Executive Summary
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Executive Summary: Department of African & African-American Studies (AAAS)
Mission
The mission of AAAS is to educate students to function successfully in a multicultural society and in an increasingly interdependent, complex global community. The structure of the Department bespeaks this mission. The Department focuses on disseminating knowledge of Africa, the African Diaspora, and Arabic and Islam by offering the BA, BGS and MA degrees. Faculty members conduct research that not only enhances the Department’s teaching of Africana and related areas but also establishes KU’s leadership in Africana studies. It is the only department of its kind at a public or private university in Kansas and one of the very few in the Big XII. Apart from providing general professional service to Kansas and the nation, the Department’s interdisciplinary blending of diverse research and teaching is germane to understanding humanity from a pan-Africanist springboard. As an international and interdisciplinary unit, the Department’s academic wings are large enough to span a multitude of fields in the humanities, the social sciences, and the arts. The Department’s allied Centers (the Kansas African Studies Center (KASC) and the Langston Hughes Center (LHC)) and Institute (the Institute of Haitian Studies) help strengthen the realization of the Department’s mission.

Faculty
The Fall 2010 faculty information furnished by the KU Office of Institutional Research and Planning (OIRP) indicates that the Department has eleven budgeted tenured/tenure-track faculty with a full-time equivalency of 8.5. It is a robust and productive core faculty. Since the last program review, current faculty have produced a total of 144 publications and made 207 presentations at professional conferences. They have published books with university and academic presses. They have competitively published in peer-reviewed professional journals. The Department has received external grants for research worth $799,364.00. Faculty members have served as members of grant review committees for external agencies, as consultants or editors to academic publishers, as journal board members, and as academic program reviewers. The faculty’s contribution to the teaching mission of KU at the undergraduate level is significant. The student credit hours (SCH) produced by the Department to the general student body not majoring in African and African-American Studies is over 80% and exceed the SCH for our majors. The Department thus plays a huge role in overall students’ progress towards graduation.

Bachelor’s Degrees (BA, BGS)
AAAS offers the BA and BGS degrees in three concentrations: African Studies, African-American Studies, and Arabic and Islamic Studies. Arabic and Islamic Studies is the newest concentration. The BA and BGS in Arabic and Islamic Studies prepare our students for the important roles of Islam and Arabic in American and world affairs. The geopolitical, military and economic alliances between the Arab and Muslim world and the US drive student demand for this concentration. As our world becomes increasingly interdependent, our degrees prepare students to understand that world and assume positive life and leadership in it. Our language courses are crucial to understanding that world and playing a useful role in it. Data reveals that the overall production of student credit hours (SCH) by the Department’s faculty is about the same level as our AAU peer institutions at 95.8%. The average 2002-2009 Department SCH is
4,112.6, while the average undergraduate majors headcount from 2002-2010 is 34.3 students. From 2007-2008 to 2009-2010, AAAS has granted an average of 17 degrees per academic year. Placement of our graduates has been encouraging. Some have found jobs in the media, one of them now represents a major US international news agency in Mexico, after a successful stint in New York. Some of our graduates have moved on to pursue graduate and law degrees, after which they took jobs in their new professions. Some work in the public and private sectors, some even started their own businesses. Some of our recent graduates are commissioned officers in the US Airforce, and some have taken on missionary-related jobs abroad.

Master’s Degree (MA)
Our MA degree program is relatively new, and OIRP does not have a five-year comparative analysis for it. It does have a 2009 data that compares the quality of our program with KU’s mean that year. On the “overall program quality,” students gave the Department 4.5 on a scale where 5 is the highest (excellent or strongly agree) and 1 is the lowest (poor or strongly disagree). This was higher than the KU mean of 3.75. The quality of graduate teaching by faculty, the quality of academic advising and guidance, and the overall positive climate of program were rated excellent (5.00). The comparative rating for KU was 3.50-4.00. On the question that asked students if they would “select KU if starting over,” respondents gave an overwhelming 5.00 (definitely) while the KU mean stood at 3.78 (which is between 3 (maybe) and 4 (probably)). Data for 2009-2010 shows that the Department’s SCH for graduate students was 75. Graduates from our MA program have proceeded to doctoral and law programs in prestigious AAU institutions.

Changes as a Result of the Review Process
To strengthen Arabic, AAAS is moving from GTA to lecturer appointments. We have already hired one lecturer to begin Fall 2012. The review encourages AAAS to establish a summer language program at KU following the demise of the Summer Cooperative African Language Institute. We offered Arabic this summer, as a first step. Space and funding for the LHC, and offices for AAAS are being addressed.

Overall Evaluation
The BA, BGS, and MA degrees offered by AAAS are of superior quality. External reviewers have remarked that AAAS offers a “broader academic curriculum […] than many peer institutions.” They also note that in terms of breadth and focus, our undergraduate curriculum is genuine, successful, and “unique among peer institutions in the Big 12, and quite rare elsewhere.” As for the MA degree, the “overall program quality” of 4.5 (out of 5 highest) is higher than the KU mean of 3.75. Bringing in almost a million dollars, AAAS has been productive in external grants. Peer reviewers note that “KU finds itself as part of an exclusive and illustrious group of 12 universities, public and private (including Harvard, Yale, University of Pennsylvania, and UC Berkeley) funded as a Title VI African National Resource Center” and warns that this achievement “not […] be taken lightly or for granted.” They conclude that the “innovative multidisciplinary approach taken by AAAS is currently at the frontier of academic study in this field […].” One of AAAS high-caliber students took the top award at the KU undergraduate research forum. Students’ demand for AAAS is evident in the increasing production of SCH which, from 2002-2009, has averaged 4,122.8. Because of all these indications of excellence, it seems indubitable that this program will be continued.
AAAS is central to the mission of the College and the University by educating students to function well in a multicultural society and in an increasingly interdependent global community. Towards this:

- AAAS offers BA and BGS degrees in three concentrations: African Studies, African-American Studies, Arabic and Islamic Studies, with accompanying minor tracks.
- The services of its foreign language programs in Amharic, Arabic, Haitian, Hausa, and Wolof have been sought by universities and US/UN departments.
- Its expansive undergraduate curriculum services the College and professional schools.
- Its African Studies Graduate Certificate has attracted KU students.
- Its two-track MA has drawn students nationally. Graduates from the program and our undergraduate program have been admitted to reputable law and doctoral programs, and some are in the US Airforce, are practicing law, have set up businesses, are working in news agencies, among others.
- Its affiliated Centers—KASC and LHC—run seminars, symposia, workshops, or conferences, and provide outreach to constituencies.
- AAAS has received external grants for research worth $799,364 from various bodies.
- AAAS faculty have competed successfully for various internal research grants.
- AAAS faculty have produced 144 publications from reputable national and international academic presses, made 207 presentations, curated an international exhibition, planned professional conferences, served as board members on various professional bodies, directed summer seminars and institutes, served as external evaluators for promotions and/or program reviews, and served as consultant to the International Museum of Muslim Cultures.
- The quality and productivity of our support staff have been recognized with a University-wide award and a Kansas Department of Health and Environment recognition.
- Our student has won the KU top prize for undergraduate research.
- AAAS has sent students on Study Abroad to Senegal, Morocco, Egypt, Nigeria, South Africa, Ghana, Tanzania, Uganda, and Kenya.
- External reviewers have lauded AAAS for its genuine and successful curricula, for being “unique among peer institutions in the Big 12” and for qualities that are “quite rare elsewhere.”
- External reviewers have proclaimed that “Language courses aside, KU offers a broader academic curriculum in African Studies than many peer institutions.”
Department of African & African-American Studies

University of Kansas

Program Review, December 2011

Submitted by

Peter Ukpokodu, Chair

Approved by the faculty on October 31, 2011
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Introduction

The University of Kansas’ Department of African & African-American Studies (AAAS) reflects the human experience where Africa meets Europe, the Middle East, and the Americas. Established in 1970 as the Department of African Studies, it has evolved over the years to what it is currently as the Department of African & African-American Studies with three main undergraduate concentrations (African Studies, African-American Studies, and Arabic and Islamic Studies), special offerings in Haitian Studies, several minor tracks (African-American Studies, African and African-American Studies, African Studies with six options, and Haitian Studies). It offers its own honors degree and participates in the University’s Honors program. It has Study Abroad programs in Africa with varying degrees of linkages or associations in Egypt, Ghana, Kenya, Morocco, Niger, Nigeria, Senegal, South Africa, Tanzania, and Uganda. The Department offers a Graduate Certificate program in African Studies through the Kansas African Studies Center, and an MA degree program with an African Studies track and an African-American Studies track. It currently negotiates an Arabic and Islamic Studies field within the African Studies track of the master’s program.

This current self-study is not unprecedented. During the 1996-1997 academic year, the Department conducted a vigorous self-study with participation by members of the KU community who were affiliated to the Department. That self-study conducted during the growing pains of the Department crystalized in the Vision for the Future document (see Appendix A) which the Dean of the College accepted as the cornerstone for future development of the Department. Every year since then, the Department has held an Annual Retreat designed to offer a collective reflection on the past, present, and future of the Department, and to guide it in dialogue and action. The Department also benefited from programmatic assessments by two teams of external evaluators between 1994-1997 when it attained the National Resource Center status for the first time in its history as the African Studies Resource Center. That Center has since developed into the Kansas African Studies Center (KASC), an independent unit that has retained its affiliation to the Department. Because of that affiliation, the Department again benefited from the external reviews of the African Studies concentration in 2008. The Department’s last full review of all its components in a self-study occurred in 2001. In 2006, the Department, as a body, put forward to the College its Strategic Planning Statement for 2007-2012 and the AAAS Response to College Strategic Plan List (see Appendix B). Because that plan covers 2007-2012, it is timely then that we are now engaged in a self-study for the next decade. The Department shares the Dean’s optimism that this review process would enable a “fuller shared understanding between [our] unit and the Dean’s Office, and lead to actions…”

Our optimism is guarded: the Langston Hughes Center for African-American Studies (LHC) has remained unfulfilled as the counterpart of KASC envisioned in our earlier self-studies; the Institute of Haitian Studies has not fared better, but our graduate program has taken off and our undergraduate concentration in Arabic and Islamic Studies has started well. Office space in the Department continues to be an issue to be adequately addressed.

As part of the process for this 2011 self-study, the Department constituted itself as a committee of the whole. Departmental records, individual assignments, data from the College Office and from the Office of Institutional Research and Planning were used by the Chair of the Department, Peter Ukpokodu, to compose a first draft. Exit polls administered to our graduating seniors for the last ten years were also studied. The first draft was processed by Lisa Brown,
Senior Administrative Associate and Assistant to the Chair, and distributed to the faculty to examine closely and to suggest improvements. The Department then met as a body to review the draft and to decide collectively on necessary revisions. The revisions were then made in a final version that was approved by the Department.

I. Faculty Matters
A. Staffing

According to data furnished by the Academic Information Management System (AIMS) of the Office of Institutional Research and Planning (OIRP), the Department of African & African-American Studies has eleven budgeted tenured/tenure-track faculty (Fall 2010) with full-time equivalency (FTE) of 8.5. These figures are similar to those of 2001 when we had our last review: then we had eleven tenured/tenure-track faculty members with an 8.5 FTE. While these figures bespeak departmental stability, they also depict a lack of growth in faculty for about a decade. Underneath this stability and the apparent absence of faculty growth, there was program growth: a graduate certificate in African Studies, an MA degree in African and African-American Studies, a bachelor’s degree concentration in Arabic and Islamic Studies, and an expansion of our minors. There was also a change in personnel. Arthur Drayton, Bryant Freeman, Jacob Gordon, Chico Herbison, Fiona McLaughlin Judith Williams, Garth Myers and Gitti Salami either retired from or left the University, while Elizabeth MacGonagle, Majid Hannoum, Shawn Alexander, Randal Jelks, Tony Bolden, Peter Ojiambo, and Yacine Daddi Addoun joined the faculty. In some cases new faculty covered the same general areas left by former faculty, especially in the African-American Studies concentration, but they have not simply plugged gaps; they have brought in new research foci and introduced new areas of pedagogy. On the African Studies focus, the new faculty brought in new research concentrations; the Department preferred not to pursue replacements for McLaughlin (Linguistics) and Drayton (Literature) since Harold Torrence in Linguistics and Byron Caminero-Santangelo (English) sufficiently covered those areas respectively. Our faculty, Beverly Mack and Naima Boussofara, and Omofolabo Ajayi-Soyinka (Women, Gender, and Sexuality Studies) also contribute to those areas respectively. Very recent hires (Fall 2011 and some 2012) will cover new grounds in African and Middle Eastern histories individually and comparatively (Yacine Daddi Addoun) and Black urban communities and modern Black freedom struggles (Clarence Lang). We are currently recruiting for the African art and culture position for Fall 2012.

While the current faculty members have made us stronger in our pedagogy and research, there are still important areas that remain uncovered due to the retirement of Bryant Freeman (Haitian Studies) and the departure of Garth Myers (African Geography). Arguably the foremost Haitianist in the US, Freeman served both the US Department of State and the UN in matters related to Haiti, and the Institute of Haitian Studies that he directed was much sought after by the media during the various natural cataclysms and political turmoil in Haiti. Freeman and the Institute brought fame and recognition to the Department and to the University. As the first independent black nation in the world and with its own distinct language, Haiti and Haitian Creole are important in the history of the African Diaspora, and in that country’s continuing relationship with the U.S. They are also important in the study of migration as part of the University’s strategic initiatives. The Department has placed Haitian/Caribbean Studies on its three-year hiring plan requested by the College last spring. It is noteworthy that the Haitianist position also provides support for the Center of Latin American Studies for the Federal Title VI
grant competition and implementation. Geography and AAAS have also placed the African geography position on that list to replace Myers. The position is important because African geography, like African history, gives us the sense of place and space of Africa and of the origins of the African Diaspora that are a cornerstone to Africana epistemology and pedagogy. Filling that position will strengthen KASC as our colleague, Beverly Mack, who is the Director of the Center, prepares for the next Title VI grant competition a few years from now.

Beyond filling the gaps left by Freeman and Myers, a new area we placed on the list of positions is that of an Arabist capable of teaching the classical age of Islam as well as Arabic. Such a position would improve our revision of the Arabic and Islamic Studies concentration and ease the burden on Naima Boussofara as the principal Arabic professor. The position would also be useful to two centers: KASC and the Center for Global and International Studies (CGIS)—in their outreach endeavors and in various grant competitions. Also new on the list is our request for a specialist on Central Africa. Much has occurred and keeps happening in that part of Africa, yet we have not adequately covered it with an expert on the region. The recent visit to the region by Christina Lux, KASC’s Assistant Director and our Courtesy Assistant Professor, and the regional contacts both local and at the U.S State Department that she established, augur well for such a faculty position and for KASC’s new in-roads in Africa. It could prove vital to Mack’s rebuilding of KASC and to KASC’s future grant successes.

Though we have a three-year hiring plan, the plan is subject to an annual review that allows changes. This is good as it permits the Department to make alterations as new faculty opportunities or new situations emerge. Such hiring flexibility has helped in balancing the racial, gender, and international diversity of faculty in the Department. Demographic information from the KU Office of Institutional Research and Planning shows that by fall 2010 our Department had 36.4% tenured and tenure-track minority faculty, and 27.3% tenured and tenure-track international faculty. Of tenured faculty at that time, 50.0% were women and 50.0% were minority (see Appendix C). With the departure of Myers (.50 FTE) and Gitti Salami (.50 FTE), that balance has shifted by a 1.00 FTE appointment. Our Department strongly believes in a diversified faculty, staff, and students. Such diversity brings a wealth of knowledge, among other things. As we pointed out in our last strategic planning statement, we concur with the conclusion reached by various bodies (the Boyer Commission, the Carnegie Foundation for the Advancement of Teaching, the Association of American Colleges and Universities, and the World Bank/UNESCO Task Force on Higher Education and Society) that the 21st-century University must be diverse in faculty, staff, and students; embrace multiculturalism and globalism, and create new connections that close disciplinary boundaries, among other things. “It is widely recognized” the Boyer Report says, “that meaningful association with Americans of varying backgrounds and cultural histories, as well as contact with international student [and faculty], adds to the breadth of baccalaureate experience and may serve long-range social goals of diversity and racial accommodation.” Our commitment to a “heterogeneous, polyglot, multicultural, multi-ethnic, and multi-racial” department is solid.

As the Department plans for new hires, it also has to remember that the retirements and departures have also affected the professional ranks in the Department. Because we hire mostly at the assistant professor rank, the successes we have had in promotions with tenure to the associate professor rank mean that we have more faculty at the associate level than at the assistant and full professor ranks. When Clarence Lang joins us in spring 2012, the Department would have 7 faculty at the mid-career level, 3 at the beginning-career level, and 2 at the top
rank. The Department has been very successful in moving faculty from the junior rank to the mid rank, thanks in part to an efficient mentoring system. Its challenge is how to mentor associate professors to publish books and journal articles substantially to move to the top rank. We have not yet examined how the College’s Differential Allocation of Effort (DAE) after one’s tenure affects the motivation of an associate professor to publish substantially in order to move to full professorship.

B. Faculty Development

Several opportunities for faculty development are available to faculty in our Department. A Research Intensive Semester (RIS) is available to assistant professors, although in some rare cases associate professors who are recruited at that rank to the Department have also negotiated for an RIS. The RIS normally frees the recipient from teaching responsibilities for a semester. Ideally, it is awarded to an assistant professor after a successful third-year (progress towards tenure) review of the candidate by the Department.

The Department also has a formal mentoring system in place for assistant professors; it is also available for an associate professor who requests for it. Within the first year of hiring an assistant professor, s/he is assigned a mentor from the pool of associate and full professors. The mentor and the mentee schedule regular meetings to discuss matters related to scholarship, teaching, and service, and especially on how to achieve balance in these three important areas that would eventually determine an assistant professor’s tenure and promotion to the next rank. The mentor also helps the assistant professor to successfully navigate departmental, college, and university bureaucratic system. The Chair of the Department is available for formal and informal meetings with all faculty. For junior faculty or senior faculty recently appointed, the Chair initiates the first formal meeting within the first month on the faculty’s assumption of duty.

When a prospective faculty comes for campus interviews, the Department arranges for the candidate a meeting with the grant development officer and the director of the Hall Center for the Humanities. Upon appointment at KU, the Department encourages the assistant professor to meet with the grant development officer to explore ways of competing for both internal and external grants, especially for grants available in one’s area(s) of research. Normally, the grant development officer works with newly-appointed assistant professors on their first applications for two internal grants - - the New Faculty General Research Fund (NFGRF) and the Graduate Research Fund (GRF). The former is really non-competitive, perhaps quasi-competitive, meant to introduce assistant professors to, and to support, their research, while the latter is competitive. The NFGRF award is $8,000 currently; it was $10,000 formerly. All our assistant professors have successfully received this grant within the stipulated two years of appointment. The GRF (about $5,000) is a competitive grant awarded by the College of Liberal Arts and Sciences as a stipend towards summer research by faculty in the College, although assistant professors are given priority. All our assistant professors received this grant at least once. Since our last review, only one assistant professor at .50 FTE in our Department failed the tenure process; all the others were granted tenure with promotion to associate professorship.

Associate and full professors also compete for the GRF award for faculty development. As expected, some of our professors have used the expertise available at the Hall Center to successfully compete for the GRF and for external grants and fellowships. Competitive sabbatical leaves made available by the University for tenured faculty offer an opportunity for research development. Most of our tenured faculty have used the sabbatical; eligibility comes
after six years at the University. Since the last review, three associate professors applied
successfully for full professorship; one of them left this summer for another institution.

The Department encourages participation by faculty members in artistic and intellectual
activities as part of their professional development. Such activities are available at KU and at
national and international professional organizations. Faculty members present their on-going
research at such meetings to their peers from other institutions so as to obtain necessary
constructive criticism or critical acclaim. The Department’s allocation of ordinary operating
expenses (OOE) from state funds rarely meets our ordinary office-related expenses and cannot
support our faculty’s research activities, although we are aware that some other departments and
programs have allocations from state funds that permit them to support individual faculty
member’s research activity yearly. We have asked and we continue to request that our OOE be
increased from its current $11,350 to $20,000 to keep pace with the increasing number of faculty
and other teaching staff of the Department, and for future growth. The College provides faculty
travel funds for one conference once a year (currently $700 if domestic, and $1,200 if
international) but we are unable to augment this from our state allocation. We are currently
looking for external donors to support this aspect of our faculty development. The Office of
International Programs supports attendance at international conferences or to pursue research
with $800 once in three years. Our faculty can also compete for the Hall Center’s research funds
and for assistance to complete a book. The Hall Center also sponsors many faculty seminars
every semester. Our affiliated centers--KASC and LHC--run seminars and/or symposia every
semester. These are fertile grounds for our faculty’s intellectual, research, and artistic
development in the area concentrations of our Department. KASC has generously supported our
faculty’s field research and exhibitions, symposia and conferences with its Title VI area studies
grants. It has been the cornerstone of the Mid-America Alliance for African Studies (MAAAS),
providing funds to augment the Association’s conference budgets, and hosting it in the absence
of other conference bidders. The Department runs the Marwa Africana Lecture Series that allows
it to bring outside intellectuals to the campus to stimulate our knowledge, for learning is a life-
long engagement. A Big XII Faculty Exchange Program has also enabled some of our faculty to
engage in collaborative research development with the University of Texas at Austin.

C. Faculty Research Productivity

Faculty members of AAS are outstanding in their research activities. The hiring of new
tenure track faculty since the 2001 program review to join the already tenured members
expanded the research capacity of the Department. An expanding core faculty soon reflected a
vigorous expansion in interdisciplinary scholarship and creativity that suited the three intellectual
and pedagogical foci of the Department. The Department anticipates the continuity of a robust
qualitative and quantitative research production in the next decade as current colleagues move
successfully through the ranks and new tenure-track appointments are made.

Since our last program review, current faculty of the Department have produced a total of
144 publications (books, articles, reviews) and made 207 presentations at professional
conferences, symposia, seminars, and workshops. Some of our faculty have published
internationally while others have published nationally with university and academic presses such
Carolina, and Rochester. They have competitively published in peer-reviewed professional
journals such as Critique of Anthropology, Encounters: International Journal of the Study of

Academic Information Management System (AIMS) data supplied by the Office of Institutional Research and Planning (OIRP) indicates that the Department received external grants for research worth $799,364. This figure mostly represents institution-wide grants such as those related to the Federal Department of Education Title VI and related grants (see Appendix D). Besides these are the individual short-term external grants and fellowships received by our faculty members from the following bodies: Fulbright, American Philosophical Society, Big XII, American Institute for Maghrebi Studies, Kansas Humanities Council, and the National Endowment for the Humanities. Our faculty have also won many internal research grants: the Craig Anthony Arnold Faculty Research Award, Graduate Research Fund, International Studies Program Research Award, New Faculty General Research Fund, KASC Research Grant, Digital Library Initiative Development Grant, and AAAS Outstanding Research Award. While the internal grants supported the research aspirations of the individual faculty, some of the external grants, especially those from the Federal Department of Education, have been used to support the research and field work of graduate students and faculty across disciplines at KU.

AAAS faculty have played an important role in planning professional conferences, seminars, and workshops and in making presentations on their research before their academic peers from other institutions. Because of the interdisciplinary composition of our faculty, members have contributed to the intellectual growth of associations such as the Central States Communication Association, Speech Communication Association, National Communication Association, International Communication Association, National Association of African American Studies, African Studies Association, American Society for Theatre Research, Association for the Study of African-American Life and History, Mid America Alliance for African Studies, American Historical Association, Organization of American Historians, Middle Eastern Studies Association, Arabic Linguistics Association, African Language Teachers Association, National Council for Black Studies, African Literature Association, and American Anthropological Association. Our faculty members have also been invited abroad to give talks and presentations in Rabat (Morocco), Fes (Morocco), Sokoto (Nigeria), Oxford (Britain), Accra (Ghana), Cape Town (South Africa), Ifrane (Morocco), Tunis (Tunisia), Ottawa (Canada), Preston (Britain), Lisbon (Portugal), Goteborg (Sweden), Lusaka (Zambia), Reykjavik (Iceland), Alexandria (Egypt), Mauritius (Mauritius), and Davos (Switzerland). On campus, our faculty have been actively involved in convening the annual KASC’s Summer Institute for Teachers, Saint in the City Symposium and Exhibition, Make It Funky II Symposium, Marwa Africana Lecture, Mid-America Alliance for African Studies conference, Langston Hughes Seminars and KASC seminars. Some faculty are active on the Kansas Humanities Council TALK Program, and some have kept performing historical African-American characters once funded by the Kansas Humanities Council’s “History Alive! Program.”

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Our current colleagues have served as external evaluators for promotion for the Boise State University, University of Miami, University of Iowa, Ohio University, University of Wisconsin at Madison, University of Wisconsin at Whitewater, University of Toledo, Tennessee State University at Nashville, University of Arizona, the University of Alabama at Birmingham, and the University of Benin, Benin City (Nigeria). Some have also been invited as external evaluators of academic programs at Tennessee State University’s Theatre Program, and Wayne State University’s Africana Studies Department.

Within our ranks are an executive board member of the Arabic Linguistics Society, a board member of the Kansas Humanities Council, a director of a Gilder Lehrman Institute of American History Summer Seminar at KU, a consultant to the International Museum of Muslim Cultures, an invited contributor to the NEH-sponsored cyber project on global childhood in world history, a member of the International Advisory Board of the Sankore Institute of Islamic-African Studies, and a member of the International Advisory Board of the Nobel Laureate Wole Soyinka Annual Festival. Some have served as visiting professors, and some have been interviewed by the media. One initiated and promoted the nation-wide marketing of a film on Muslim women at KU.

D. Areas for Growth

1. Implementation of an in-residence research semester for tenured faculty.
   The College has done a great job of creating opportunities for the completion of research for junior faculty prior to coming up for tenure. After tenure, we have in place the opportunity to shift a course load from one semester to another (i.e. 1/3 instead of 2/2) for relief for research. For the purposes of research outside the University, there are many grant opportunities that will get one to the field. However, once a faculty has lots of material from the field, it seems that the sabbatical is the only other concentrated period for writing. The suggestion is to create a rotating fellowship that would cover a semester of leave for the purpose of providing writing time. This fellowship would occur once between sabbaticals, and it would be a form of Writing Intensive Semester for senior faculty.

2. Research Funding and Support
For faculty members who have an aggressive research agenda, we need to find more financial support for research. This support may be in the form of Graduate Research Assistants, travel grants, and research material funds. While we commend the College for the Graduate Research Fund, a small research budget developed for individual departments to allocate to their faculty would help our research productivity. This is a funding area we have been exploring with the KU Endowment and with prospective donors.

3. Faculty Research Award
Last year, we initiated a research award for our faculty. This is to recognize and encourage faculty’s quality research productivity. Though it puts some strain on our endowment account, it is worth continuing. Funding for the award is an area we will explore with the KU Endowment during this current campaign.

4. Research Productivity and Recruitment of Graduate Students
Though our graduate program is relatively new, we are aware that the quality and quantity of our research will enable us to recruit and attract the best graduate students to our program. As the only Africana department with a graduate program in the Big XII and the only one in the state, we should promote the Department and the field as much as possible. Our research and courses help in this, and so also are the activities of KASC, the LHC and our newsletters (see Appendix E). This is why it is crucial to support and develop the Centers even further in the next decade. We should explore ways to make our program better known to colleagues and institutions in our region that could serve as feeder institutions to our program.
II. Faculty Hiring Plan

Since the last review, there has been an appreciable growth in faculty in the Department; MacGonagle and Hannoum (.50 FTE), Jelks (.25 FTE), Alexander, Bolden, Ojiambo, and Daddi Addoun were all hired within that period. Lang will join us in Spring 2012. While this growth is tremendous, it is important to put things in perspective - - three faculty members (Drayton, Gordon, and Freeman) retired to emeritus status after years of meritorious service to the Department; and four faculty (Herbison, Myers, Williams, and Salami) left the University. We were required by the graduate committee of the University to hire more faculty on the African-American Studies component of the Department to receive approval for a graduate program. Beyond that was the establishment of a third concentration (Arabic and Islamic Studies) in the Department in November 2009. Spread out among the three concentrations, our current number of faculty hired within this review period becomes thin: two (MacGonagle and Ojiambo at 1.50 FTE) in African Studies, two (Hannoum and Daddi Addoun at 1.50 FTE) in Arabic and Islamic Studies, and three (Alexander, Bolden and Jelks at 2.25 FTE) in African-American Studies.

What becomes apparent is that the African Studies component has been disadvantaged through the loss of four faculty members (Drayton, Gordon, Myers and Salami), and has had only one hire in that concentration since the four left. It is a priority of the Department that the African Studies component be reloaded as soon as possible for obvious reasons--it has produced the most student credit hours and generated the most research, and as the foundational structure of KASC which it maintains a special relationship with, its activities in teaching, research, and service have contributed immensely to KASC’s successful grants. In return KASC’s Title VI grants have benefited the Department’s three components in several ways, including seeded faculty positions (Boussofara, Hannoum, and Daddi Addoun) that enabled the establishment of the Arabic and Islamic Studies concentration since the Arab west (Maghreb) and the beginning (or end) of the Arab East (Egypt) are in Africa, and Islam is one of the religions practiced by Africans throughout the continent. KASC grants helped in the Department’s establishment of an Arabic summer program at Al-Akhawayn University in Ifrane, Morocco and in supporting students who prefer to study at the American University in Cairo, Egypt. KASC funds have also enabled the Department to hire GTA’s from the Middle East that have helped students make cultural connections between Arab East and Arab West and how those two meet in Africa. A symposium and an art exhibition, “Saint in the City,” that focused on Ahmadou Bamba’s Islamic practice in Senegal, was funded by KASC. KASC has helped strengthen our graduate program by giving Foreign Language and Area Studies (FLAS) awards to our graduate students doing research in Africa and/or studying any of the languages used in the continent. KASC funds have also supported the African-American Studies component in co-sponsoring some events, symposia, and seminars where Africa and African-America have a common ground even at an unequal ratio of 25/75% respectively. This has been particularly true in its relationship with LHC. This symbiotic relationship between the Department and KASC must be embraced, maintained, nourished, and allowed to flourish.

The change of guard in KASC leadership and the shortage of federal funds for the Center to engage in its usual activities such as supporting faculty research, symposia, conferences, outreach, and teaching appointments mean that AAAS Department and the Dean’s Office must continue to be more understanding of, and sympathetic towards, KASC. The Center has to be strengthened for the present and the immediate future. Towards this, in the current three-year
faculty recruitment proposal (FY13-FY15) that AAAS submitted to the Dean (see Appendix F), we have requested the following positions (two positions each year): African-American Families/Women Studies, and African Art (in year 1); African Geography, and Central African Specialist (in year 2); and Caribbean/Haitian Studies, and Classical Islam and/or Arab Culture (in year 3). As new priorities are identified, these proposed positions or current order of priority could change. Year 1 positions are being filled. Jennifer Hamer (African-American Families/Women Studies) has been recruited to be in American Studies where we will share cross-listed courses. The search for an African Art and Culture position is ongoing. The positions in years 2 and 3 may stretch beyond those years because of the current economic and budget problems. However, it is necessary to point out that the two positions in year 2 are vitally important to KASC’s next Title VI competition. One is a replacement for Myers (African Geography, the same as “African Regional Geographer” under Geography Department), and the other introduces a region of Africa that we have not covered even though there is so much action there reported in international news. Christina Lux was there summer 2011 to explore future possibilities. A faculty position and a linkage with a University in that region would be advantageous to the next grant competition. The first position in year 3 would help to firmly re-establish our Haitian Studies where we were once nationally and internationally prominent when Freeman had not retired. The plan is to expand it to include the Caribbean as part of the Provost’s strategic initiatives. Courses in Haitian Studies are currently taught by a .50 FTE lecturer. The second faculty position strengthens our Arabic and Islamic Studies concentration. It is envisaged that the position would strengthen the concentration with a faculty who is capable of teaching Arabic and a non-language course.

Beyond these initial three years but within the ten-year plan, faculty have variously suggested, among others, that the Department should hire faculty in the following specialties: African history, African-American politics; African-American public policy matters (with focus on health); history of the Arab World; Arabic and Islamic art; Hausa (with ability to contribute to courses in Arabic and Islamic Studies and/or African Studies); and African/Islamic literature. They have also suggested lecturer positions in all the languages (see Appendix G), but the latter must be done in a well-planned manner so as not to undermine our graduate program because GTA positions are an incentive to recruiting graduate students.

III. The Undergraduate Program
A. Overview

In the wake of the momentous “Brown V. Board of Education” school desegregation legal pronouncement, and the civil rights and militant social movements of the 1960’s, the more progressive flagship institutions of some states conducted individually a radical self-study of their comprehensive education objectives. The challenge was to implement university programs and policies to promote quality education, foster racial integrations, address burning questions and urgent social problems, and meet the persistent curricular demand by African-American students and community leaders that historically white universities “establish courses of study that provided a systematic examination of African and African-descended peoples’ experiences” (Floyd W. Hayes III). The University of Kansas proved to be one of those more academically progressive and comprehensive institutions when it established our Department in 1970 to embrace the study of continental Africa and the African diaspora. The Kansas Board of Regents approved the baccalaureate degree in African Studies in 1972, making KU the first and the only
major public institution of higher learning in the region to offer such an academic program. To reflect its ever-widening range of academic activities on Africa, African-America, and the Caribbean, the Department’s name was changed in 1986 to the Department of African & African-American Studies. When in 1994 the Department attained the US Federal Department of Education National Resource Center status, it was a de jure national recognition at the highest level of what had in years been a de facto contribution of our Department to the comprehensive teaching and research mission of the University of Kansas. To consolidate its successes, and for a more effective focus and management of its main components, the Department received the formal approval by the college in 1997 for the creation of two liaison centers (the African Studies Resource Center and the Langston Hughes Resource Center) and an institute (the Institute of Haitian Studies). The Kansas Board of Regents approved a BA and BGS degrees in Arabic and Islamic Studies concentration for the Department in 2009. This concentration currently falls within KASC’s focus as our initial discussion to create a separate center for Arabic and Islamic Studies is muted by the creation of the Center for Global and International Studies (CGIS) with Middle Eastern Studies under its umbrella.

B. Contribution to the Teaching Mission of the University

The Department’s principal contribution to the teaching mission of the University of Kansas is at the undergraduate level where it offers a range of courses leading to a Bachelor of Arts, a Bachelor of General Studies, and a Minor in each of its three concentrations. The Department offers more to the University than meeting the academic needs of its majors and minors. The total student credit hours (SCH) produced by the Department to the general student body not majoring in African and African-American Studies far exceed the SCH for our majors. The nine-year (2002-2011) percentage average of our departmental SCH taken by non-majors is 88.5% (see Appendix H)! The Department offers an impressive number of non-western culture courses to students to fulfill a general education requirement. The three College principal courses we offer usually attract full enrollments. Most of our electives also produce good enrollments, while our courses in Amharic, Arabic, Haitian, Hausa, KiSwahili, and Wolof complement the languages taught at the University of Kansas. In all, our Department offers courses that are regularly taken by students from other departments and schools at the University of Kansas: American Studies, History, Anthropology, Art History, Religious Studies, English, Women, Gender and Sexuality Studies, Linguistics, Geography, Journalism, Business, Communication Studies, Psychology, Sociology, Fine Arts, Music and Dance, Political Science, Theatre, and Film & Media Studies. The Department is expected to offer at least one course at the KU Edwards Campus in Kansas City.

C. Changes Since the Last Review

Two main changes occurred in our undergraduate program since the 2001 program review. The first was the expansion of the African Studies track of the minor to six options: Advanced African Language Study (Arabic, Hausa, KiSwahili and Wolof), African Societies and Civilizations, African Arts and Literature, Political Economy of Health and Development in Africa, People and Space in Africa, and a Student-Designed Cluster. The courses that could satisfy each option were also listed on the catalog to facilitate the advising process for both faculty and students. Each option had mandatory introductory courses (AAAS 103, AAAS 105/HIST 104) and capstone courses (AAAS 496, 550, 690, 695) that a student could select
from. The force behind this change was the Department’s determination to regulate courses and accommodate a curriculum that could prove pivotal to KASC’s Federal Title VI grant application. The grant was successful. Similar changes were not necessary for the African-American Studies track, the combined African and African-American Studies track, and the Haitian Studies track. For all the tracks, the 18 credit-hour requirement remained in force.

The second major change was the addition of a third area of concentration in the major. In November 2009, the University of Kansas and the Kansas Board of Regents approved our application for the BA and BGS degrees in Arabic and Islamic Studies effective spring 2010. A new introductory course, AAAS 102 Arabic and Islamic Studies, was added to our curriculum. The concentration shares AAAS 550 Senior Seminar as a capstone course with the other concentrations, as well as the individualized, independent study courses, AAAS 496 Field Experience, AAAS 690 Investigation and Conference, and AAAS 695 Honors Project, for those students who qualify for it. While our preference is for a student pursuing a BA in Arabic and Islamic Studies to take Arabic, any of the other African languages (Amharic, KiSwahili, Hausa, and Wolof) may also be selected. KiSwahili, Hausa, and Wolof have a historical connection with Arabic and/or Islam. What is exciting about this new academic concentration is its connection with the other two concentrations and the scholarly possibilities it offers. Our newest colleague, Daddi Addoun, is already teaching a course on the history of Islam in Africa, and another on slavery in Africa (north and south of the Sahara) and the Middle East. The latter expands students’ knowledge of that subject, and Daddi Addoun’s training also allows him to connect it to the African diaspora. It is our hope, as we discussed in our Department meeting, that as an academic exercise, AAAS 102 and/or AAAS 349 should include African-American Islam. Beverly McCloud at De Paul University has set an example. In this manner, the new concentration helps affirm the existing departmental statement of the relative universality of our program—that the Department reflects the human experience where Africa meets Europe, the Middle East, and the Americas (see Appendix I).

It is important to remember that the Arabic and Islamic Studies concentration is an implementation of the Department’s strategic plan that was approved by the Dean in 2007. The proposal went through many College and KU committees and through several revisions. As we argued, the BA and BGS in Arabic and Islamic Studies is a forward-looking concentration that prepares our students for the important roles of Islam and Arabic in American and international politics, economy, business, religion and culture. The current geopolitical and economic importance of the Arab and Muslim world to the U.S. will continue to play an important role in the demand for this concentration by students for decades to come. Our world has become increasingly interdependent and we must prepare our students to understand that world and assume positive leadership in it.

Revisions of the curriculum as necessary are an on-going engagement in the Department. As new faculty join the program, they introduce new courses which are first taught under generic course numbers (AAAS 320, 323, 520, 523). When the courses prove that they can generate acceptable student credit hours, we give them permanent numbers and send them to the Committee for Undergraduate Studies and Advising (CUSA) for approval. Courses that do not meet the minimum enrollment (6 students for graduate and 12 for undergraduate courses), unless they are mandatory ones, are discontinued after three years or earlier in dismal cases. New faculty bring a diversity of courses such as hip-hop, music and literature, comparative
educational practices, intellectual history, sexuality and gender, among others, and our curriculum is enriched by them.

A new African language, Amharic, has been introduced into our curriculum. Initially funded by KASC through the Title VI grant in order to increase the number of languages taught in the Department that would give us an edge for future grant competitions, Amharic is currently funded by the College because of drastic reductions in KASC’s Title VI budget. Courses in Amharic are taught at the standard elementary and intermediate levels to meet the minimum four-semester language requirement for students pursuing a BA degree in the Department or in other departments at KU. All other African languages--Arabic, Hausa, KiSwahili, and Wolof--cover eight semesters, from Elementary through Advanced and Reading levels.

D. Areas for Growth

1. **Advising**
   AAAS is one of those departments without an assigned advising specialist. This means that we do not have someone to help navigate through the advising bureaucracy and paperwork. This puts pressure and more work on Lisa Brown, our Administrative Associate Senior, not only to do the paperwork electronically and as hard copy, but to make necessary phone calls, attend some advising meetings and workshops, and advise some of our students. Though we would like to be assigned an advising specialist, an advantage of not having one is that we become familiar with our students when they come to our faculty or staff for advising. Because we have a good number of new faculty and some older ones who have taken the time to learn to advise and fill out the necessary paperwork for students, the Department plans to use one of its faculty meetings for an advising workshop. We could also invite the assistant dean in the College Academic Services to our next retreat to lead us through this. Such an event would create a faculty knowledgeable in departmental advising and to whom Lisa can readily send students. We plan to create a faculty that can advise in all concentrations of the major and the minor, not just in one concentration.

2. **Advising and Coordinating the Languages**
   Mack and Boussofara have held the position of language coordinator in past years and have helped the Department and KASC grow in language matters. Even when they stepped down, they still help in supervising, advising, and teaching (sometimes overload) their primary non-English research language(s) respectively. Mack even did more by carrying the heavier service load of undergraduate coordinator, honors coordinator, and Study Abroad coordinator. All these service areas, as all service in the Department, do not carry a course remission or administrative financial compensation. Ojiambo is the current language coordinator. He has official supervision and coordination of all languages (Amharic, Arabic, Haitian, Hausa, KiSwahili, and Wolof) taught or tutored in the Department. Though his research language is KiSwahili, he has capably applied his training in the languages to help language instructors develop and revise their course syllabi. This is a positive development in recognizing that most language instructors may be native speakers but are not trained language teachers. There was some initial resistance by some instructors but once they got through that, they found Ojiambo’s new approach beneficial to their teaching, to themselves, and to the program.

3. **Distance Learning**
   Providing courses for distance education is a relatively new area of exploration by the Department. Through incentives provided by the College, the Department took its initial steps in
that direction with AAAS 330 Black Leadership taught online by Alexander. Many Independent
Study courses—AAAS 104, 106, 306, and 511 taught by Alexander, and AAAS 105 taught by
MacGonagle—are through the Continuing Education program. The College has specifically
requested recently from the Chair that the following courses be developed by the Department for
online distance learning: AAAS 300 African Traditional Religion and Thought, AAAS 305
Modern African History, AAAS 415 Women and Islam, AAAS 340 Women in Contemporary
African Literature, AAAS 554 Contemporary Health Issues in Africa, AAAS 555 African Film,
AAAS 598 Sexuality and Gender in Africa, AAAS 600 Politics in Africa, and AAAS 680
Introduction to Modern Africa. I am in the process of engaging faculty who teach these courses
in some discussion about training and incentives. This is certainly a new area for growth for the
Department.

4. The Africana Club
Though various student organizations such as the African Students Association, Black Student
Union, Muslim Students Association, and KU Noor readily absorb some of our students, it is the
Africana Club that is the official student organization of the Department. Students in all
concentrations, whether majors or minors, are encouraged to join the Africana Club, and the
Department provides support for the group’s occasional activities. This is an area we have to find
a way to help grow consistently while recognizing that the Africana Club is a student group that
must function without interference from the Department.

5. Undergraduate Research Forum
Undergraduate research occurs at two levels in the Department. At one level is the forum
organized at the Department under the supervision of Pennington or a sponsoring faculty for
students to present their finished research. When there is an outstanding research, the
Department gives an award to the student at the end-of-year graduation ceremony. At the
University level our students have competed both for funds to carry out a defined research and to
present a research paper at the annual KU’s Undergraduate Research Forum. Not only have some
of our students (most recently Ithar Hassaballah during summer 2011) received research funds,
some have won research prizes. In 2009, Maria Beg, our major, won the top prize for
undergraduate research at the University. The paper that won the award was supervised by
Boussofara. The Department is seeking funds from donors to continue the forum and make it
grow to an annual event where awards would be given to the best three research presentations.

6. Study Abroad
Though various degrees of relationships have been established between the University of Kansas
and institutions in Senegal, Morocco, Nigeria, Ghana, Tanzania, Kenya, and South Africa, only
Morocco and South Africa are currently the most active linkages for summer programs. Nigeria
and Kenya have been adversely affected for many years now because of the U.S. Government
ban on official travels to those countries. Students have been able to go on their own to these
countries and to Senegal, Ghana, and Tanzania. Our undergraduates have also studied at the
American University in Cairo, Egypt. Christina Lux’s summer workshop in the Democratic
Republic of Congo may open that region for some form of relationship with us. We currently
have no presence in that region of Africa. Because most of our existing, international
relationships are also linked with some of the languages we teach, it might be time to consolidate
these linkages - - to choose between Nigeria and Ghana for Hausa, and Tanzania and Kenya for
KiSwahili. Arabic is strong enough to consider opening a linkage with Egypt while maintaining
the one in Morocco. Our students have enjoyed learning Egyptian Arabic. The Department and
KASC will discuss which of these should grow and which to eliminate as we consolidate study-abroad programs for more effectiveness. Such consolidation will not rule out supporting the effort of individual students who may have a particular attraction to an institution and country outside our immediate sphere of influence.

7. Production of Student Credit Hours (SCH)
While the overall production of student credit hours by the Department’s tenured and tenure-track faculty is almost at the same level as our AAU peer institutions at 95.8%, the SCH produced by all faculty in the unit (tenured, tenure-track, lecturers, GTA’s) compared to AAU peer institutions is 84.9% in a 5-year weighted average (see Appendix H). Our non-language undergraduate courses and the first two years of Arabic produce healthy enrollments. Our languages overall fall short of the enrollments expected of them when compared to the number of instructors assigned to them - Amharic: one GTA/lecturer at .50 FTE; Arabic: one professor, four GTA’s at 3.0 FTE; Haitian: one GTA/lecturer at .50 FTE; Hausa: one lecturer/GTA at .50 FTE; Kiswahili: one professor, one lecturer at 2.0 FTE; and Wolof: one GTA/lecturer at .50 FTE. These languages are important not only because they enable us to compete relatively well for Title VI grants but for the role they play in internationalizing our campus and the curriculum.

I reiterate the Boyer Report that affirms that “the campuses of research universities are characteristically heterogeneous places, polyglot, multicultural,, and multi-ethnic.” Our languages contribute to the cultural and intellectual enrichment of KU; they are the principal and foremost signifiers of a particular people’s culture, the people with whom we share the world. In answering the question I posed to our faculty on what areas need improvement or strengthening and how do we improve them, Ojiambo, our language coordinator, suggests that we should explore ways to increase student enrollments in the language programs and make the presence of the languages felt on campus. Collaborating with KU undergraduate advising center, with departments such as Linguistics that can use our languages in their field methods course, and publicizing our language courses in large introductory undergraduate classes across the campus are some of the ways he suggests we might increase enrollments and SCH in the languages. The proposed long term solution is to hire well-paid lecturers on full-time appointments who, by coming to work daily, know that it is their responsibility to actively seek students to enroll in their courses as part of their job security. Most of our languages are currently taught by GTAs whose investment in the languages is only as long as their degree programs. The Department thus requests from the College funds to hire full-time lecturers in all the language programs, and to renegotiate the salary of anyone already holding such position in the Department.

IV. The Graduate Program
A. Overview

The graduate program in African and African American Studies is relatively new. Both the Graduate Certificate in African Studies and the MA in African and African American Studies grew from the Department’s 2007 strategic plan that was part of the College’s “Planning for Excellence: Goals and Future Directions of the KU College of Liberal Arts & Sciences” (see Appendix: B). Acknowledging that “research and teaching landscape in higher education is constantly changing,” the College moved to reflect such changing landscape in graduate programs as it recognized that “exciting research and teaching opportunities exist at the intersection of traditional fields and disciplines.” Our two graduate programs were thus created on existing strengths to enhance interdisciplinary graduate degrees that connect college
departments. The Graduate Certificate in African Studies has been very effective in doing this, drawing students mostly from Anthropology, Geography, and Psychology into the program with Title VI FLAS scholarships.

B. The Graduate Certificate in African Studies

Approved by the Kansas Board of Regents for the Department of African and African-American Studies in 2007, the Graduate Certificate in African Studies is offered by the Department through KASC. The program amplified the Department’s contribution to educating graduate students at KU before the Department ran its own graduate degree program. Students admitted to the program already have regular graduate status as KU students. Non-KU students may be admitted to the program as non-degree seeking graduate students. KU graduate students admitted to the certificate program must be in good academic standing with their major KU departments, and are required to inform their home departments of their intention to seek the Graduate Certificate in African Studies. Such intention to receive the certificate must be made known before the students complete the requirements for the certificate program. This is because a graduate certificate in African Studies is not granted retroactively. The program does not accept transfer of graduate credits from another institution for the certificate. The main objective of the program is to formally recognize the expertise students obtain in African Studies in order to enhance their career opportunities. Graduate students formally claim their expertise in a particular area of African Studies through completion of 12 hours of graduate coursework distributed as follows: (i) AAAS 680 Introduction to Modern Africa (3 credits) or AAAS 802 Introduction to Africana Studies II: Africa (3 credits); (ii) 3 courses (9 credit hours) coherently designed and pre-approved. Of these courses, no more than one course (3 credits) may come from directed readings or independent study (see Appendix J).

C. The MA in African and African-American Studies

Though the MA program focuses primarily on the study of Africa and African-America, it currently accommodates Arabic and Islamic Studies under Africa and the Caribbean under African-America. Our graduate courses are also available to students from other disciplines in the humanities, arts, and social sciences and to Foreign Area Officers (FAO) recruited to complete a Master’s degree in our Department. The program accommodates the individual academic objectives of students but the plan(s) must demonstrate academic coherence. It admitted its pioneering students in Fall 2009, some of whom graduated in May 2011.

The degree requires 33 credit hours. Four of these--AAAS 801 Introduction to Africana Studies I: African American; AAAS 802 Introduction to Africana Studies II: Africa; AAAS 803 Research Methods in Africana Studies; and AAAS 804 Seminar in Africana Studies are mandatory (core) courses. Students must demonstrate acquisition of research skills and decide on a thesis or non-thesis option. They may take up to six credit hours outside the Department. A handbook for graduate students, The MA Program in African and African-American Studies, gives students information about the program and helps guide them (see Appendix K).

D. Quality of Graduate Program

Because of the young age of our program, the Academic Information Management System data provided by the Office of Institutional Research and Planning does not have a five-year comparative analysis of the quality of our MA program. It does have a 2009 data that
compares the quality of our program with the University mean in 2009. On the “overall program quality,” students gave the Department 4.5 on a scale where 5 is the highest (excellent or strongly agree) and 1 the lowest (poor or strongly disagree). This was higher than the KU mean of 3.75. The quality of graduate teaching by faculty, the quality of academic advising and guidance, and the overall positive climate of program were rated excellent (5.00). The comparative rating for KU was from 3.50 to 4.00. On the question that asked our students if they would “select KU if starting over,” respondents gave an overwhelming 5.00 (definitely) while the KU mean stood at about 3.78 (which is between 3 (maybe) and 4 (probably)). This measure of graduate student satisfaction is encouraging, it means that we did well in the challenging first two years of the program (see Appendix L, p.16). However, the same data reveals that there are obstacles to academic progress by students in our unit. The major factor relates to work and financial commitments. Family obligations and program structure or requirement come in as minor factors (see Appendix L, p.17). Because there is consistency in offering mandatory courses, this has helped to address the minor obstacles of program or requirement structure.

The Department administers an exit poll for graduating students. This is more elaborate and comprehensive than any of the surveys administered by KU Graduate Studies. The exit poll enables us to address issues and to continue to improve on our graduate studies (see Appendix M).

We have an annual evaluation of graduate students in our program. The evaluation is done by all the faculty that have taught the students, individual advisors to students, and the director. The purpose is to give the students a constructive feedback on their academic performance. Since Spring 2011, the Department has also adopted the annual evaluation of GTAs mandated by the Office of Research and Graduate Studies and by the Office of Human Resources and Equal Opportunity.

E. Funding for AAAS Graduate Students

Graduate students in the Department receive funding from two main sources--GTA allocation and FLAS. GTA allocation to the Department can only support two students at .50FTE for each student. Because of funding shortage, we are only able to offer GTA appointments to some students in their second year of graduate studies only. We are unable to offer such support to first year graduate students. That inability has made us to lose prospective students to institutions with better funding. Our second source of funding is through FLAS scholarships KASC and CGIS have been generous to award FLAS scholarships to some of our graduate students whose focus of study is Africa or international. Since students without an international focus are ineligible for FLAS scholarships, our practice so far has been to offer most GTA appointments to students without FLAS awards. We have occasionally supported some of our students with money received from Educational Opportunity Fund grant. Though GTA and FLAS funds are inadequate, they are good in that they allow faculty to provide a close mentoring relationship with our graduate students. The Center for Teaching Excellence (CTE) provides specific training for new GTAs. The Department has appealed to the College for more than the two slots currently allocated for GTA appointments in our Department.

F. Graduate Student Ambassadors

In Spring 2011, AAAS graduate students formed an organization called the Graduate Student Ambassadors (GSA). The stated goal of the GSA is “to help provide a comfortable
transition into a new school, program, and/or city and state by addressing concerns and/or questions” that new students may have. The ambassadors mentor new graduate students about academic life at KU, and “serve as a positive image and an informed representative of AAAS to prospective graduate student at various recruitment events.” This initiative is an encouraging sign that graduate students identify with our Department and want to create a positive atmosphere in it (see Appendix N).

G. Placement of Students after Graduation

The Department has two brochures on career opportunities for majors in African & African-American Studies. One of them is developed by the University Career and Employment Services (UCES) and the other by our Department to specifically answer the question, “What can I do with a degree in African and African-American Studies?” (see Appendix N1). The documents help address our concern for the placement of our undergraduate and graduate students. Some of our students have found jobs in the media; one of them now represents a major US international news agency in Mexico, after he had worked successfully in New York. He is appreciative of the education he received from the Department and has donated money to our endowment account. Some of our graduates have moved on to pursue graduate and law studies, after which they took jobs in their new professions. One of such students worked at the Kansas State Department of Health and Environment until a few years ago when she decided to move into an academic position in Colorado. One is practicing law in a Washington D.C. firm, and our first graduate from our MA program has informed us that he will be going to the law school. Some have gone into teaching here and abroad, and some have taken on missionary-related jobs abroad. Two sisters who graduated from our Department started a card business in St. Louis, and have now expanded it to doing business in Anglophone Africa. In some cases where the job is not directly related to their education in our Department, the alumni acknowledge that their years with us prepared them for their current jobs. One of our alumni who got a managerial position with a company told the Department that the company liked his ability to handle tough situations and to work well with others. He had also brought the necessary diversity to the workforce. One of our students went on an internship at the California House of Representatives before she graduated and ended up with a job there. We have also graduated people in the military, one of whom now has a commission as a 2nd Lt. in the U.S. Air Kenya, a job he sought after having studied KiSwahili with us, and having studied at Kenyatta University for his study abroad year.

H. Areas for Growth

1. Funding. Graduate student funding is the most important challenge the Department currently faces in graduate studies. We do not have any funding packages for incoming graduate students. This limits our ability to compete successfully with other institutions in recruiting students to our graduate program. The Department will keep knocking on the doors of donors for endowed scholarships and awards for students. We currently have only a $10,000 endowed scholarship funding. The College should increase our GTA allocation from two to five (although the ideal would be ten) and fund GRA positions to reverse the trend of admitted students opting to pursue graduate studies in other institutions that present more attractive packages to them.

2. Establishing an Arabic and Islamic Studies Track. We have two tracks in the MA program---African Studies and African-American Studies. Arabic and Islamic Studies is
currently subsumed under African Studies. The possibility of creating an Arabic and Islamic Studies track in the future is there if applications and admissions to our program indicate such a demand. In anticipation of developing such a track, our faculty recruitment in this area would seek faculty who are versatile both in African Studies and in Arabic and/or Islamic Studies. It allows for a maximum utilization of our faculty in a shrinking economy and during lean budget years.

3. Creating a Ph.D. Standing Committee. As we watch the positive growth of our current graduate programs, the Department sees a Ph.D. program as the next and expected development within the next decade. With a doctoral program, our language capabilities and the opportunity to have GTAs for our introductory courses unfold. The program would enable us to have a good crop of GRAs to help with faculty research. It is the case that nationally, African language programs are nearly always populated by doctoral students. It would be timely and good for KASC’s federal grant competition for the Department to propose to the College a Ph.D. program in conjunction with KASC’s next Title VI application.

V. Departmental Governance
A. General Information

The executive powers of the Department of African and African-American Studies are vested in the Chairperson (Chair). The Chair reports to the Dean and/or to the designated Associate Dean of the College of Liberal Arts and Sciences as appropriate. As the chief administrative officer of the Department, the chair is responsible for the operation of the Department within guidelines set forth in AAAS by-laws, and by College and KU rules and regulations. S/he represents AAAS in all appropriate internal and external matters and exercises direct supervision over Department’s personnel and over internal functions of AAAS, delegating such authority as appropriate. S/he is responsible for communicating College policy to the Department and for bringing before the Department for appropriate consideration and timely action all business originating from College or University- level initiatives. Details of the Chair’s responsibilities and duties in AAAS governance, instruction, faculty affairs, student affairs, internal and external communication, administration of budget and resources, office management, and professional development among other, are in the by-laws.

KASC was formerly part of the departmental structure, set up specifically to pursue interests related to African studies. It is now a full-fledged independent unit that reports to the College but retains its dynamic affiliation to the Department. AAAS has a seat at KASC’s Executive Council while the Chair serves as an ex-officio member on that Council. The current director of KASC is our faculty, Mack.

Like KASC, LHC was set up by the Department to pursue interests related to African-American Studies. Though approved by the College in our 1997 Vision for the Future and most recently approved and reaffirmed by the College in the 2007-2012 “Strategic Plan” document, the LHC has not yet been funded to operate independently but with affiliation to the Department. AAAS is still stuck with it, with no LHC office space other than that of its interim director, Alexander.

The Institute of Haitian Studies (IHS) was set up to devote attention to Haitian Studies within the Department, and with a plan to elevate it in subsequent years of success to include Caribbean Studies. Like the LHC, the Institute is still in the Department as planned but it has fallen on hard times since its director, Bryant Freeman, retired come years ago. The College has
approved that Samira Sayeh, our courtesy faculty with specialty in Francophone studies, could be the director of IHS. We need office space for the IHS.

The Chair’s immediate assistant in administering the Department is Lisa Brown, who holds the position of Administrative Associate Senior. Her versatility in so many roles—from scheduling, advising, budgetary, supervising, liaising with international agents, helping affiliated centers and Institutes, managing multiple financial accounts, acting as the production manager of our forthcoming journal, to managing the daily affairs of the Department and the needs of faculty, staff, and students—made me to recommend her for promotion to the next level two years ago. The recommendation was approved by the Interim CLAS Dean, Greg Simpson, but was halted as it proceeded to Human Resources by our current Dean because he wanted to examine College finances first. The communication was that CLAS would later inform us when to proceed to the next level of promotion approval. It is time for the College to put its weight behind the approval and support Brown’s well-deserved promotion. Holly Shriner joined us this fall as a .50 FTE Administrative Associate responsible for graduate studies, among other duties, in the Department. Since Shriner is already an Administrative Associate Senior in Museum Studies, we recommend to the Dean that she be placed at that equivalent position level and salary in our Department instead of the Administrative Associate title and salary she currently holds in AAAS.

Other administrative positions and appointments in the Department are as follows: Undergraduate Studies Coordinator, Graduate Studies Director, Honors Coordinator, Language Coordinator, Africana Club Advisor, Kansas African Studies Center Representative, Center for Teaching Excellence Ambassador, Study Abroad Coordinator. Standing Committees—Curriculum Committee, Evaluations Committee, Grievance Committee, Socials Committee, Lecture Series Committee, Graduate Assistantship Committee, and Scholarships and Awards Committee—help the Department to fulfill service obligations. Committee membership is voluntary. The Department also operates with ad hoc committees set up for, but not limited to, search committees for new faculty appointments, search committees for lecturer appointments, tenure and/or promotion reviews, and review of faculty sabbatical applications (see Appendix: O).

Changes in administrative positions and committee memberships are made as appropriate. Since the last program review, Mack has replaced Myers as the Director of the KASC, Alexander filled the directorship of LHC that was vacant after Herbison’s departure, Ojiambo assumed the position of Language Coordinator formerly held by Boussofara, Alexander took over the position of Graduate Advisor formerly held by Myers, Bolden became the Honors Coordinator and the Annual Retreat Coordinator—positions formerly held by Mack and Myers respectively, Samira Sayeh will replace Freeman as the Director of the Institute of Haitian Studies and in-coming faculty, Lang, will succeed Mack as the Undergraduate Coordinator.

B. Areas for Growth

1. Full establishment and support for the Langston Hughes Center. The College should support departmental efforts in establishing fully the directorship of the Langston Hughes Center. Like its KASC counterpart, LHC was established to seek external programmatic grants and funds for the development and support of African-American Studies in matters related to
teaching, research (including workshops, conferences, and seminars), and outreach service to the African-American community.

2. **Reinvigoration of the Institute of Haitian Studies (IHS).** In its heyday under Bryant Freeman, the IHS attracted national and international reputation. The Institute played a prominent role in the US and the UN peace-keeping efforts in Haiti. It was the only agency approached by the US Department of State to translate authentically the controversial resignation letter written in Haitian Creole by the former Haitian President, Jean-Bertrand Aristide. We seek College support in our effort to put HIS on the road to prominence again.

3. **Revising and reviving the Africana Leadership Institute (ALI).** In its short but vigorous life before it was suspended by College because of an alleged improper handling of finances and misrepresentation of KU by a former director, the ALI brought and trained prominent state and federal officials from some African countries, mostly from Nigeria, for leadership workshops. Applicants and inquiries also came from the Sudan, Zimbabwe, and Haiti. We have learned from our mistakes. In our dormant period, Harvard University that got into a similar problem but continued on, and Kansas State that saw an opening and hosted the participants that KU shut its doors on, have taken the lead in organizing leadership workshops. These institutions are training current and future leaders and extending their influence in Africa. We must remember that the US has openly supported extending American influence in the education of present and future generations of Africans by sending University admissions officers to recruit students in Nigeria and South Africa. Daphne Johnston from KU participated in the recruitment tour of Africa. It may take us time to compete seriously against Harvard and Kansas State University but we should try to expand our sphere of influence. Haiti awaits us, too!

4. **Establishing an Institute of Arabic and Islamic Studies.** It has been our practice to establish a center or an institute to support and highlight a specific academic concentration or strength in our Department. As soon as our Arabic and Islamic Studies concentration stabilizes sufficiently and we have enough faculty committed to devote time and service to it, the Department intends to propose to the College the establishment of an Institute of Arabic and Islamic Studies (IAIS). As is our practice, such an Institute will seek external grants to support Arabic and Islamic Studies in teaching, research (including workshops, seminars, and conferences) and community outreach.

5. **Selecting a new Chair of the Department.** Ukpokodu who heads the current governance and leadership structure of the Department intends to step down as Department chair within the next plan period under consideration here. A new chair will bring new vision and continue the stability of the Department. Ukpokodu will oversee the smooth transition.

VI. Facilities

A. Office Space

Though we have more office space now than we ever had in the past, space in AAAS is still inadequate. Some of our lecturers are still housed in Wescoe, away from our Department’s main office in Bailey. All our offices are fully occupied, and with each new hire we have to wait to be allocated an office. The future office space for anticipated hires as the Department grows will remain a challenge for the Department and the College. The Langston Hughes Center operates from Alexander’s office and the Institute of Haitian Studies currently has no office. We have no secured space in which to keep equipment such as printers, computers, recorders, ink
cartridges, scanners, and cameras. We are requesting for two GRA’s in our next budget yet we do not have space for them to assist faculty in their research. Graduate students in our master’s and certificate programs have no space to meet in our Department. There is no office that our retired professors could share.

B. Instructional Space

Two classrooms, one in Bailey and the other in Stauffer-Flint, are assigned to the Department for scheduling use. The one in Bailey (Room 204) has a capacity of 15 maximum, while Stauffer-Flint (Room 202) accommodates 45 students. The latter is only assigned to us for morning classes. Because these two classrooms cannot accommodate our scheduling needs for lecturers, GTAs, and faculty, most of our classes are “homeless.” Giving home to a homeless class is at the mercy of the Registrar’s Office.

C. Areas for Growth

1. Office space for African Art and Culture Faculty. We are currently conducting a faculty search for African art and culture. We anticipate that the College will provide an office for this position as it has done in the past.

2. Office Space for Future Hires. As we move gradually from joint appointments to full-time appointments in the Department, we will need more offices for the Department. We have indicated to the College that we will accept office spaces wherever they are on campus.

3. Langston Hughes Center Office. LHC once had an office that we converted to a faculty office at a time of dire need. The Center certainly needs an office to be used by the director for writing grants for the program and for planning and executing other activities of the Center.

4. Office Space for the Institute of Haitian Studies. IHS director is located in another department office where she has a faculty office. It is crucial that the IHS be given an office space in AAAS so that the director can work on grants and activities related to IHS.

5. GRA Office Space. Faculty have expressed an overwhelming interest in Graduate Research Assistants to facilitate aspects of their research engagement. An office equipped with computer and a printer for two GRAs would be conducive for such research.

6. Seminar Room. A graduate seminar meeting space is paramount to educating students in our two graduate programs and our undergraduate seniors. Such space would also be invaluable for students to present their research and obtain feedback from our faculty. We anticipate that such space will be media-enhanced to facilitate research presentations.

7. Technology Space. A room where the Department can securely place computer, cameras, printers, scanners, ink cartridges, video cameras and tape recorders is of immediate necessity. Such space would prevent cluttering and people tripping over equipment.

8. Office Space for Retirees. An office to be shared by retired faculty is desirable. Such space could also double for visiting professors.

9. Classrooms. Class homelessness makes it difficult for the Department to schedule classes in rooms and times conducive to faculty’s teaching need. We will keep working with the Registrar’s Office for ways to make classroom scheduling work well for everyone. On our part, we should endeavor to schedule our individual courses the same day and time every academic year. Such regularity also helps our students in planning current and future class schedules.
Conclusion

The Department of African & African-American Studies continues to be a dynamic and productive unit. From the quantity and quality of scholarly and research productivity, successful internal and external grant applications, and presentations before academic peers at professional conferences at local, national, and international venues, faculty of the Department have made a respectable mark in their respective fields. The superior quality of our teaching continues to be acknowledged by students within and outside our Department in their ratings of our teaching from good to excellent, with more on the “very good” and “excellent” categories. That excellence of teaching has also been affirmed in various University teaching awards to some of our colleagues. Our service to the University, to the State of Kansas, and to our profession at national and international levels continues to be stellar. The support staff of the Department provides a hospitable environment to people within and outside the unit, a fact that has been driven home with a University award to Lisa Brown. In our effort to sustain the quality of our program, we continually reflect on our strengths and weaknesses during our annual retreat. We have also identified in this self-study, areas in which the Department could potentially grow and how a positive support from the College might enable us to achieve the desired growth. We consider the College an ally as we aspire to sustain our excellence and introduce new things relevant to the next decade. Even as we take care of current relevance, our Department is forward-looking, an attitude that allows it to remain current as years roll by. It is in this spirit that we envisage a Ph.D. program in the next decade.