements in academic jobs. REEI leadership has been especially concerned about the trends away from Russia area studies within political science, both nationally and at REEI. They are hardly unique in this, and the MA programs go a long way to ensuring a steady supply of engaged students working on politics in Russia and the surrounding region. There do not appear to be very many visitors to Indiana from the region, which could stem in large part from its location. They do have a regular exchange with the Higher School of Economics. The extensive funding opportunities REEI is able to offer both MA and PhD students; curricular innovations in language teaching by affiliated faculty; the optimism surrounding the new SGIS structure; the reputation of the summer language program; and the energy and effectiveness of its administrative staff all bode well for REEI's continuing success.

Harvard University

Harvard established an interdisciplinary Russian Research Center in 1948 with seed money from the Carnegie Corporation. It was renamed the Kathryn W. and Shelby Cullom Davis Center after receiving a large gift from the Davis family. The Davis endowment provides the Center with unusually generous resources, which its staff uses effectively to support wide-ranging programming (lectures, conferences, seminars, and cultural events), host numerous visitors and postdoctoral researchers, maintain a vibrant MA program, support PhD students and faculty research in the various departments, and sustain its reputation as a leading center for Russia-related research and training in the country. The Center actively involves local affiliates from other universities. Harvard's Slavic Languages and Literatures department is one of the best in the country, and its history department has long been exceptionally strong in the Russia field. The one relatively weak area is social science: they have only one political scientist, no sociologist or economist, and one anthropologist who work on the region. The incoming director's home is in the Business School. Davis Center staff is concerned about the lack of specialists on Central Asia and the Caucasus on campus.

The Davis Center hosts fifteen regular seminar series, including groups focusing on Comparative Politics, Cold War studies, Comparative Economics, Post-Communist Politics and Economics, Gender, Socialism, and Post-Socialism, Early Slavists, the Sakharov Seminar on Human Rights, and a number of others. It also sponsors frequent conferences and symposia, often drawing in its many affiliates at other universities in the greater Boston area. These affiliates from other institutions are heavily involved in the Center's activities, as are the numerous visiting faculty and postdoctoral fellows. On average there are some 20 such visitors in residence each year, including at least three from Russia. They have an annual PhD student from the Higher School of Economics and are initiating an annual distinguished scholar visitor from Russia. In my meetings with these visitors and fellows they were uniformly enthusiastic about their experiences at Harvard: the Center does an excellent job integrating them, encouraging a sense of belonging to the

Davis Center community, and providing a stimulating environment for their research and training. For example, they offer professionalization workshops for visitors, which have often morphed into seminar series. They have implemented innovative programs, such as a themed annual fellowship: this year the theme emphasizes spatial analyses using GIS techniques, but participants include humanities specialists as well as social scientists. Overall, the Center's extraordinarily rich programming is truly inter-disciplinary and attracts good numbers of participants, making Harvard the hub of a larger community of Russia (and related) specialists in New England.

The MA program is very robust, graduating 44 students in the last five years, over 80% of whom were US citizens and over 90% receiving funding support. The curriculum features a thesis-writing practicum course and a pro-seminar course during the first year that exposes students to a range of approaches in REES. Center staff members work very closely with the MA students, providing them with advising and career consultations. They have several innovative programs for the MA students, including a career information and network trip to Washington DC and frequent activities linking current MA students with program alumni, and extensive funding to support MA student travel and research. The Center also uses most of its FLAS money to support MA students and has internal funds to offset tuition for them. The MA students, many of whom are oriented toward social science topics, play a crucial role in maintaining demand for graduate courses in the Government department. They are an ambitious and energetic group who speak very highly of their experiences in the program and their treatment by faculty and staff. Nearly all of those who are graduating are preparing to enter professional jobs or PhD programs

Harvard is extremely strong in Slavic studies and history, but like other programs has some weakness in social science. The Government department for decades had multiple senior scholars working on Russia and the Soviet Union, but now it has only one (in an endowed chair position) and there is little hope for additional hires in the area in Government. Correspondingly, there has been a decline in PhD students in Harvard's Government department who are studying Russia. This mainly reflects trends in political science and in American society. It is difficult, in the opinion of senior faculty at the Davis Center, to interest American 20 year olds in Russian politics and economy, because Russia is perceived as neither posing a significant threat to the United States politically nor offering much potential as a source of economic dynamism as a promising investment. In contrast, interest in China and the Middle East has grown, and within political science there are still positions slotted for China specialists, at Harvard and elsewhere. Davis Center leadership hopes to raise funds for an endowed faculty position for a Russia expert in a social science department, but this will require a lot of effort.

The central Arts and Sciences administration perceives the Davis Center very positively: it has earned a reputation as a consummate team player that excels at pursuing its own interests while also meeting the needs and addressing the concerns of the larger university. For example, Davis Center staff members have earned kudos for their careful and deliberate approach in their efforts to establish a Davis Center office in Moscow.

The Davis Center has a large and well-appointed physical space, which allows it to provide offices to PhD students in history and government who work on Russia. The Slavic Languages and Literatures department, which enrolls about 5 new PhD students a year, views the presence of the Davis Center as a vital recruiting tool and a source of funding for its PhD students. Its support for write-up years (for dissertations) is especially appreciated.

Apart from the challenge of maintaining faculty coverage and PhD work on Russia in the social sciences, which is a general problem that affects most institutions, the Davis Center appears to be in top shape, making excellent use of its considerable resources to produce a rich, diverse, and evolving set of programs. It maintains an especially vibrant and large group of visitors and fellows and a first rate MA program. By incorporating participants from other universities in the area it expands its community and its reach outside the borders of the Harvard campus.

PART V: Conclusions and Policy Recommendations

A major goal of this assessment was the collection of quantitative data to serve as benchmarks for future assessments of this nature. Under its former name, the American Association for the Advancement of Slavic Studies, ASEES commissioned a report entitled “Prospects for Soviet and East European Studies,” by Dorothy Atkinson, which appeared in 1991 (see <http://www.aseees.org/sites/default/files/downloads/AtkinsonHistoryNCASARReport1991.pdf>.) The study focuses on ASEES members and includes some data, but the data are not comparable to the data reported in the present study. The absence of such comparable data from prior assessments makes it hard to measure whether and how the field of Russia studies has changed in the last several decades. Without hard benchmarks for comparison, we are left to draw conclusions about the broader picture based on our interpretation of the findings.

Overall, Russian studies in the United States exhibit several strengths that belie the perception of a widespread crisis in the field. The quantity, wide range of methods range, and disciplinary diversity of research on Russia are impressive, and most researchers we surveyed have secured at least some funding in the last five years, mainly from federal sources. The majority of PhD holders who do research on Russia are employed in tenure-related positions at universities, though perhaps our sampling approach has led us to over-estimate their relative proportion. The extent of collaboration by US-based scholars with Russian colleagues, while it might always be improved, is nonetheless substantial. American universities with graduate programs related to Russian studies are engaged in a wide number of activities that bring knowledge about Russia to both academic and general public audiences. The top programs in the field face various issues, yet they all remain robust and active. There is healthy disagreement among researchers as to the main issues facing the field, the principal obstacles to more exchanges, the degree of anti-Russian bias, and the most promising solutions to the field’s problems.

Other findings paint a more pessimistic picture. Most importantly, Russian studies within the social sciences in particular are arguably experiencing a true crisis on multiple fronts: declining faculty coverage in political science departments—including, notably, at the top two programs in the field of Russian studies; falling interest in Russia on the part of PhD students in the social sciences; a growing tendency for fewer courses about Russia to be taken during graduate school; and waning interest in studying Russia after completing the PhD among more recent social science PhDs. There are signs that the job situation for new Slavic PhDs is deteriorating. Concerns over funding for graduate students and for faculty research are evident in both the quantitative and qualitative data. Many Washington DC-based stakeholders believe that the pipeline of well-trained experts on Russia emerging from American universities has dried up. For these reasons, the signs of health in the field should not be grounds for complacency.

Four specific measures seem likely to improve the situation.

- 1) Seed faculty positions in the social sciences. Seed money can help area studies centers address the structural problem of their lack of influence over department hiring decisions. Rather than focus on political science, there should be an effort to get universities to hire Russia experts in all social sciences. Seed money could be allocated to REES centers on a competitive basis, and they would have to work with their central administrations when preparing a proposal. The hires could work like cluster hires, where departments would compete for the line and an interdisciplinary recruitment committee would form.

- 2) Support more peer-to-peer activities bringing together Russia-based and US-based scholars. Top priority should go to funding research trips and projects by US-based scholars and graduate students in Russia, perhaps with some incentives to venture away from Moscow and St. Petersburg. But programs could also support more joint conferences, travel grants for Russian scholars to present their work in the United States, support for formal research exchange programs, and incentives for US faculty to spend semesters in Russia (such as salary offset to compensate for leave from the US institution). It appears that Russian graduate students and recent PhDs are especially under-served in terms of opportunities to spend extensive time at American institutions.

3) Bolster MA programs in REES. They provide demand for graduate-level courses on Russia in social sciences that probably would not be taught otherwise because there are too few PhD students to take them. They provide a pipeline of graduates with at least introductory language skills and area expertise to work in government, think tanks, NGOs, and private sector jobs. MA programs also equip students who go on to PhD programs in one of the disciplines with a strong background in Russian studies. Thus, if it is indeed the case that political science PhD programs now require more courses in methodology or political theory, new political science PhD students who have gone through MA programs in REES will enter their PhD programs with considerable Russia-related coursework under their belts. They also can provide a critical mass of graduate-level students to provide a sense of community and common intellectual enterprise at the inter-disciplinary area studies centers. The main constraint on the size and scope of these programs is lack of funding for MA students. Scholarships to support them could help a lot in terms of growing these programs.

4) Stimulate more undergraduate interest in Russian language and area studies courses. This study does not address undergraduate education. However, while it was underway the Modern Language Association released a report, "Enrollments in Languages Other Than English in United States Institutions of Higher Education, Fall 2013," by David Goldberg, Dennis Looney, and Natalia Lusin (see http://www.mla.org/pdf/2013_enrollment_survey.pdf). The enrollment figures for Russian were down by nearly 18% in 2013 compared to 2009 (from 26,753 to 21,962). Overall foreign language enrollments declined by 6.7%, suggesting that interest in Russian language among undergraduates has suffered disproportionately during this period. In contrast, enrollments in Arabic declined by 7.5%, while enrollments in Chinese grew by 2.0%.

The disproportionate decline in Russian language enrollments at the undergraduate level suggests that young Americans are losing interest in Russia. If this trend continues, it will ultimately affect the supply of potential graduate students with the level of interest and background in Russian studies necessary to undertake graduate-level training. Trends in graduate training within the social sciences and history are emphasizing theory, methodology, and comparative perspectives rather than in-depth expertise about a single country or region. Therefore, it is particularly important that graduate students pursuing PhD training in these fields who wish to conduct research on Russia enter their graduate programs with a strong prior background in Russian language and area studies: increasing course demands in theory and methodology mean they have less time to take language and Russia-related courses during graduate school. For these reasons, programs to motivate more undergraduates to take Russian language and area studies courses could play a vital role in enhancing graduate-level training on Russia. For example, the Russian Language Flagship program provides fellowships, advanced training, and cultural skills (by requiring study abroad) to undergraduates at Bryn Maw and Haverford Colleges, Portland State University, UCLA, and the University of Wisconsin-Madison. This program should be scaled up, and other similar types of programs should be implemented.



ACKNOWLEDGMENTS

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Cover photo provided by Barbara Allen

APPENDIX: Institutional and Individual Survey Instruments

Assessing Russian Studies in the US: Institutional Survey

Welcome to the ASEEES Survey, Assessing Russian Studies in the United State...

The Association for Slavic, East European, and Eurasian Studies is conducting a survey of 44 university-based Russian studies programs in the United States. The survey is part of a study, funded by Carnegie Corporation of New York, to obtain benchmark data about the current state of research and graduate training in Russian studies.

Instructions.

Completing the survey should be straightforward, especially if you keep the following in mind:

- 1) The survey consists largely of factual questions about your program activities and staffing, aside from two “subjective” questions at the end. You may need to consult with colleagues or staff to obtain some of the information requested. We recommend first reviewing the survey by scrolling through it using the “Next” and “Previous” buttons in order to get an idea of the information we are seeking.
- 2) After you complete the questions on a page, click “Next” to go the next page. When you click “Next” your answers on the page you completed are automatically saved. You can also click “Previous” to go to the prior page. You can return to an incomplete survey later, but *only if you use the same browser on the same computer*. Unfortunately this means you cannot begin the survey, then send it to someone else to complete.
- 3) On the last page of the survey, there is a “Done” button at the bottom. Once you click on “Done” your responses will be stored. You can return to the survey to revise them until the survey closes, *but only if you use the same browser on the same computer*.
- 4) Note that there are automatic skips built into some questions. For example, if your institution does not have an MA program in Russian, East European, and Eurasian studies, then after you answer “no” to the question about whether you have such a program you will be directed automatically to the next section, skipping the questions that pertain only to institutions that do have an MA program.
- 5) We guarantee that your institution’s particular answers will never be publicly released or shared with the public or the survey’s sponsor. We do, however, ask you to name your institution so we can keep track of who has responded and who has not. In other words, the survey is not anonymous, but is completely confidential (in the sense that no individual institution’s answers will be shared).
- 6) If any aspect of the survey is unclear, please contact Ted Gerber at tgerber@ssc.wisc.edu or Lynda Park at lypark@pitt.edu
- 7) If you have any technical questions about or problems with the online survey, please contact ASEEES at aseees@pitt.edu or (412) 648-9911.
- 8) This survey will close on **February 23, 2015**.

Thank you for responding to the survey! Your information is vitally important for our assessment of the state of research and graduate training on Russia in the United States.

Assessing Russian Studies in the US: Institutional Survey

Ted Gerber

Lynda Park

1. Please write in the name of your institution.

2. How many full years of Russian language instruction are offered at your institution?

- 2 or fewer
- 3
- 4
- 5
- 6 or more

3. Approximately what percentage of Russian language courses at your institution are taught by tenure-track/tenured faculty?

Enter a percentage
from 0 to 100

4. Does your institution have an MA program in Russian, Eurasian, and/or East European studies (REEES)?

- Yes
- No

5. How many MA degrees in REEES has your program granted in the last five academic years (AY 2009/10 to AY2013/14)? How many recipients of these degrees wrote theses or major papers about *Russia* (at least 25% Russia-related content)?

Number of MA degrees
in REEES since AY
2009/10:

Number of recipients of
them who wrote
thesis/major paper on

Russia:

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6. How many MA students in REEES are currently enrolled at your institution, and approximately how many of them will write a thesis or major paper about *Russia* (at least 25% *Russia* content)?

Number of MA

students in REEES

currently enrolled:

Approximate number of

these who will write a

thesis/major paper

about *Russia*:

7. Does your institution offer graduate certificates in Russian, East European, and/or Eurasian studies (REEES)?

Yes

No

8. How many students received graduate certificates in REEES in the last five academic years (AY 2009/10 to AY2013/14)? Of these, approximately how many specialized in *Russian society, culture, politics, history and/or language*?

Number of graduate

certificates in REEES

granted since AY

2009/10:

Number of those to

students who

specialized in *Russia*-

related topics:

Assessing Russian Studies in the US: Institutional Survey

9. Does your institution offer a graduate minor in Russian, East European, and/or Eurasian studies (REEES)?

- Yes
- No

10. How many graduate students have graduated with a graduate minor in REEES in the last five academic years (AY 2009/10 to AY2013/14)? Of these, approximately how many specialized in *Russian* society, culture, politics, history and/or language?

Number of graduate
minors in REEES
since AY 2009/10:

Number who
specialized in *Russia*-
related topics:

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11. How many tenured/tenure track faculty are there at your institution who currently do substantial research on Russia (i.e., at least 25% of their research is on Russia) in each of the following departments? (Please enter 0 if there are none.)

- a. Slavic/Russian language, literature, and/or culture
- b. Political Science
- c. History
- d. Economics
- e. Sociology
- f. Anthropology
- g. Geography
- h. Other humanities or arts department(s)
- i. Other social science department(s)
- j. Professional schools (law, policy, library/information science, etc.)

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12. How many current PhD students are there at your institution working on Russia (at least 25% Russia content) in the following departments? (Please enter 0 if there are none.)

- a. Slavic/Russian language, literature, and/or culture
- b. Political Science
- c. History
- d. Economics
- e. Sociology
- f. Anthropology
- g. Geography
- h. Other humanities or arts department(s)
- i. Other social science department(s)
- j. Professional schools (law, policy, library/information science, etc.)

Assessing Russian Studies in the US: Institutional Survey

13. How many PhDs have been granted at your institution to students whose dissertations included research on Russia (at least 25% Russia content) during the last five academic years (AY 2009/10 to AY2013/14) in each of the following departments?

- a. Slavic/Russian language, literature, and/or culture
- b. Political Science
- c. History
- d. Economics
- e. Sociology
- f. Anthropology
- g. Geography
- h. Other humanities or arts department(s)
- i. Other social science department(s)
- j. Professional schools (law, policy, library/information science, etc.)

14. Does your institution have any formal research and/or educational exchange programs with one or more Russian institutions (including language training programs) in which graduate students and/or faculty have participated during the previous five academic years (AY2009/10-AY2013/14)?

- Yes, two or more exchange programs in which graduate students and/or faculty have participated
- Yes, one formal exchange program in which graduate students and/or faculty have participated
- No

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15. Please answer the following questions about your institution's formal exchange program with a Russian institution in which graduate students and/or faculty have participated in AY2009/10-AY2013/14.

a. Which Russian institution is your partner?

b. Is there a research component to the program?

c. How many faculty members (if any) from your institution have participated in the program during the previous five academic years (AY2009/10-AY2013/14)?

d. How many graduate students (if any) from your institution have participated in the program during the previous five academic years (AY2009/10-AY2013/14)?

e. How many faculty members (if any) from the Russian institution have participated in the program during the previous five academic years (AY2009/10-AY2013/14)?

f. How many graduate students (if any) from the Russian institution have participated in the program during the previous five academic years (AY2009/10-AY2013/14)?

g. What year did the program start?

16. Please answer the following questions about your institution's *largest* (in terms of number of participants from your institution) formal exchange program with a Russian institution in which *graduate students and/or faculty* have participated since AY 2009/10.

a. Which Russian institution is your partner?

b. Is there a research component to the program?

c. How many faculty members (if any) from your institution have participated in the program during the previous five academic years (AY2009/10-AY2013/14)?

d. How many graduate students (if any) from your institution have participated in the program during the previous five academic years (AY2009/10-AY2013/14)?

e. How many faculty members (if any) from the Russian institution have participated in the program during the previous five academic years (AY2009/10-AY2013/14)?

f. How many graduate students (if any) from the Russian institution have participated in the program during the previous five academic

Assessing Russian Studies in the US: Institutional Survey

years (AY2009/10-
AY2013/14)?

g. What year did the
program start?

17. Now please answer the following questions about your institution's *second largest* (in terms of number of participants from your institution) formal exchange program with a Russian institution in which *graduate students and/or faculty* have participated since AY 2009/10.

a. Which Russian
institution is your
partner?

b. Is there a research
component to the
program?

c. How many faculty
members (if any) from
your institution have
participated in the
program during the
previous five academic
years (AY2009/10-
AY2013/14)?

d. How many graduate
students (if any) from
your institution have
participated in the
program during the
previous five academic
years (AY2009/10-
AY2013/14)?

e. How many faculty
members (if any) from
the Russian institution
have participated in the
program during the
previous five academic
years (AY2009/10-
AY2013/14)?

f. How many graduate
students (if any) from
the Russian institution
have participated in the

Assessing Russian Studies in the US: Institutional Survey

program during the
previous five academic
years (AY2009/10-
AY2013/14)?

g. What year did the
program start?

18. Does your institution have a joint degree program with one or more Russian institutions in which *graduate students and/or faculty* have participated in the last five years?

- Yes
- No

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19. Please answer the following questions about your institution's *joint degree* program with a Russian institution. If your institution has more than one *joint degree* program with a Russian institution, then provide information regarding the largest program (in terms of number of participants from your institution).

a. Which Russian institution is your partner?

b. Is there a research component to the program?

c. How many faculty members (if any) from your institution have participated in the program during the previous five academic years (AY2009/10-AY2013/14)?

d. How many graduate students (if any) from your institution have participated in the program during the previous five academic years (AY2009/10-AY2013/14)?

e. How many faculty members (if any) from the Russian institution have participated in the program during the previous five academic years (AY2009/10-AY2013/14)?

f. How many graduate students (if any) from the Russian institution have participated in the program during the previous five academic years (AY2009/10-AY2013/14)?

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g. What year did the program start?

20. How many of each of the following types of visiting appointments has your institution hosted in the previous five academic years (AY2009/10-AY2013/14) for scholars doing social science or humanities research about *Russia*? (Please consider scholars whose teaching or research during their visiting appointment had at least 25% Russia content.)

a. Post-doctoral researchers from United States institutions

b. Post-doctoral researchers from Russian institutions

c. Post-doctoral researchers from institutions in other countries

d. Visiting professors from United States institutions

e. Visiting professors from Russian institutions

f. Visiting professors from institutions in other countries

21. Approximately how many of the following types of academic events (i.e. designed for academic participants/audiences) did your institution hold in the 2013/14 academic year that focused significantly (at least 25%) on Russia?

a. Conferences

b. Workshops

c. Lectures

d. Panel discussions

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22. Approximately how many of the following types of *public* or *outreach* events (i.e. designed for general public audiences or specialized non-academic audiences such as high school students, alumni groups, or teachers) did your institution held in the 2013/14 academic year that focused significantly (at least 25%) on *Russia*?

- a. Conferences
- b. Workshops
- c. Lectures
- d. Panel discussions

23. Approximately how many of the following types of *cultural* events did your institution hold in the 2013/14 academic year that focused significantly (at least 25%) on *Russia*?

- a. Concerts
- b. Film showings or series
- c. Photography or art exhibitions
- d. Poetry or other literary readings
- e. Other performances or cultural events

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24. Which institutions in the United States do you consider to be the top 3 in terms of the quality of their overall graduate training in *Russia*-related studies? (Note: You may choose your own institution if you believe it is in the top 3.)

	Top institution	Second leading institution	Third leading institution
Arizona State University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bard College	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Boston College	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brown University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bryn Mar College	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Columbia University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Duke University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Florida State University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
George Mason University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
George Washington University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Georgetown University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Harvard University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Indiana University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Massachusetts Institute of Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Miami University, Ohio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Michigan State University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Middlebury College	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monterrey Institute of International Studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New York University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Northwestern University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ohio State University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pennsylvania State	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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University

Portland State
University

Princeton University

Stanford University

University of Arizona

University of
California, Berkeley

University of
California, Los
Angeles

University of Chicago

University of Illinois at
Urbana-Champaign

University of Kansas

University of Maryland

University of Michigan

University of Missouri

University of North
Carolina

University of Oregon

University of
Pennsylvania

University of
Pittsburgh

University of Southern
California

University of Texas at
Austin

University of Virginia

University of
Washington

University of
Wisconsin

Yale University

Other institution(s) not on this list (please specify)

25. If your program wanted to establish closer ties with *Russian* institutions, what do you think would be the two greatest obstacles to doing so?

	Greatest obstacle	Second greatest obstacle
a. Lack of support from my institution's administration	<input type="radio"/>	<input type="radio"/>
b. Lack of interest from faculty and/or students at my institution	<input type="radio"/>	<input type="radio"/>
c. Lack of interest from faculty and/or students in Russia	<input type="radio"/>	<input type="radio"/>
d. Political obstacles from the US government	<input type="radio"/>	<input type="radio"/>
e. Political obstacles from the Russian government	<input type="radio"/>	<input type="radio"/>
f. Lack of financing/resources to launch a program	<input type="radio"/>	<input type="radio"/>

Something else (please specify)

26. Finally, is there anything else you wish to add about your institution or about this survey?

Welcome to the Survey Assessing Research on Russia in the United States

The Association for Slavic, East European, and Eurasian Studies is conducting a survey of United States-based scholars who conduct research on Russia. The survey is part of a study funded by **Carnegie Corporation of New York**. It seeks benchmark data about the current state of research and graduate training in Russian studies.

The survey should take between **5 and 15 minutes of your time**. Please complete the survey as thoroughly as possible.

Instructions.

Completing the survey should be straightforward, especially if you keep the following in mind:

- 1) The survey consists of factual questions about your training, research activities, and collaborations with Russian scholars, as well as subjective questions regarding our perceptions of the state of the field and the main challenges it faces. You may find it useful to have a copy of your CV on hand when providing some of the information requested. We recommend first reviewing the survey by scrolling through it using the "Next" and "Previous" buttons in order to get an idea of the information we are seeking.
- 2) After you complete the questions on a page, click "Next" to go the next page. When you click "Next" your answers on the page you completed are automatically saved. You can also click "Previous" to go to the prior page. You can return to an incomplete survey later, but only if you use the same browser on the same computer.
- 3) On the last page of the survey, there is a "Done" button at the bottom. Once you click on "Done" your responses will be stored. You can return to the survey to revise them until the survey closes, but only if you use the same browser on the same computer.
- 4) Note that there are automatic skips built into some questions. For example, if you have not traveled to Russia in the last five years you will be automatically sent to the next section after checking the appropriate box on the question about travel to Russia since 2010, skipping the questions that pertain only to those who did undertake such trips.
- 5) We guarantee that your particular answers will never be publicly released or shared with the public or the survey's sponsor. None of the questions can be used to identify you personally, and the survey is both anonymous and completely confidential.
- 6) If any aspect of the survey is unclear, please contact Ted Gerber, the primary investigator of the study, at tgerber@ssc.wisc.edu.
- 7) If you have any technical questions about or problems with the online survey, please contact ASEEEES at aseees@pitt.edu or (412) 648-9911.
- 8) This survey will close on **February 25, 2015**.

Thank you for responding to the survey! Your information is vitally important for our assessment of the state of research and graduate training on Russia in the United States.

Ted Gerber, Director of the Center for Russia, East Europe, and Central Asia; Professor of Sociology, University of Wisconsin

1. Have you conducted any research on Russia during the calendar years 2010-2015?

- Yes
- No

2. Are you currently based in the United States? If not, have you been based in the United States at any time during the period 2010-2015?

- I am currently based in the United States
- I am not currently based in the United States, but I have been at some point during 2010-2015
- I am not currently based in the United States and I have not been during 2010-2015

3. What is the highest degree you have obtained to date?

- Bachelor's degree
- Master's degree
- Professional degree (e.g. law degree, policy degree)
- Doctorate (PhD)
- Other (please specify)

4. In what year did you obtain your highest degree?

5. In what country is the institution where you obtained your highest degree located?

- a. The United States
- b. Canada
- c. Russia
- d. Another country, namely (please specify)

6. How many full years of study did it take for you to obtain this degree (round to the nearest whole number)?

7. What field or discipline is your highest degree in? (Note: if more than one degree of the same level, then choose the field that is closest to the type of work you do currently).

- Slavic/Russian language, literature, and/or culture
- Russian, Eurasian, and/or East European studies
- Political Science
- History
- Economics
- Sociology
- Anthropology
- Geography
- Journalism
- Fine arts or performing arts
- Other (please specify)

8. Are you a native speaker of Russian? If not, then approximately how many full years of formal university-level Russian language training have you completed during your undergraduate and graduate education to date?

- Native speaker of Russian
- Non-native speaker and took this many years of university-level Russian:

9. Apart from language courses, approximately how many courses about other aspects of Russia (at least 25% Russia content) – for example, literature, history, politics, economy, society, religion – did you take during your graduate studies? Please include all graduate-level coursework, even if completed at different institutions or different in programs of study.

10. Now please think about the research you conducted during each of the three different periods described below. Indicate approximately what percentage of your research during each of these periods was/is about Russia.

	Less than 20%	20% to 39%	40% to 59%	60% to 79%	80% to 100%	Did not/do not do any research in this period	Not applicable/still working on MA degree
1. Research conducted while working on your highest degree (e.g. MA or PhD thesis)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Research started <i>and finished</i> after you obtained your highest degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Research started after your highest degree that you are <i>currently</i> working on	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Please indicate how many of each of the following types of research outputs you have produced from 2010-2015 as author or co-author (published or forthcoming) that deal with Russia (at least 25% Russia-related content):

a. Scholarly monographs (as author)

b. Edited volumes (as editor)

c. Popular or general audience books

d. Articles in peer-reviewed journals within your discipline

e. Articles in peer-reviewed interdisciplinary Russian, post-Soviet, or Eurasian "area studies" journals

f. Articles in peer-reviewed journals within other disciplines than your main discipline

g. Book chapters

h. Other article-length publications, not peer reviewed (e.g. magazine articles)

i. Policy memos, op-eds, reports

j. Reviews (of books, films, etc.), review essays

k. Blog posts

12. Approximately how many presentations, if any, about Russia (at least 25% Russia content) have you given in the following settings from 2010-2015 in the United States?

- a. ASEEES annual meeting
- b. Annual meetings of your main disciplinary association
- c. Annual meetings of other disciplinary or inter-disciplinary associations (e.g. ISA, ASN)
- d. Special conferences or workshops organized to address particular topics
- e. Invited academic lectures, panels, seminars
- f. Invited public lectures, panels, seminars (intended for non-academic audiences)
- g. Briefings of policymakers or public officials
- h. Media interviews or appearances

13. Please indicate whether you have published any works from 2010-2015 that address the following types of topics related to Russia (check the box next to each category in which you have published at least one work):

- a. Russian literature, culture, or art
- b. Russian history
- c. Religion in Russia
- d. Contemporary domestic politics within Russia
- e. Contemporary Russian foreign policy (including Russia/US relations)
- f. Contemporary economic topics involving Russia
- g. Contemporary Russian social problems/issues
- h. Law in contemporary Russia
- h. Another aspect of Russia not covered by these categories (please specify)

14. Please indicate whether your research on Russia during the period 2010-2015 included the following (check each category that applies):

- a. Analysis of Russian literary texts, art objects, films, musical or theater performances, or other cultural artifacts or events
- b. Analysis of non-literary historical texts (e.g. memoirs, newspaper articles, government documents from the past)
- c. Analysis of contemporary Russian-language news media reports
- d. Analysis of contemporary Russian-language government documents
- e. Analysis of other contemporary Russian-language texts (scholarly works, blogs, social media)
- f. Archival research in Russia
- g. Archival research outside of Russia
- h. Interviews
- i. Focus groups
- j. Original survey data collection
- k. Analysis of survey data collected by others

15. How often, if at all, have you promoted or disseminated your research on Russia via social media (Facebook, Twitter, etc.) during the period 2010-2015?

- Regularly
- Sometimes
- Occasionally
- Rarely
- Never

16. How many of the following types of grants have you received for your own research on Russia (at least 25% Russia content) from 2010-2015? (Note: please do not include institutional grants such as a Title VI grant to a Center you direct unless a substantial proportion of them goes to fund your own research.)

a. Research grants from the National Science Foundation, National Institutes of Health, or the National Endowment for the Humanities

b. Other US government research grants, including Fulbright grants *for research*, research grants from the Department of Education, Department of Defense, State Department, USAID, or other federal department or bureau (Justice, EPA, etc.), and grants funded by Title VIII money (e.g. NCEEER and some SSRC grants)

d. Research grants from private foundations (Carnegie, Ford, Guggenheim, MacArthur, etc.)

e. Research grants from Russian sources

f. Research grants from international organizations (United Nations, World Bank, IMF, European Union) or government organizations based abroad (except for Russia)

g. Travel grants from any external source (not your institution), such as a Title VI grant to your institution's Russian/Eurasian Studies Center, IREX, or Fulbright

h. Seed grants or other small grants provided by your own institution from its own funds

17. Approximately how much total funding for your own research on Russia (at least 25% Russia content) have you received from the sources listed in the previous question from 2010-2015? Please count all funds awarded to you as PI or co-PI and, for other grants (e.g. where you were a project participant, consultant) the amount that went to support your research directly.

- a. None
- b. Less than \$10,000
- c. \$10,000 to \$49,999
- d. \$50,000 to \$99,999
- e. \$100,000 to \$249,999
- f. \$250,000 to \$999,999
- g. \$1,000,000 or more

18. Have you traveled to Russia for professional purposes (i.e. excluding trips for vacations or tourism) from 2010-2015? If so, then approximately how many trips have you taken?

- I have not traveled to Russia for professional purposes from 2010-2015:
- I have traveled to Russia for professional purposes this many times from 2010-2015

19. Please indicate which of the following types of localities in Russia you have visited for professional reasons from 2010-2015 (check all that apply):

- a. Moscow
- b. St. Petersburg
- c. Novosibirsk
- d. Ekaterinburg
- e. Nizhny Novgorod
- f. Samara
- g. Omsk
- h. Kazan
- i. Other provincial/oblast capitals
- j. Smaller cities (at least 100,000 residents but not provincial capitals)
- k. Small towns (at least 25,000 residents but fewer than 100,000)
- l. Rural villages

20. Approximately how many total days have you spent in Russia for professional purposes from 2010-2015?

21. How many times (if any) have you taken part in any of the following types of activities in Russia during the period 2010-2015?

a. Had a formal visiting professor or equivalent appointment involving research on Russia (at least two weeks)

b. Had a formal visiting professor or equivalent appointment involving teaching on Russia (at least one semester)

c. Gave a scholarly lecture or seminar about your research (for an academic audience)

d. Gave a public presentation about your research (for a non-academic audience)

e. Participated in a conference

f. Gave short-course or similar type of teaching engagement (university level or higher)

22. Have you collaborated with one or more Russia-based scholar(s) on a joint research project from 2010-2015? If so, then how many have you collaborated with?

No

Yes, I have collaborated with this many Russia-based scholars from 2010-2015:

23. How did you first meet the Russia-based scholar(s) with whom you collaborated on research from 2010-15? (check all that apply)

- a. Studied together in graduate school
- b. Met during a research or teaching exchange trip you took to Russia
- c. Met when the collaborator was on a research or teaching exchange at your institution
- d. Met through a professional network
- e. Met at a conference, workshop, or presentation in the United States
- f. Met at a conference, workshop, or presentation in Russia
- g. Other (please specify)

24. Please indicate how many of the following research outputs pertaining to Russia (at least 25% Russia content) you produced in collaboration with Russia-based scholars from 2010-2015:

- a. Research monographs
- b. Edited volumes
- c. Articles in peer reviewed English-language journals
- d. Articles in Russian-language journals
- e. Book chapters in English
- f. Book chapters in Russian
- g. Policy memos, op-eds
- h. Reviews, review essays
- i. Research grant proposals (submitted)
- j. Research grant proposals (funded)

25. How often would you say you have communicated about research with *Russia-based* scholars in ways that have not necessarily led to co-authorship (for example, discussions, email exchanges, providing feedback on one another's work) from 2010-2015?

- a. Often
- b. Sometimes
- c. Occasionally
- d. Rarely
- e. Never

26. How many, if any, of the following types of visiting scholars from Russia have you personally hosted, collaborated with, and/or mentored while they were on extended research or teaching trips (at least two weeks) at your institution from 2010-2015?

- a. Graduate students
- b. Post-doctoral researchers
- c. University faculty members/institute-based researchers
- d. Writers or artists in residence
- e. Journalists, political activists, or other public figures

27. Approximately how many, if any, of the following types of visiting scholars from Russia have given lectures, seminars, or other presentations *that you attended* at your institution from 2010-2015?

- a. University faculty members/institute-based researchers
- b. Writers or artists
- c. Journalists, critics, political activists, or other public figures

28. How would you characterize your current employer? (Note: if you have multiple employers then please answer with respect to the one you consider your main employer).

- Research university
- Four year college
- Two year college
- Research institute
- Think tank
- Private consulting firm
- Government
- Retired/independent scholar/not currently employed
- Other (please specify)

29. Which of the following categories best describes your current position? *Note: if you are not currently employed, please answer with respect to the most recent research-related position you held.*

- Tenured or tenure-track faculty
- Adjunct faculty
- Post-doctoral researcher
- Other research position
- Academic staff position
- PhD student
- MA student
- Independent scholar

Other (please specify)

30. How many (if any) PhD students have you mentored as primary adviser (thesis chair or co-chair) and as secondary adviser (on the PhD committee but not the chair or co-chair) who defended a dissertation on a topic related to Russia (at least 25% Russia content) since the 1999-2000 academic year?

Number mentored as
primary adviser

Number mentored as
secondary adviser

31. Approximately how many, if any, MA theses have you supervised (as primary adviser) that dealt with a topic related to Russia (at least 25% Russia content) since the 1999-2000 academic year?

32. How many, if any, PhD students are you currently supervising (as chair and as a secondary committee member) whose dissertations deal with Russia (at least 25%)?

Number of PhD students
working on Russia
supervising as primary
adviser

Number of PhD students
working on Russia
supervising as secondary
adviser

33. How many, if any, *graduate-level* courses have you taught or co-taught that focus(ed) on Russia (at least 25% Russian content) during the last *five* academic years (that is, from AY 2010/11 through the current academic year)?

34. Which of the following organizations are you currently a member of? (Check all that apply.)

- a. ASEEES
- b. The main professional association for your discipline (APSA, AATSEEL, AHA, MLA, etc.)
- c. Other professional associations
- d. Closed network of scholars who work on Russia (e.g. PONARS, the Carnegie Forum on US-Russia relations)

35. Are you male or female?

- Male
- Female
- Prefer not to say

36. Which institutions in the United States do you consider to be the top 3 in terms of the quality of their graduate training in Russia-related studies *in your discipline*? (Note: feel free to choose your own institution if you objectively believe it is one of the top 3.)

	Top institution for graduate training in Russia-related studies in your discipline	Second institution for graduate training in Russia-related studies in your discipline	Third institution for graduate training in Russia-related studies in your discipline
Arizona State University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bard College	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Boston College	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brown University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bryn Mar College	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Columbia University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Duke University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Florida State University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
George Mason University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
George Washington University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Georgetown University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Harvard University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Indiana University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Massachusetts Institute of Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Miami University, Ohio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Michigan State University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Middlebury College	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monterrey Institute of International Studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New York University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Northwestern University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ohio State University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pennsylvania State University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Portland State University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Princeton University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Stanford University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University of Arizona	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University of California, Berkeley	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University of California, Los Angeles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University of Chicago	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University of Illinois U-C	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University of Kansas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University of Maryland	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University of Michigan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University of Missouri	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University of North Carolina	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University of Oregon	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University of Pennsylvania	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University of Pittsburgh	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University of Southern California	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University of Texas at Austin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University of Virginia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University of Washington	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University of Wisconsin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yale University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Another institution not on this list (please specify)

37. Please indicate whether you agree (and how strongly) with the following statements

	Strongly agree	Somewhat agree	Neutral (neither agree nor disagree)	Somewhat disagree	Strongly disagree
a. There has been a decline in interest in Russia among graduate students in my field since the early 1990s.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Most research conducted by American social scientists about Russia these days is biased against Russia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. American mass media reports on Russian government actions during the last year have taken a wide variety of perspectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. It would help relations between Russia and the United States if there were more academic exchange programs between Russian and American universities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

38. Which of the following do you think are the most important, second most important, and third most important reason why there are not more collaborations in research on Russia between US-based and Russia-based scholars in your field?

	Most important reason	Second most important	Third most important
Political obstacles from the US government	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of intrinsic interest in collaborating on the part of US scholars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Systematic national differences in the quality of training and scholarship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural differences in research styles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language barriers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of intrinsic interest in collaborating on the part of Russian scholars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Different incentive structures for publication in Russia and the United States	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political obstacles from the Russian government	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of contacts between Russian and American researchers working on similar topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Something else (please specify)

39. What do you consider the three most serious gaps or shortcomings in research on Russia that is conducted by US-based scholars in your discipline today?

	Most serious gap/shortcoming	Second most serious	Third most serious
Insufficient comparative perspective (i.e. too narrow a focus on Russia)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Excessive focus on disciplinary concerns at the expense of accurate depiction of Russia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of fundamental knowledge about Russia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bias against the Russian government	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Too narrow a focus on current events and policy debates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of policy relevance or other impact outside academia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Failure to use Russian-language sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Excessive emphasis on Russian exceptionalism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of methodological rigor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Failure to engage broader theoretical concerns in your discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Persistence of Cold War attitudes/assumptions among researchers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of reliable empirical data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Insufficient collaborations with Russia-based scholars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Something else (please specify)

40. Which of the following do you think would have the *most* significant positive impact in improving research on Russia that is conducted in American universities in the next few years?

- Increased funding for American scholars to make research and teaching visits to Russian universities
- Increased funding for Russian scholars to visit American universities
- Increased interest in Russia on the part of the American public
- Increased funding for faculty research on Russia at American universities
- Increased funding for graduate student training and research on Russia at American universities
- Increased interest in Russia on the part of the American government
- Improved relations between the Russian and American governments
- Something else (please specify):

41. Thank you for completing this survey. Please let us know if there is anything you would like to add about the state of Russian studies in the United States or about the survey.