Executive Summary: Department of American Studies (AMS)

Mission

AMS at KU is an interdisciplinary department composed of scholars committed to research and teaching on historical, cultural, and social constructions of “America” and their public impact. Offering the PhD, MA, and BA/BGS degrees, AMS teaches students to understand the diverse populations that collectively comprise the United States. We investigate barriers to diversity and pluralism, foster respect for and critical understanding of difference, and interrogate the role of power in preserving hierarchies. Using methods drawn from a broad range of disciplines – including but not limited to history, sociology, literature, music, religion, anthropology and performance studies – our research and teaching emphasize the importance of race, ethnicity, religion, class, gender, sexuality, and other “identities” in the United States as well as in global, transnational, and hemispheric contexts. Our courses and independent study opportunities emphasize experiential learning, deep learning and higher order thinking, student research, and engaged scholarship for public impact.

Faculty

The current faculty of AMS consists of nine tenured or tenure-track members representing 6.5 FTE; AMS shares joint appointments with African and African-American Studies, English, History, Theatre, and Women, Gender & Sexuality Studies. This teaching capacity is supplemented by one .50 FTE lecturer position and eight (8) .50 FTE Graduate Teaching Assistants (GTAs). AMS faculty research and publication is interdisciplinary in both content and methodology. In terms of content, our clear strength is in the study of diverse and/or marginalized populations, including African-Americans (Dorman, Hamer, Hart, Jelks, Tucker), Jewish Americans (Bial, Dorman, Lester), Latino/as (Chappell, Flores) and women (Hamer, Hart, Tucker). In terms of methodology, our emphases are in cultural and performance studies (Bial, Lester, Tucker), archival research (Dorman, Hart, Flores, Jelks) and sociological/ethnographic fieldwork (Chappell, Hamer). The faculty has been productive, with multiple books, articles and other works produced in recent years. We have been especially successful in securing external grants and fellowships. Since 2005, AMS faculty have received more than a dozen external research fellowships and grants totally over $500,000, including two prestigious National Endowment for the Humanities Faculty Fellowships, a Fulbright-Hays Award, and a National Museum of American History Fellowship. We note also that our faculty is among the most demographically diverse at KU: 33.3% minority and 44.4% women, as compared to 9.9% and 36.8% for CLAS, and 10% and 32.9% for KU overall. With a median age of 44 and a mean age of 46.9 (compared to 49.5 and 51 for CLAS), American Studies also has one of the youngest faculties in the College.

Bachelor’s Degrees (BA, BGS)

The undergraduate program has grown significantly over the past decade, from 48 majors in 2002 to 95 in Fall 2010. The number of BA/BGS degrees awarded annually has more than tripled (from 11 to 40) over the same period. The undergraduate program is also one
of the most demographically diverse at KU, with 20% of baccalaureate recipients identified as minority students, as compared to 12.4% of baccalaureate recipients in CLAS and 10.3% at KU overall. This data is consistent with the external review team’s finding that American Studies “has become a vital institutional building block in the University’s response to demographic trends in the state and to the goal of broadened study of diversity in Kansas and the country.”

Master’s Degrees (MA)
The MA program is a two-year degree, culminating in either a thesis or an article/exam. The MA curriculum has recently been revised with the goal of improving time-to-degree and other measures of student success, and early indications are that this revision has been effective: the number of MA degrees awarded in 2011-2012 matched the Department’s seven-year high. The external review team notes that the curriculum revision “strengthen[s] the methodological focus of the program.”

Doctoral Degrees (PhD)
The PhD program was ranked in the top 20 American Studies doctoral programs nationally (9th among AAU Public Universities, 1st in the Big XII) by the National Research Council 2010 survey. The 2011 external review reported that the Department “has been a national leader in the field. Its faculty has contributed significantly to scholarship and graduate training, while the Department itself has made a crucial and highly visible contribution as the longstanding publisher of American Studies, the most important independent journal of the field.” Despite limited funding for graduate assistantships, the Department has effectively recruited strong students, as evidenced by success in campus wide fellowship and award competitions, as well as placement of graduates. Doctoral students regularly present their research at meetings of the American Studies Association and other nationally recognized venues. In response to the 2011 external review, the Department is in the midst of revising the curriculum and comprehensive exam procedures in order to reduce overall time-to-degree.

Overall Evaluation
This department has a young, diverse, and highly productive faculty, whose interdisciplinary research and teaching have brought national prominence to the American Studies graduate program. The Department’s scholarly contributions, including the editing of two important journals, enhance KU’s reputation as a leader in the field. The undergraduate program, thanks to its strong curricular focus on issues of identity, has proven to be a key component in KU’s response to the increasing demographic diversity of Kansas and the nation. For these reasons, this program will be continued.
Highlights: Department of American Studies (AMS)

- The BA program has doubled in size (from approximately 50 majors to approximately 100 majors) from 2002-2010. The number of BA degrees awarded annually has more than tripled (from 11 to 40) over the same period.
- The BA program is one of the most demographically diverse at KU, with 20% of baccalaureate recipients identified as minority students, as compared to 12.4% of baccalaureate recipients in CLAS and 10.3% at KU overall.
- The PhD program was ranked in the top 20 American Studies doctoral programs nationally (9th among AAU Public Universities, 1st in the Big XII) by the National Research Council 2010 survey.
- The Department offers the only American Studies graduate program in Kansas and one of the top ranked-programs in the Midwest.
- The Department houses two important interdisciplinary journals: American Studies (now in its 53rd year) and Women, Gender and Families of Color (recently acquired from the University of Illinois).
- Since 2005, members of our faculty have received more than a dozen external research fellowships and grants totally over $500,000, including two prestigious National Endowment for the Humanities Faculty fellowships, a Fulbright-Hays Award, and a National Museum of American History Fellowship.
- The faculty is among the most demographically diverse at KU: 33.3% minority and 44.4% women, as compared to 9.9% and 36.8% for CLAS, and 10% and 32.9% for KU overall.
American Studies Department
University of Kansas

Self-Study Narrative for External Review

11 April 2011

Submitted by

Cheryl Lester, Chair
Introduction

This self-study narrative was prepared by Cheryl Lester, Department Chair, in collaboration with Graduate Director Dennis Domer and Undergraduate Director Randal Jelks. It follows recommendations provided by the Office of the Provost, the American Studies Association, Chairs and self-study reports from other units in the College of Liberal Arts and Sciences (CLAS), and the prior American Studies (AMS) program review of 2003. It draws on information gathered from faculty, students, and alumni; data from the Academic Information Management System (AIMS) database provided by CLAS (see appendices i.1 and vii.1); and data collected within the department and from other sources. Marcia Powers in CLAS, Sandra Hannon in OIRP, and Terri Rockhold, Kay Isbell, and Nathaniel Ray Pickett in AMS provided invaluable assistance gathering data and assembling supporting materials for this review. Faculty, graduate students, and select undergraduates in the department reviewed a draft and contributed to the final version of the narrative. Written as Lester’s 5.5 year term as Chair concludes, this narrative covers a period of major transition in the department and university. Since 2004, AMS recruited an almost entirely new core faculty, and KU recruited an entirely new higher administration (Chancellor, Provost, Dean, Associate Deans). With the appointment of the new Chair, AMS enters a period of consolidation and consensus building, when it needs to develop plans for the future that align with the dynamic strategic planning and major capital campaign underway at KU and looks forward to 2021 as its horizon.

1. Department summary

A. Mission

Why does KU have an American Studies Department? Because faculty and graduate students in American Studies conduct cutting-edge engaged scholarship for public impact and practice innovative, student-centered teaching, leading generations of scholars who shape and inform public debates on what “America” is, what challenges we as a society face, and what ways forward are possible and beneficial.

AMS at KU is an interdisciplinary community of productive scholars committed to research and teaching on historical, cultural, and social constructions of “America” and their public impact. AMS has a strong record of engaged scholarship for public impact informed by the study of race, ethnicity, and religion; class; and gender and sexuality in the United States and in global, transnational, and hemispheric contexts. The Department provides leadership to the regional Mid-America American Studies Association (MAASA), the national American Studies Association, and the journal American Studies.

Of more than 55 departments and programs in the College of Liberal Arts and Sciences, AMS has led the way in offering a multidisciplinary and interdisciplinary program leading to both graduate and undergraduate degrees, dedicated to integrated learning by building synergies across the humanities, arts, social sciences and, increasingly, the natural sciences, architecture and urban planning. Until recently, AMS stood alone in the college in offering an interdisciplinary PhD. AMS shows leadership in its commitment to diversity in its faculty and students and through research and teaching that investigates barriers to diversity and pluralism, fosters respect for and critical understanding of difference, and interrogates the role of power in preserving hierarchies. AMS offers academic coursework and independent study opportunities that emphasize experiential learning, deep learning and higher order thinking, student research, and engaged scholarship for public impact. AMS has long addressed the challenges of the 21st century emphasized by Chancellor Gray-Little by preparing students to work and live in a global environment, develop capacities for leadership and informed citizenship, exercise ethical reasoning, and engage with the historical, social, and cultural materials through which various meanings of “America” emerge as matters for debate.

As a department, AMS meets the criteria developed to guide and evaluate the interdisciplinary strategic initiative proposals currently under review at KU (See http://www.provost.ku.edu/planning/ and appendix
ii). Our research and core curriculum address emerging global challenges and societal issues and build scholarly communities across disciplines and are central to core goals identified in the 2007 Strategic Plan of the College (see appendix iii). Our leadership in the field, engaged scholarship, record of publication, external funding, and service to international programs such as Fulbright and direct exchanges with the University of Mainz and Radboud enhance KU’s visibility and impact nationally and internationally. Our teaching provides students with unique experiences that position them as drivers, innovators, and critical interpreters of social and technological change. AMS conducts innovative research and teaching in interdisciplinary and multidisciplinary areas through cross-cutting programs, courses, and one-on-one scholarship opportunities that reflect and inform the interests of our students and the global and international roles of our country, state, and institution. AMS is faithful to a long and unique legacy of outreach and public service efforts to assist the citizens of Kansas and offers training in research methodology that enables students to critically analyze and evaluate different methods of gathering and interpreting evidence, including data collected in the social and behavioral sciences.

For example, AMS professor Tanya Hart structures AMS 344: "Unequal Bodies," on the history of public health and medicine, to include an individual or group research product about a critical public health issue. Her students have created a joint position paper on whether the state of Kansas should create a single-payer health system and have compared media representations of the Obama and McCain health care plans in the presidential election. In Fall 2010, with the assistance of KU Human Resources and the KU Writing Center, her students assumed personas of KU employees and navigated through the October Employee Healthcare Orientation, chose health insurance to cover themselves and their dependents, and made oral presentations on their findings, rationales, and perceptions of the state employee healthcare programs.

Through a concerted effort to reach alumni through three recent retirement events, new endowment accounts, newsletters and e-mail mini newsletters, donor thank you letters, collaboration with KU Endowment on a “vision, value, difference” statement, and an improved presence on the internet (via the AMS website, Facebook, and twitter), AMS is developing alumni involvement and fundraising efforts. (See the AMS website at http://americanstudies.ku.edu/; for hard copies of newsletters, see appendix viii.)

To energize the educational environment, elevate doctoral education, drive discovery and innovation, and conduct engaged scholarship for public impact, AMS provides support for the following degree programs:

1. A 57-credit-hour Ph.D. degree, with four core courses taught within the department (under current review for revision).
2. A 30-credit-hour M.A. degree, with four core courses taught within the department (revised in fall 2010).
3. A 60-credit-hour joint M.A. degree with urban planning.
4. An 18-credit-hour American studies track for the M.A. degree in Museum Studies (revised in fall 2010).
5. A 30-credit-hour advising-intensive major leading to the B.A. degree (revised in fall 2010).
6. A 30-credit-hour advising-intensive major leading to the B.G.S. degree (revised in fall 2010).
7. An 18-credit-hour minor in Latino/a Studies administered by a steering committee including faculty from AMS and involving faculty and courses from the humanities and social sciences.

Although each program differs in the level of sophistication expected of students, each shares a common curricular structure and rationale. Each program requires students to take core courses taught by AMS
faculty and to build synergies across a range of departments and programs relevant to the specific interest and academic concentrations that students design with the advice and counsel of AMS faculty. AMS has long been active in building the synergies that fuel interdisciplinary teaching and research at KU; it has a growing undergraduate major and offers the only master’s and doctoral program in the field in the state of Kansas. The AMS doctoral program is one of only four in the American Studies Association Mid-America region, which includes Arkansas, Illinois, Iowa, Kansas, Minnesota, Missour, Nebraska, North Dakota, Oklahoma, South Dakota, and Wisconsin.

B. History

Kansas has long stood at the forefront of understanding “What is America” and “Who is an American,” from John Brown and the “Bleeding Kansas” border wars of the 1850s, to the 1884 opening of a small training school for Indians that grew into Haskell Indian Nations University, the center of higher education for indigenous Americans in the U.S., to the landmark 1954 U.S. Supreme Court Brown v. Topeka case that declared separate-but-equal education unconstitutional. Kansans have never shrunk from taking on leadership roles, speaking out on what it means to be an American, viewing American life from multiple perspectives, or speaking out against inequalities: consider the roles that Dwight Eisenhower, William Allen White, Gordon Parks, Langston Hughes and others have played in helping define “America.” Moreover, Vernon Parrington, one of the fathers of the American Studies movement of the 1920s-1930s, cut his teeth on using interdisciplinarity as a more effective approach to teaching and theorizing America while watching and reacting to the plight of farmers in Emporia, Kansas. Worldwide, scholars see Kansas in particular, and the Midwest in general, as critical contributors to conversations about America: how it is perceived nationally and internationally, its diversity and impact on the world, who gets to speak for America, how the nation defines itself, and what it can eventually become.

Therefore it should not be surprising that at moments of American self-examination, Kansas joined the intellectual fray. In 1953, in the cauldron of the Cold War, KU established AMS as its first interdisciplinary and multidisciplinary undergraduate major. And, within the dynamic atmosphere of the Civil Rights movement and the Vietnam War, AMS created its graduate program in 1965. Built on the precedent of Kansas being at the forefront of change in U.S. history and created to serve the state of Kansas, the nation, and the world, AMS seeks to understand the United States—its histories, its societies and cultures, its peoples, its institutions, and its place in the global community—by crossing traditional academic disciplines, involving faculty from all areas of the University, and training students both for academic and other professional careers as well as for active civic involvement. As one of the most outstanding programs in the country, with a national and international reputation, AMS furthers the mission and general education goals of the KU as a comprehensive institution.

The U.S. Latino/a Studies minor, for which AMS serves as the administrative home, offers a coherent, interdisciplinary program of study for undergraduates interested in minority and Latino/a issues in the United States. According to results of the 2000 census, Latino/a populations in the U.S. have now become the country’s largest minority group; Kansas’s Latino community is now the largest minority population in the state. The current debates on immigration reform and the effects of the “Latino vote” on national and local elections underscore the growing impact of the American Latino community and the importance of understanding its history, peoples, cultures, and social and political participation. In addition to providing administrative and faculty support for the minor in U.S. Latino/a Studies, AMS has for many years contributed leadership as directors, facilitators, planners, presenters, and proponents to activities that energize the educational environment at KU. AMS faculty and graduate students are notably well-represented in the creation and sustenance of interdisciplinary centers, conferences, lectures, programs, seminars, symposia, and workshops that respond to public interests and needs—such as African and African American Studies; the American Seminar and Oral History Workshops at the Hall Center for the Humanities; the Boomer Futures Lecture Series and New Cities Colloquium with the School of Architecture and Gerontology Center; Global and International Studies; Interdisciplinary Jazz Studies;
Jewish Studies, the Langston Hughes Center; the Mid-America Humanities Conference; and Women, Gender, and Sexuality Studies.

C. Current configuration

The current faculty of AMS consists of eight core faculty members: three full-time members—Associate Professor Sherrie Tucker and Assistant Professors Ruben Flores and Ben Chappell; one three-quarter member—Associate Professor Randal Jelks (AAAS); and four half-time members—Associate Professor Cheryl Lester (English) and Assistant Professors Tanya Golash-Boza (Sociology), Tanya Hart (WGSS), and Jake Dorman (History). Faculty members with administrative appointments have reduced teaching assignments: Lester (Chair,.50 teaching FTE assigned by English), Jelks (Undergraduate Director and American Studies Editor, .25 teaching FTE, .25 teaching FTE assigned by AAAS), Tucker (American Studies Editor, .75 teaching FTE), and Chappell (Scheduling Office, .75 teaching FTE). Jake Dorman is on research leave this academic year, and Sherrie Tucker returned this spring after a three-semester research leave (fall 2009 through fall 2010).

Emeritus Professor Dennis Domer returned from retirement to become Acting Graduate Director in fall 2009 and continues as Graduate Director this year, fully appointed as Acting Director of Museum Studies, with a teaching load of one course per year. AMS lecturer Ray Pence has taught a half-time course load of two courses per semester since spring 2006. ACLS New Faculty Fellow Marisol Cortez joined the department last fall on a two-year post-doctoral appointment and teaches three courses per year. Graduate Teaching Assistants (GTAs) generally teach 6 hours a week as instructors of record or 4 hours a week as discussion section leaders in support of a faculty lecturer. Our current instructional budget supports eight 0.5 FTE GTAs. Student credit hours (SCH) for the department are generated by 5.75 tenure-line FTE, 4.0 GTA lines, and 1.5 additional instructional faculty. (See appendix vii.3.)

AMS faculty research and teach across a range of disciplinary and interdisciplinary fields, including gender studies, music, history, Latino/a studies, anthropology, African and African American studies, literature, disability studies, Jewish studies, sociology, and cultural studies, with strengths in the study of race, gender, class, religion, ethnicity, popular music, especially jazz, popular culture, cultural theory, health, and migration and immigration in global and transnational context.

There are 10 M.A. and 28 Ph.D. students in the graduate program and 95 students in the undergraduate major. Two staff members, Terri Rockhold and Kay Isbell, are responsible for all department administrative duties. Rockhold was recognized as Outstanding Woman Staff Member in 1999, Classified Employee of the Month in September 2004, and KU Woman of Distinction in 2009-10, and Isbell was awarded Employee of the Month in February 2011. Notable shifts in department administration include the Graduate Director—Ann Schofield (currently full-time in WGSS) in 2006-08, Sherrie Tucker in 2008-09, and Dennis Domer since 2009—and Undergraduate Director—Bill Tuttle (retired) in 2006, Crystal Anderson (left KU) in 2006-08, and Randal Jelks since 2008. Ben Chappell has served as Scheduling Officer since his appointment in 2007. (See appendix iv.) AMS governance is described in the Bylaws (see appendix vi).

More than 80 faculty are affiliated with AMS and many cross-list undergraduate courses and graduate seminars that count toward concentrations. Affiliate faculty serve as advisors and/or committee members on undergraduate theses and graduate student exams, theses, and dissertations. Through the concentrations, AMS students build scholarly communities by creating links and bridges to faculty and students across KU: in African and African American Studies; Anthropology; Architecture, Design, and Planning; Art History; the Beach Center on Disability; Communications; Dance; Education; English; Environmental Studies; Film & Media Studies; French & Italian; Geography, German; Gerontology Center; Global Indigenous Nations Studies, Global & International Studies; Hall Center for the Humanities; History; Jazz Studies; Jewish Studies; KU Libraries; Latin American Studies; Law; Medical Center; Museum Studies;
Music; Philosophy; Religious Studies; Social Welfare; Sociology; Spanish & Portuguese; Special Education; Theatre; U.S. Latino/a Studies; and Women, Gender, and Sexuality Studies.

D. Unique contributions

Through multidisciplinary and interdisciplinary graduate and undergraduate study, AMS is dedicated to teaching graduate and undergraduate students to develop critical and comparative understandings of race, ethnicity, and religion; gender; migration and immigration; social movements, particularly Civil Rights; environmental justice, cultural history; and cultural studies, particularly popular music and material culture. AMS uses scholarly approaches to serve the public, e.g., through ethnography, oral history, preservation and restoration, and partnerships with community non-profit organizations and business. The unique character of AMS is that none of these topics or approaches can be pursued in perfect isolation from the others. As an intellectual community, we bring our distinct disciplinary backgrounds and methodological tools into dialogue with one another, allowing us both to contribute to the advancement of disciplinary literature and to pursue questions of pressing public importance that more isolated scholarly practice would miss. By fostering informed perspectives on the United States in global and transnational context, AMS prepares students to critically engage in national and international conversations. Both faculty and graduate students teach courses that enable students to examine the meanings of “America” in global and local context. For example,

- In AMS 332: “The United States in Global Context,” Tanya Golash-Boza designs her pedagogy from a human rights perspective, based on the premise that all human beings possess unassailable dignity and have immutable rights. Her students learn the extent to which the United States has held up these ideals, as well as the ways that the laws, policies, and practices of the United States have denied the dignity and rights both of U.S. citizens and non-U.S. citizens. She teaches students what it means to be “American” today and how that meaning has evolved over time. They explore how immigration laws have worked to define who belongs in this country and who does not. By engaging with a human rights perspectives, her students are able to reflect on the particular rights and privileges that they believe should be restricted to citizens, as well as those that all people deserve.

- Former KU Chancellor and Chair of the NCAA, Robert Hemenway partnered with AMS GTA Sean Malone to design and teach AMS 344: “Sport and Higher Education.” Hemenway’s first-hand knowledge and Malone’s research for his M.A. thesis, “Constructing America’s Game: Race and Manhood in Early Baseball History,” gave undergraduates critical insights into college sports. On a campus like KU, students need to think critically about the popularity of big-time college sports in the United States and to view the complex relationship between intercollegiate athletics and institutions of higher learning in larger historical, social, cultural and political contexts.

AMS is deeply committed to research, teaching, and service that documents and/or analyzes historical, social, and cultural materials in ways that critique power relations, expand archives, enrich public debates, and question national, hemispheric, and global constructions of “America.” Through community-engaged research, service-learning courses, and public outreach, AMS responds to social needs, cultural change, and political demands in collaboration with non-profit agencies, business leaders, schools, communities, and individuals in Lawrence and the state of Kansas, including, for example, Depot Redux; the East Lawrence Neighborhood Association; Esperanza Peace and Justice Center and Southwest Workers’ Union, San Antonio; KU Audio-Reader; the Lawrence Public Schools; the Midwest Center for the Study of the Holocaust; and the West Lawrence Neighborhood Association. AMS supports such initiatives through leadership, faculty recruitment, infrastructure, and administration. For instance,

- Dennis Domer and Cheryl Lester’s AMS 808: “Interdisciplinary Research Methods: New Cities” and architecture professor Keith Diaz Moore’s ARCH 810: “1.1.11 Place Lab: (Re)New Cities”
partnered with Community Development Corporation to launch a speaker series and colloquium in spring 2011. Graduate students in AMS 808 examined architectural designs aimed to serve different segments of the 80 million aging boomers, and architecture and communications students read and discussed theories about aging, culture, and the environment. ARCH 810 will launch a website that organizes and presents the research and design generated this semester, and AMS 808 will publish student papers that respond critically to the architectural designs, based on readings, research, and lectures, including the public “Boomer Futures” series, that were examined in the colloquium.

- Students in Sherrie Tucker’s AMS 998: “Interdisciplinary Approaches to Music as Culture,” spent fall 2008 collaborating with dance professor Michelle Heffner Hayes’ Dance 150: “Improvisation.” Graduate students in AMS 998 danced with 37 undergraduate dance majors, and, in turn, the dance majors read and discussed theory with the graduate students. The culmination of the dance class was an outdoor structured improvisation, entitled “Tracing Trees and Other Ramifications.” AMS 998 recorded it through sound and film, took ethnographic notes, interviewed the dancers about their experiences, and combined these elements in an interactive wiki—a database of Web pages which class members could edit live. All students added commentaries and participated in the selection of photos, videos, sound recordings, and writings in the wiki, which was displayed at Spencer Museum of Art in Spring 2009.

- Marisol Cortez is collaborating with the Esperanza Peace and Justice Center and Southwest Workers’ Union (SWU) in San Antonio to produce something useful to these organizations in addition to producing scholarship. Inspired by the New Cities colloquium, she is investigating grassroots-led models of community development as they emerge from Esperanza’s ongoing oral history project on the Westside of San Antonio and from SWU’s push to enroll residents in the city’s free low-income weatherization program. Both grassroots efforts foreground the centrality to community development of subaltern knowledge of place and environment (elders in Esperanza’s oral history project and working-class communities of color in the weatherization efforts) as against dominant city models that prioritize the interests of private development. She offers environmental justice as a broader framework to draw links between the valuing of old buildings and houses condemned as “blight” by top-down models of community development and the valuing of community knowledge as stories.

E. Role of AMS

1) Within the College of Liberal Arts and Sciences (CLAS) and across the University, AMS is at the core of teaching the critical understanding of U.S. popular culture, social identities, difference and inequality, and the U.S. in transnational and global contexts. All KU undergraduates are served by AMS through principal and advanced topics courses, community engagement, one-on-one advising and mentoring, and independent research opportunities to develop the knowledge and skills needed to form critical views of culture and the multiple meanings and effects of “America.”

- AMS currently teaches four courses on American studies (including two honors courses) that fulfill general education requirements in the humanities and social sciences for all undergraduates; over the past decade, non-majors have accounted for as much as 80% of total departmental student credit hours (SCH) and up to 3,000 SCH per academic year (serving the equivalent of 1,000 undergraduates). Faculty and lecturers collaborate with GTAs to teach these courses in a combination of large lecture-based and small discussion-based classes.

- All students in AMS 100 prepare through reading, writing, and class discussion to critically engage with the annual Tuttle Lecture. In October 2010, upwards of 250 undergraduates attended a

Graduate students pursuing an M.A. with an American studies track in Museum Studies, a joint M.A. degree in Urban Planning and American Studies, and M.A. and Ph.D. students from units across the university are served by interdisciplinary coursework in AMS. Graduate students wishing to pursue the Ph.D. from units that until a year or two ago terminated in the M.A., such as African and African American Studies, Religious Studies, and Women’s Studies, found homes in AMS. Faculty teaching graduate seminars in other departments—such as African and African American Studies, Art History, Communications, English, Film & Media Studies, Geography, Gerontology, History, Sociology, Theatre, Women, Gender, and Sexuality Studies—recruit AMS M.A. and Ph.D. students, who bring to their seminars critical, theoretical, and interdisciplinary perspectives and methods.

Graduate students select our program because of our critical, interdisciplinary, and theoretical approach to the study of U.S. culture, particularly in the 20th century. In other words, it is not simply the content of our research and teaching that makes our program compelling but our innovative and expansive approaches to such areas as jazz and gender; public health, race, and ethnicity; popular culture; lived experience; immigration policy and deportees; lowrider culture and public space; etc. AMS graduate students and recent graduates are active in regional and national professional associations and competitive for internal and external fellowships and awards.

AMS graduate students participate in student associations at the department and university level, including the GTA union in whose formation they played key roles, and serve as representatives on the department voting body and standing committees. They are active board members, panel organizers, presenters, and respondents at conferences on campus and at regional and national professional meetings, including MAASA and the ASA.

2) Within the discipline, AMS will build on its outstanding regional, national, and international reputation. Faculty and graduate students continue to receive major fellowships and grants, invitations to visit U.S. and international universities, and honors and awards for their teaching, research, and service.

AMS distinguishes itself by producing American Studies, one of the two major journals in the field published in the United States. Founded in 1959 at KU, it is now a quarterly, with an international circulation of more than 600. The Mid-American American Studies Association in conjunction with the KU sponsors the journal, which has distinguished itself from the more than 50 journals in the field. It has the widest interdisciplinary breadth, regularly publishing interdisciplinary, cross-disciplinary and trans-disciplinary articles in the humanities and social sciences.

Faculty and graduate students hold terms as committee members, chairs, and organizers of standing committees and boards of MAASA and the ASA; conduct or participate in board meetings and solicit articles and manuscript reviewers for American Studies at the annual MAASA and ASA meetings; and organize panels, present papers, and serve as panel respondents and chairs.

3) At the local, regional, national and international levels, AMS at KU maintains high visibility because faculty and graduate students engage in a frequent and wide range of service activities and outreach to public, civic, and service organizations. They lecture in public forums, are widely interviewed on local and national radio and television, and are active in professional and community organizations. Two faculty—Jelks and Tucker—serve as editors of American Studies. Most AMS core faculty members serve as reviewers and/or editorial board members for scholarly journals such as American Music; American Political Science Review; American Sociological Review; American Studies; American Quarterly; Aztlan; City & Society; Critical Studies in Improvisation; Jazz Perspectives; Journal of the American Musicological Society; Journal of American History; Journal of Popular Music Studies; Journal of the Society for American
Music; Journal of Transnational American Studies; Men and Masculinity; Nations and Nationalisms; Oral History Review; Psychoanalysis, Culture, Society; Social Forces; Social Problems; Social Science Quarterly; Social Science Research; Social Thought and Research; Societies without Borders; Sociological Quarterly; Sociology Compass; Transfers; and Women and Music: A Journal for Gender and Culture and book publishers such as Allyn & Bacon, Blackwell, Columbia University Press, Duke University Press, Louisiana State University Press, Oxford University Press, Routledge Press, Rowman & Littlefield, University of Chicago Press, University of Georgia Press, University of Illinois Press, University of Minnesota Press, University of New Mexico Press, and Wesleyan University Press.

**F. Student need and employer impact**

Since the 2003 program review, overall student enrollments in AMS courses have decreased, consistent with trends in CLAS. The graduate program has decreased in size, while the undergraduate program has more than doubled, and the number of students graduating with undergraduate degrees in AMS has more than tripled. Average graduate enrollments are comparable to those in Sociology and Spanish and Portuguese. Since 2003, AMS has awarded 70 graduate degrees: 42 master’s degrees and 28 doctorates. Most receiving doctorates have positions in quality colleges and universities or other cultural or state institutions throughout the United States and abroad. Master’s students are engaged in a variety of professional pursuits. Sixteen of the 42 students receiving their master’s since 2003 are working toward a doctorate. Other recipients of M.A. degrees hold positions in education, museums, or publishing. AMS undergraduate majors pursue a diversity of careers—in law, medicine, teaching, publishing, government, business, and public service.

**2. Faculty profile: Teaching, advising, and mentoring workload**

**A. Overall Counts/FTE**

Although the number of faculty and FTE has remained fairly steady over the past 5-10 years, the composition and balance in ranks of AMS faculty has undergone dramatic change. By competing successfully in the college-wide strategic “tuition enhancement plan,” AMS was granted funding for five faculty recruitments at a time when the College made more than 50 new appointments. As a consequence, the composition of the present faculty of AMS is almost entirely new, and the balance in our ranks has been turned upside-down. From a faculty that included four full professors, two associate professors, and one assistant professor in 2003, our present faculty consists of no full professors, three associate professors (two with joint appointments), and five assistant professors (three with joint appointments). Thus, we shifted from a tenure-dense department to one with a small number of tenured faculty and a large number of tenure-track assistant professors navigating the increasing expectations and demands of the department and university. (See appendix x.)

**B. Tenure-Track Faculty, Lecturer, Part-Time Graduate Director, GTAs**

Teaching in AMS is shared by eight tenure-track faculty, one 0.5 lecturer, an ACLS New Faculty Fellow, part-time Graduate Director, and eight 0.5 GTAs. The normal teaching load for 1.0 FTE faculty is 2-2; for 0.75 faculty, 2-1; for 0.5 faculty, 1-1; for the lecturer 2-2; for the ACLS Fellow 1-2; and for GTAs, 4 discussion sections of AMS 110 or 2 independent sections of AMS 100. Instructors of AMS 100 and AMS 110 offer formal GTA mentoring through AMS 900: “Teaching Seminar.” Faculty members are solely responsible for the advising and mentoring graduates and undergraduates (joint faculty are assigned half the load of full-time faculty). By departmental consensus, tenure-track faculty may chair and serve on M.A. committees but may not chair Ph.D. exams or dissertations. Meeting the core mission of the department has been challenging with three tenured faculty (2.25 FTE) to assume responsibility for administration, personnel matters, and advising and mentoring Ph.D. students, particularly given split appointments and course reductions for administration, research, and editorial responsibilities.
C. Demographics

As our tenured and tenure-track faculty has transformed, it has enhanced its gender balance and cultural diversity. There are currently 50% women and 38% minorities represented among our faculty. Several faculty members are fluent in more than one language and culture, providing additional expertise in the research and teaching of immigration, globalization, and transnationalism and the processes of cultural survival, transformation, and transmission.

D. Scholarly output

The eight AMS faculty members and single lecturer in the core currently have eleven scholarly monographs in progress. They include:

- **Monographs in production:**

- **Manuscripts under contract:**

- **Manuscripts in preparation:**
  - Cheryl Lester (AMS and English), *Faulkner, Southern Diaspora, and the Changing Subject of Place, 1915-48* (for submission to Cambridge University Press in December 2011).

Since 2003 AMS faculty have published:

- **Five books:**


- **Invited or reviewed presentations at the annual meetings of the** American Studies Association, American Anthropological Association, American Society of Environmental Historians, Association of American Geographers Plains-Rocky Mountain Division, American Education Research Association, American Literature Association, American Sociological Association, Association for Applied and Clinical Psychology, Association for the Study of African American Life and History, Association of Black Sociologists, Cultural Studies Association, Latin American Studies Association, Mid-America American Studies Association (MAASA), Society for the Study of Social Problems, Western Social Science Association and at national or international conferences such as the Advancement of American Philosophy, Leeds International Jazz Conference, Pragmatism and the Hispanic/Latin World, Experience Music Project, 40th Anniversary of the Kerner Commission, Improvising Sexualities, International Conference on Orientalisms, Performing Ethnicities through Sport, and the Vancouver Jazz Festival.

- **Invited lectures** in the United States at Brooklyn College, Columbia University, Duke University, The Getty Center, Haskell Indian Nations University, Illinois Wesleyan University, Indiana University, Institute for Research on Women and Gender, National Academy of Education, Rutgers University, Scripps University, Swarthmore College, UCLA, UCSD, University of Idaho, University of Illinois at Chicago, University of Illinois at Urbana-Champaign, University of Michigan, University of Nevada, University of Texas at Austin, University of Wisconsin, Utrecht University, Washington University, and Yale University and abroad at Dortmund University, Instituto Tecnologico y de Estudios Superiores de Occidente, McGill University, Potsdam University, School of Oriental and African Studies at London, Stuttgart University, and Universidad Nacional Autonoma de Mexico.

- **Panels, presentations, and workshops on campus** for AMS, Center for Teaching Excellence, Center for Latin American Studies (at the lunchtime *merienda* series and the Waggoner Research Colloquium), College of Liberal Arts and Sciences, Graduate Musicology Symposium, Graduate School, Hall Center for Humanities, Hispanic American Leadership Organization, International Studies seminar, KU Hillel, Langston Hughes Center, Law School, Medical Center, Multicultural
Resource Center, Office of the Provost, Oral History Workshop, Sociology Department, and Student Union Activities.

- Panels, presentations, and workshops in the region for the American Civil Liberties Union, Brown v. Board of Education National Historic Site, Butler County Historical Society, Johnson County Libraries, Kansas City Center for the Study of the Family, Kansas City Museum, Kansas History Teachers Association, Kansas Humanities Council, Kansas State Historical Society, Lawrence Preservation Alliance, Midwest Center for Holocaust Studies, Plymouth Congregational Church, Soros Foundation Open Society Institute, and the Topeka Human Relations Commission.

E. Grants and fellowships

In addition to the New Faculty General Research Grants received by all beginning assistant professors, our faculty has received internal research support from the College of Liberal Arts and Sciences, Office of International Programs travel grants, sabbatical leaves, and General Research Fund summer research awards. In addition, AMS faculty members have highly competitive research projects and have been awarded and accepted thirteen external fellowships. Prestigious institutions are eager to support KU AMS faculty. The following list shows the source and amount of external funding accepted by AMS faculty since 2005. Not counting Tucker’s Collaborative Research Initiative Program Grant, which is administered by another institution, the total funding comes to nearly half a million dollars ($493,366):

- Sherrie Tucker (co-applicant), 2006-13 Major Collaborative Research Initiatives Program Grant Social Sciences and Humanities Research Council of Canada, $2,488,619.
- Ruben Flores, 2010-11 NSF Travel and Writing Grant. Co-investigator, $15,000.
- Marisol Cortez 2010-12 ACLS New Faculty Fellow, $74,334.
- Jake Dorman, 2010-11 NEH Fellow, Newberry Library, $50,400.
- Sherrie Tucker, 2010 NEH Fellow, $50,400.
- Tanya Golash-Boza, 2009-10 U.S. Department of Education Fulbright-Hays Faculty Research Abroad Award, $112,032.
- Ruben Flores, 2009-10 National Academy of Education/Spencer Foundation Fellow, $55,000; 2008-09 Institute for Historical Studies Fellow, University of Texas, Austin, $42,000 and Smithsonian Institution, National Museum of American History and National Museum of Natural History Fellow, $44,000.
- Tanya Golash-Boza, 2007-08 African American Studies Postdoctoral Fellowship, College of Liberal Arts and Sciences, University of Illinois, Chicago, $40,000 and 2005-06 Junior Scholars of Democracy in Latin American Fellowship, Woodrow Wilson Center, $10,000.
- Sherrie Tucker, Haynes Foundation Grant, Historical Society of Southern California, $600.

F. Awards

AMS faculty has received internal and external research, teaching, and service awards, most recently:
• Dennis Domer, 2010 Mortar Board Award for Outstanding Educator, KU.

• Tanya Golash-Boza, 2010 Distinguished Early Career Award, Racial and Ethnic Minorities Studies Section of the American Sociological Association and 2008 Best Article Award, Latino/a Studies Section of the American Sociological Association.

• Ray Pence, 2008 Teacher of Excellence Award for Undergraduate Teaching, Center for Teaching Excellence, KU.


G. Graduate Faculty Status & Dissertation Chair Status And Criteria For These Designations

According to KU policy, “[t]he Graduate Faculty consists of members of the university faculty and other persons qualified by training and experience who are duly nominated and appointed. Only members of the Graduate Faculty may teach courses for graduate credit, supervise master’s programs and theses, or serve on doctoral committees.” All tenured and tenure-track members of the AMS Department have been nominated and appointed as members of the Graduate Faculty. Furthermore, KU policy holds that: “[t]o qualify for the privilege a chairing doctoral dissertation committees, a regular member of the Graduate Faculty must demonstrate continuing activity commensurate with being an established scholar in his or her field and involvement in the graduate education program as evidenced by (1) teaching graduate courses, (2) advising and mentoring graduate students and serving on thesis and dissertation committees, and (3) maintaining an ongoing program of scholarly activity including and record of scholarship, publication and other contributions to the field. It is the graduate program’s responsibility to nominate members of the Graduate Faculty for authorization to chair doctoral committees and to provide evidence of scholarship and involvement in the graduate education program. Authorization to chair dissertation committees is reviewed as part of each graduate program review.” All tenured members of the AMS Department have been nominated and appointed as members of the Graduate Faculty with Dissertation status. By departmental consensus, tenure-track members of the AMS Department do not serve as chairs of doctoral dissertation committees and, although they meet the qualifications, are not nominated for Dissertation status.

H. Maintaining Faculty Quality

Thanks to excellent recruitment, AMS is poised to maintain and even exceed its national and international reputation for excellence. Mentoring for tenure-track faculty was provided by faculty mentors assigned within and beyond AMS and through workshops, seminars, and panel sessions organized by the Center for Teaching Excellence, the College of Liberal Arts and Sciences, the Hall Center for the Humanities, Instructional Design Services, and the Office of the Provost. The Department encourages participation in interdisciplinary and multidisciplinary seminars and colloquia as enhancements to faculty research. AMS has increased opportunities for interaction and collaboration with faculty affiliated with or interested in American studies by creating the American Studies Circle, which meets occasionally, up to once monthly, to hear working papers and foster dialogue on emerging projects. As part of the annual evaluation, for Progress Toward Tenure Review, and for Promotion and Tenure Review, faculty submit and sometimes publish on the website of the Center for Teaching Excellence a portfolio on teaching that reflects on course design, student performance, assignments, assessment, specific pedagogies and innovations, etc. and that narrates improvements that faculty make to their courses over time. KU considers faculty teaching portfolios as significant evidence of teaching achievement.
These programs, partnerships, and opportunities provide occasions for guidance and feedback, from the design of a new syllabus to the preparation of a grant proposal for the submission of applications to the KU New Faculty Award from the General Research Fund and to external competitions. They help tenure-track faculty secure fellowship awards, contracts, and complete the research and writing of monographs. AMS tenure-track faculty have been successful at obtaining funding to support their research for up to two years from competitive external granting institutions. These opportunities also help faculty represent the labor of teaching, improve it through collaboration and reflection, incorporate new technology, and develop partnerships with KU libraries and museums. With the adoption of a new Faculty Evaluation Plan, AMS faculty follow the College format for promotion and tenure review to present their accomplishments and goals in teaching, research, and service. Annual reviews and the third-year progress toward tenure reviews provide critical moments to reinforce mentoring. Three tenure-track faculty members (Chappell, Dorman, and Golash-Boza) completed the third-year progress toward tenure review, and the dossiers of two others (Flores and Hart) are currently under review in the College. In several cases, this review was delayed for up to two years because of research leaves. AMS and Sociology are preparing to submit the dossier for promotion and tenure for Golash-Boza next fall. As the five tenure-track approach promotion and tenure and the three tenured faculty approach promotion, the challenge will be retaining them.

Maintaining a critical intellectual climate is important to AMS faculty and is in part supported by the establishment of the annual Tuttle Lecture. The inaugural Tuttle Lecture was delivered by Leon Litwack in 2007, on the occasion of the retirement of Bill Tuttle, and William Chafe and Eric Foner delivered the next two lectures. Darlene Clark Hine will deliver the fourth next fall. All students enrolled in AMS 100 prepare for the Tuttle lecture through readings, class discussions, and written work. The retirement of Norm Yetman in 2006 and of David Katzman in 2009 provided occasions for AMS to organize and host panel sessions on the history, current state, and future of American Studies; establish contact between AMS alumni and new faculty; and create new legacies (new institutions as well as new endowment accounts) for the future of the department.

Although short on funding, AMS participates in guest speakers through nominations, planning, and co-sponsorship with the Hall Center, the Honors Program, the Commons, the Spenser Museum of Art, the Center for Teaching Excellence, the Center of Latin American Studies, English, Humanities and Western Civilization, Jewish Studies, Theatre, African and African American Studies, Women, Gender, and Sexuality Studies, History, etc. Recently, the Department has hosted or collaborated in visits by Luis Argueta, Ruth Behar, Robert Day, Eric Foner, Tammy Kernodle, Paul Lauter, Scott Magelsen, Fred Moten, Cotton Seiler, Jonathan Silverman, Deborah Whaley, and Leonard Zeskin.

Since 2003, we have hosted or provided support for several professional conferences: “Narratives of Jewish Life & Culture, & Jewish Studies” (2011); “Mid-America Humanities Conference: Bodies, Pleasures, Spaces” (2010); MAASA Conference with special panels and a reception in honor of the retirement of David Katzman (2009); “Nuestra America in the U.S.? A U.S. Latino/a Studies Conference” with MAASA (2008); KU Interdisciplinary Jazz Colloquia “What’s Avante-Garde About the Avante-Garde? (2007), “Territory Bands, Then and Now” (2006), “Improvising America” (2005), and the MAASA Conference “Creating Communities: American Studies, Indigenous Studies, and First Nations Peoples” in partnership with Haskell Indian Nations University (2004). AMS faculty and graduate students serve as program chairs and program committee members and also profit, along with undergraduates on some occasions, from these opportunities to present or respond to papers, chair or attend panel sessions, and gain exposure to important networks in their fields.

3. Undergraduate Program: How well do we do it and who thinks so?

A. Mission

Taught by faculty and GTAs, the lower-division courses that AMS offers (AMS 100, "Introduction to American Studies" and AMS 110, “American Identities”) satisfy general education requirements, serve as
many as 1,000 undergraduates per academic year, and provide the primary opportunity for AMS to request an instructional budget for graduate student teaching assistantships. Also required for the undergraduate major, these two courses provide students with an introduction to interdisciplinary approaches to historical, cultural, and social constructions of “America” and their consequences. In particular, these courses generally offer students their initial and sometimes only opportunity to understand the role of popular culture in the construction of “America” and of other norms, values, and ideals that influence everyday life. These courses offer students a lesson of lasting importance as they learn to view leisure and consumer culture as having an influence on their lives that is as pervasive and profound, for example, as the law, politics, education, and the family.

The upper-division component of our undergraduate program is central to the mission of the department and to the strategic planning goals outlined by the College in 2007 and the University in 2010. The undergraduate major aims at teaching students to think critically about the many institutional and cultural meanings of America, popular culture, society, and identity. Through studying topics such as film, jazz, literature, visual culture, gender, race, and religion, American studies investigates America in the present and the past, beyond both disciplinary and national boundaries. Given our recognition of the critical impact of difference and power in American life, we insist that a student’s program consider the profound impact of diversity on society and address differential power structures in American life and social relations. Motivated advanced students have the opportunity to work independently on research and service projects. The AMS major addresses emerging global challenges and societal issues; teaches students to build scholarly communities across disciplines; enhances faculty and student visibility and impact; and provides students with unique experiences that position them as drivers, innovators, and critical interpreters of social and technological change. The undergraduate major places students in cross-cutting courses, teaches them to develop innovative interdisciplinary and multidisciplinary research that reflects and informs their interests and the global and international roles of our country, state, and institution, and offers one-on-one scholarship opportunities. The major is committed to increasing student understanding of and respect for diversity and differential power structures.

B. Program Description

AMS offers two 30 credit-hour degrees, the B.A. and the B.G.S. The current curriculum was approved, after a thorough process of review, and implemented in Fall 2008. (See appendix xxi.)

Majors are required to take three core courses (9 hours): The foundation of the undergraduate program was built around two introductory core courses (AMS 100 and AMS 110) that also satisfy general education requirements in the humanities and social sciences and serve students across the college and university. Since 2003, AMS developed AMS 332, “U.S. in Global Context,” cross-listed with Sociology, as a requirement for all undergraduate majors. They are also required to take two courses in theory and method (6 hours): One course required of all majors is the new gateway course to the major AMS 360, “Theory and Method.” The other course is selected from a list of approved courses offered by other departments and programs in the College. Majors work with faculty advisors to select four courses in a concentration (12 hours): In addition to American Cultural Studies, Gender and Sexuality, Jazz Studies concentration, Local and Global Studies, U.S. Popular Culture, Race and Ethnicity, and Religion in America, students may work with an advisor to pursue a concentration in another area. The capstone course AMS 550, “Research Seminar,” is required of all majors. For sample syllabi for the core graduate courses, see appendix xxiii.

Honors students are recruited when staffing permits us to offer honors versions of the introductory courses (AMS 101 and AMS 112) and through one-on-one scholarship opportunities for majors (AMS 553, “Honors in American Studies”).
Internships: Students are encouraged to undertake community-engaged scholarship through service-learning courses offered by several faculty members (e.g., in AMS 332, AMS 344, and AMS 360), in AMS 550, and in one-on-one scholarship opportunities for majors (AMS 551, “Research Project in American Studies” and AMS 552, “Public Service in American Studies.”).

Study Abroad: AMS encourages undergraduates to study abroad and established an exchange agreement with the program in American studies at Radboud University in Nijmegen in 2009.

C. Students in Profile

From 2001 to the present, the department has averaged 73 undergraduate majors and graduated an average of 21 majors per year. In fact, the trend over this period of time has been an increase in the number of majors and graduates. ACT scores have declined over this period, in part owing to weaker achievement among students pursuing the B.G.S. degree. The median time-to-degree has dropped over this period from 6 to 4.5 years, and the mean time-to-degree has dropped from 6.8 to 5.3 years, thanks largely to improvements in advising at the department and college-wide level. Minority representation among our undergraduate majors and graduates has steadily increased to highs of 26.3 percent and 18.8 percent.

D. Program Quality and Outcomes

Based on the comparative results from Senior Surveys, the undergraduate level measures from 2009 indicate that student satisfaction with the overall quality of instruction in the major changed little since 2002 and improved since 2005. Senior surveys from 2005 and 2009, however, suggest that students found courses in the major less intellectually challenging. From 2005-2009, the College faced the challenge of serving a cohort of underprepared undergraduates who had been closed out of other majors that raised the requirements for the minimum GPA. AMS was one of the units in the college (Sociology was another) whose requirements were not at the time sufficient to prevent an influx from this cohort. AMS contributed to serving this challenging group of students by launching a learning outcomes and GTA mentoring initiative. In 2008-10, AMS introduced prerequisites, a theory and methods gateway course, and new minimum GPA requirement of 2.75, calculated by student performance in ENGL 102, AMS 100 and AMS 110.

Our department has been enriched by an increase in minority students and minority student athletes. Serving more student athletes, along with the overall trend of lower achievement scores, has motivated the department to develop and continue initiatives to clarify learning skills and learning outcomes for our undergraduate courses, provide more consistent GTA mentoring, and gather evidence with which to assess and improve student performance.

Faculty teaching quality: In just seven years, AMS faculty has demonstrated its commitment to teaching excellence and innovation through rigorous course development and graduate advising. With a faculty almost entirely new since 2004, AMS faculty has yet to accumulate the record of teaching awards that it will surely acquire in the coming years.

Student leadership at KU: AMS majors are active in student leadership on, Alternative Breaks, Center for Community Outreach, Honors Program, Provost’s strategic planning work groups, and Student Senate. AMS 550 students have presented and published their research at the University Undergraduate Research Symposium and its publication.
Post-graduate Placement: In the future, we hope to maintain better records of our graduate placements, as we have for M.A. and Ph.D. graduates. For the present, here are a few recent highlights:

- Earl Brooks, Doctoral candidate, English and Comparative Literature, University of North Carolina at Chapel Hill
- Caitlin Courtney, Law Student, University of Chicago Law School
- Richard Martinez, Doctoral candidate, Counseling Psychology, New Mexico State University
- Alexandra Murnan, Doctoral candidate, City & Regional Planning, University of North Carolina at Chapel Hill
- Michael Wade Smith, Corps Member, Teach for America

4. Graduate Program: How well do we do it and who thinks so?

A. Mission

The M.A. prepares students for Ph.D.-level work, for teaching American studies and related fields in secondary schools, or for further work in public and private-sector careers. In the Ph.D. program, we seek to train, mentor, and place future academic and research leaders in American Studies and related fields, both inside and outside of the academy. We do this by providing advanced education in interdisciplinary research as well as by fostering an intellectual community of students and faculty within the program and across the wider University. We emphasize the development of independent programs of study while providing mentoring in scholarship and teaching. Given the program's recognition of and commitment to the critical examination of difference and power in American life, students are strongly encouraged to include among these two seminars at least one that focuses on issues of race and ethnicity, gender, class, or sexuality.

B. Program Description

AMS offers an M.A. degree, a joint M.A. degree with urban planning, an American studies track for the M.A. in Museum Studies, and a Ph.D. degree. These degrees accommodate a variety of individual academic objectives. Some, but not all graduates of the M.A. program, plan to apply to a doctoral program, either at KU or another university. Both M.A. and Ph.D. students enroll in the sequence of four core courses, which initiates and reinforces the process of preparation toward completion of the master's and doctoral degrees. Through the requirements to take additional graduate seminars, M.A. and Ph.D. students gain knowledge in elective areas such as race and ethnicity; gender; sexuality; class; religion; political economy; material culture; popular culture; social and cultural theory; visual arts, etc. By defining a concentration—a period or problem—and drawing on appropriate university resources relating to that area, students develop coherence in their graduate work and must be able to show relationships between their concentrations and the wider sociocultural system. To accomplish this, students must develop knowledge (including historical perspective) in the humanities and social sciences. (See the Graduate Handbook, appendix xv.)

Degrees awarded: Over the period since FY 01-02, AMS awarded a total of 86 M.A. and Ph.D. degrees. During these nine years, the average number of M.A. degrees awarded yearly was 5.8 or nearly six. During this period, AMS awarded 33 Ph.D. degrees, for an average of 3.6 Ph.D. degrees per year.

Time to degree: Ph.D. students in AMS have taken a long time to complete and defend their dissertations. AMS and the Office of Graduate Studies worked in collaboration to determine exactly how long that time is on average. With conflicting statistics in hand, we eventually arrived at 8.5 years. We found that students on average have taken more than four years to complete coursework and the comprehensive exam and only slightly less time from the comprehensive exam to the dissertation defense. Why it takes so long varies, but there appear to be a number of problems that have built up over time.
1) The curriculum has serial requirements that delay students and a comprehensive exam and dissertation prospectus that have grown outsized and overblown

2) Students take too long to pick an academic advisor, complete research methods requirements, write comprehensive examinations, complete dissertation prospectuses, and write the dissertation

3) Students lack fellowship funding and are overburdened by teaching and other jobs

4) They count on faculty advisors who are unavailable because they leave KU, retire, or go on research leave

5) Students encounter personal problems

The goal of our time-to-degree triage is to reduce the average number of years needed for a Ph.D. from 8.5 years to 6.5 years. To meet this goal, three actions were taken:

1) The faculty decided to review and reform the curriculum in an attempt to streamline it, to remove any artificial and unnecessary barriers that prevent students from making timely progress toward their degrees;

2) The Director of Graduate Studies now interviews students early in the second semester of their first year to help them select an academic advisor;

3) The Dean of Graduate Studies awarded seven graduate research assistantships to ABD students in AMS who were at a critical time in their dissertation process, needed to be freed up from teaching completely, and contracted to finish their work within a specified period. This initiative was implemented in fall 2010 and to date three students have completed their Ph.D. degrees. Four others are on schedule to complete theirs. It remains to be seen if this initiative will be continued in some form or another.

Curriculum Revision: In fall 2010, the Graduate Studies Committee reviewed the graduate curriculum and proposed revisions to the M.A. degree. The committee decided to retain the 30-hour requirement for the M.A. but modify the curriculum with the following objectives in mind:

1) tighten the sequence of courses to ensure graduation at the end of two years,

2) strengthen the degree methodologically,

3) implement responsible research methods for both M.A. and Ph.D. students,

4) maintain the degree’s theoretical edge,

5) use the coursework to facilitate a progression of educational objectives that lead to a synthesis outcome at the end of two years,

6) make the synthesis outcome potentially more usable,

7) build a stronger base for the Ph.D. degree.
Based on these seven objectives, the committee condensed the sequence of four core courses so that students will complete it in three semesters. Students will be required to take an additional elective methods course in the second semester. The core courses were revised to include instruction in “responsible research methods” appropriate to the field (a new requirement from the Office of Graduate Studies) and progressive learning outcomes that will lead to the benchmark outcomes set for AMS 804.

- AMS 801 introduces the field, its history, literature, and definitive debates and requires students to draw on these debates to situate their work in the field of American Studies in written and oral form.

- AMS 802 introduces students to current theoretical debates, enabling students to develop research questions grounded in these debates in written and oral form.

- AMS 803 asks students to develop an understanding of methods and research tools used in American Studies research, enabling them to write and present a research proposal that uses these tools.

- AMS 804 focuses on the writing required to ready an article for peer-review or complete a thesis.

The revision consolidates elective topics in the second and third semester to develop synergy and momentum around a project that the student will complete in the fourth semester. To enhance the value and utility of the degree, the learning outcome suggested for students seeking to enter the Ph.D. program in AMS at KU is a publishable article, which is one of the main indicators of research success in the field. For students who wish to pursue Ph.D. degrees at other institutions, a thesis is the suggested alternative. The exam option was dropped; lacking relation to any measure external to academia, an exam is of limited value and utility as the written outcome of a master’s degree. To strengthen the methodological preparation of rising Ph.D. students, the new M.A. requires a second methods course, beyond AMS 803. The theory course will emphasize theoretical reflection as a ground for the article or thesis produced in the fourth semester. The department approved this revision unanimously in October 2010. For sample syllabi for the core graduate courses, see appendix xvii.

C. Students in profile

Admissions and Recruitment: Recruitment of excellent graduate students for the M.A. degree and Ph.D. degrees in American studies is fundamental to the health of the department, annually requiring the faculty and administration to evaluate its goals, its resources, and the future employment of its graduates. From 2007 to 2009, a policy to reduce the number of graduate students was undertaken in order to bring the number of students in line with perceived faculty resources, financial aid and career potential in American studies. Working hand in hand with a lower applicant pool and a lower yield of admitted to enrolled students, the policy reduced the number of new students from 2007 to 2009 to an average of 4, down from the six-year average of 8, the intended admission goal. This target of 8 is considered the optimal base number of students in the core courses, AMS 801, 802, 803, and 804. During the 6-year period between 2004 and 2009, an average of 39 students applied to these two programs, and in the last 3 years of that period, the number of applicants trended below that 6-year average to 31. The trend changed slightly in a positive direction in 2010 with 34 applications. The average yield of admitted to enrolled students from 2007 to 2009 dropped as well from 44 percent to 41 percent among M.A. students and from 31 percent to only 19 percent among Ph.D. students. The reduction in the number of applicants and yield admission from 2007 to 2009 was also accompanied by a reduction in the quality of students, however, if GRE scores are a measure of quality. In those 3 years the average verbal GRE score for new M.A. students fell 52 points below the 6-year average and the average quantitative score fell 64 points below the 6-year average. The verbal GRE averages of new Ph.D. students also fell by 28 points and the quantitative average fell by 13 points during the last three years of the 6-year period. The policy to reduce the number of students was eased in 2010 to compensate for the reduction in new students of approximately 100 percent higher than the intended goal of 8. Fourteen new students entered the program in 2010. At the M.A. level, students achieved an average verbal GRE score of 548, up 122 points
from 2009, and an average quantitative GRE score of 545, up 85 points from 2009. At the Ph.D. level, students achieved average verbal GRE score 592, up 32 points from 2009, and an average quantitative GRE score of 588, up 8 points from 2009. A goal of 10 new students has been set for the 2011 entering graduate class so that the 5-year average from 2007 to 2011 reaches 7 new students. With a goal of 10 new students in 2012, the new 6-year average from 2007 to 2012 will reach the intended target of 8.

Financial support: Graduate students find financial support through the Office of Research and Graduate Studies, departmental teaching and research assistantships, teaching and research assistantships from other departments, and the Office of Financial Aid. Each year AMS may nominate graduate students to compete for Graduate Fellowships for Diversity, the Mary Elizabeth and Andrew P. Debicki Scholarship, the Dorothy Clark Lettie Scholarship, the John H. Nelson Scholarships, the Melik Graduate Fellowships, Dissertation Fellowships, Summer Fellowships, Truman Good Neighbor Awards, Eisenhower and Roberts Graduate Fellowships available through Graduate Studies. Over the years, AMS has competed well for these funding opportunities, but they never fill all the needs of our students. AMS has a limited number of teaching assistantships and other awards. GTAs are available for teaching AMS 100, and AMS 110 and sometimes AMS 332 and AMS 550. These assistantships provide tuition and a stipend. Managing editor and assistant editor positions, which may be held for multiple years, are available with American Studies, the journal sponsored by the Mid-America American Studies Association and the University of Kansas. In the past, AMS graduate students held teaching assistantships in the departments of English, French & Italian, German, History, Humanities and Western Civilization, Religious Studies, Slavic, Sociology, Radio-TV-Film, Political Science, and Women, Gender, & Sexuality Studies (see appendix xiv). Others have worked in the Athletic Corporation, Hall Center for the Humanities, Honors Program, International Programs, Multicultural Affairs, the School of Education. Others have tenure-track or adjunct positions on the faculty at Bridgewater College, the College of the Redwoods, Towson University, University of Texas Pan American, Washburn University in Topeka, Still others are on the faculty or administration in high schools, colleges, and universities abroad, e.g., at Central China Normal University, Hanoi, Hungary, the Institute of American Studies in Vietnam. Others teach high school, e.g., in Bass Harbor, Maine, Canyon County, California, and in New York City. They are working in the private sector, e.g., with Google, in banking, editorial, graphic design, or work in the public sector, e.g., working for the Korean Buddhist Organization in New York, Lawrence Community Living Opportunities, Pacific Science Center, the state of Kansas, Douglas County, or Kansas City. (See appendix xiv.9.)

D. Program Quality and Outcomes

Placement: From 2002 to the present, more than a dozen of the AMS graduates with M.A. degrees are pursuing or have completed the Ph.D degree at KU. Others are pursuing or already completed the PhD at other institutions, including CUNY, Emory University, and the University of California at Davis. Some have found jobs at KU in Admissions, Athletic Corporation, the Hall Center for the Humanities, Honors Program, International Programs, Multicultural Affairs, the School of Education. Others have tenure-track or adjunct positions on the faculty at Bridgewater College, the College of the Redwoods, Towson University, University of Texas Pan American, Washburn University in Topeka, Still others are on the faculty or administration in high schools, colleges, and universities abroad, e.g., at Central China Normal University, Hanoi, Hungary, the Institute of American Studies in Vietnam. Others teach high school, e.g., in Bass Harbor, Maine, Canyon County, California, and in New York City. They are working in the private sector, e.g., with Google, in banking, editorial, graphic design, or work in the public sector, e.g., working for the Korean Buddhist Organization in New York, Lawrence Community Living Opportunities, Pacific Science Center, the state of Kansas, Douglas County, or Kansas City. (See appendix xiv.9.)

Since 2002, AMS graduates with Ph.D. degrees have academic tenure-track positions in the United States at Baker University, Dickinson College, Donnelly College, Evergreen State College, Fort Gordon in the U.S. Army, Georgetown University, Kansas City Community College, San Jose State University, Sonoma State University, University of Central Missouri, University of Illinois at Urbana-Champaign, University of Iowa, and at Dawson College in Quebec, John Cabot University in Rome, Lome University in Togo. Others hold administrative appointments at California State University at Chico, Drexel University, and University of Kansas. Several have appointments as adjunct faculty at KU, the University of Missouri at Kansas City. One is working at the U.N. (See appendix xiv.10.)

Based on cvs from graduates with advanced degrees from AMS, we have learned that our graduates have become, for example, Executive Director of the National Association for Professional Gerontologists; Dean of Academic Administration at the University of Northern Virginia; former Chair and Emeritus Professor of
History at Nebraska Wesleyan University; Emeritus Professor of Journalism at San Francisco State University and Managing Director, Institute for Analytic Journalism; Emeritus Professor of the School of Nursing at the University of Pennsylvania; former Department Chair of Social Science at Muskegon Community College; former Provost of Ottawa University; Director of Spencer Museum of Art at KU; Department Head and Professor of Native American Studies at Montana State University; Professor of Sociology and Interim Associate Dean of the Graduate College at Oklahoma State University; Director of Interdisciplinary Studies and Associate Professor at Drury University; Director of the Humanities Publication Center at Brigham Young University; Assistant Director of Corporate and Foundation Relations in the Office of Institutional Advancement at Drexel University; Department Chair and Associate Professor of American Studies at Dickinson College; Associate Professor of French and Italian at the University of Miami; former Department Chair of American Studies, Associate Professor of American Studies, and Director of Jewish Studies at Sonoma State University; Assistant Professor of American Studies at the University of Iowa; Assistant Professor of American Ethnic Studies at Kansas State University; Maitre Assistant Professor in Literature and American Studies at Lome University in Togo, Professor of Practice in Architecture at KU, Technical advisor for HIV and AIDS Prevention for the Tanzania Commission for AIDS; lecturer in American Indian Studies at University of Illinois at Urbana-Champaign; instructor at East Carolina University; grant writer for Continuing Education at KU; Ph.D. candidates in AMS at KU, English at KU and at the Graduate Center at CUNY, Kinesiology at the University of Maryland, Cultural Studies Studies at the University of California at Davis; director of a graphic design company and editor of Real Estate Economics; Education Coordinator of the Galveston County Historical Museum in Texas.

**Student awards and distinctions:** Since 2003, AMS graduate students have been awarded 28 external grants and fellowships, e.g., the National Science Foundation and the Fulbright Program. For example,

- Monique Laney was awarded the 2010-11 Verville Fellowship at the National Air and Space Museum, Smithsonian Institute for post-doctoral research on “Transnational Migration and National Memory: How German Rocket Engineers Became Americans in Huntsville, Alabama

- Lindsey Feitz was awarded the 2009 Hagley Museum’s Henry Belin DuPont Dissertation Writing Fellowship to support her dissertation “Democratizing Beauty: Avon Cosmetics and the Transnational Marketing of Femininity, 1954-2008.”

- Doretha Williams was awarded the 2008 Mellon Mays Undergraduate Fellowship Dissertation Grant by the Woodrow Wilson National Fellowship Foundation for her doctoral research on the role of African American women’s clubs in shaping Kansas communities.

Since 2003, AMS graduate students have won nearly 50 internal fellowships and awards for research and teaching, many of these university-wide competitions from the Hall Center for the Humanities and the Office of Graduate Studies. One graduate student was awarded the KU Distinguished Service Award. (See appendix xiv.12.) They have served on the editorial board of the *Journal of Popular Culture*, as an intern for Kansas Public Radio, co-organizer of the Mid-America Humanities Conference, Principle Investigator on the Leadership of Followership Civic Engagement Study, members of the Provost’s Strategic Initiative Planning Committee, and members of the search committee for the new Provost. For a more comprehensive view of graduate student achievements, see a sampling of cvs in appendix xvi.

**Student research productivity:** By our count, AMS graduate students since 2003 have presented 33 papers on campus, 60 papers at regional conference meetings, 87 papers at national conferences, and seven papers at international conferences. They have published during these past seven years 22 journal articles, one book chapter, four encyclopedia articles, and six book reviews. For a list of M.A. theses and doctoral dissertations completed since 2002, see appendix xviii.

5. **Overall Quality**

**A. External indicators of quality**

- The $493,366 in external funding detailed above (2.E.) is extraordinary for a small faculty, most of whom seek support from highly competitive, national programs. The awards have come from the American Council of Learned Societies, Duke University, Historical Society of Southern California, National Academy of Education, National Endowment for the Humanities, National Science Foundation, Smithsonian Institution, Social Sciences and Humanities Research Council of Canada, U.S. Department of Education, University of Illinois at Chicago, University of Texas at Austin, University of Wisconsin-Madison Libraries, and the Woodrow Wilson Center.

- AMS faculty have been awarded the 2010 Mortar Board Award for Outstanding Educator at KU, the 2010 Distinguished Early Career Award from the Racial and Ethnic Minorities Section of the American Sociological Association, the 2008 Best Article Award from the Latino/a Studies Section of the American Sociological Association, the 2008 Hattie Beverly Award for Education from Grand Rapids Community College, and the 2008 Teacher of Excellence Award for Undergraduate Teaching from the Center for Teaching Excellence at KU.

- AMS recruits graduate students with undergraduate and advanced degrees from a wide range of institutions throughout the United States and abroad (see appendices xiv.6-7).

- The National Research Council 2010 assessment of research doctorate programs (based on data collected in 2005) represents a first and highly contested effort to rank graduate programs in American studies in the United States. AMS at KU was ranked in the range of 15-19, i.e., in the top-20, in company with New Mexico, Texas-Austin, Iowa, George Washington, Purdue, and Boston, and closely behind Michigan and Maryland.

**B. Realizing our Mission**

*Why does KU have an American Studies Department? Because faculty and graduate students in American Studies conduct cutting-edge research and practice innovative, student-centered teaching, leading generations of scholars who shape and inform public debates on what “America” is, what challenges we as a society face, and what ways forward are possible and beneficial.*

The following profiles show AMS graduates engaged in shaping and informing public debates on what “America” is through academic appointments and prominent positions in public and private sectors.

- Saralyn Reece Hardy has been the Director of the Spencer Museum of Art since 2005. Formerly she was the Director of the Salina Art Center and the Director of Museums and Visual Arts for the National Endowment for the Arts in Washington, D.C. She has given numerous lectures and presentations, curated or organized over 25 exhibits, and overseen 14 public art and design projects.
Hardy was awarded the 2007 Best Museum Director from *Pitch* Magazine and the 2001 Distinguished Service Award from the National Endowment for the Arts.

- J.T. Johnson, after retiring as Professor Emeritus of Journalism at San Francisco State University, became the Managing Director of the Institute for Analytic Journalism in 1995. He has published extensively over the past ten years, including contributions to *TIME, Popular Mechanics, and Popular Science*.

- Donna Schafer retired from Humboldt State University in 2006 where she was a Professor of Sociology and Dean of the Research, Graduate Studies and International Programs. Currently she is the Executive Director of the National Association for Professional Gerontologists.

- Cotton Seiler is Associate Professor and Chair of American Studies at Dickinson College. Seiler was Fulbright Visiting Assistant Professor of American Studies at Hong Kong University in 2007. He has published numerous articles and book chapters, in addition to his *Republic of Drivers: A Cultural History of Automobility in America* (University of Chicago Press, 2008).

- Maria Falli Stampino is an Associate Professor of Italian and French at the University of Miami. She has edited and translated several books and written several book chapters and articles, in addition to presenting frequently at conferences. In 2010 she was awarded a grant from the Italian Ministry of Foreign Affairs. In 2004 she contributed to a project, which received an NEH Collaborative Research award.

- Jean Van Delinder is a Professor of Sociology and Interim Associate Dean of the Graduate College at Oklahoma State University. Between 2002-2004 she was the Coordinator of Graduate Studies, and from 2005-2008 she was the Director of the Women’s Studies Program. She also served as Chair and Chair Advisor to the Faculty Council. She has published numerous book chapters and articles in addition to her *Struggles before Brown: Early Civil Rights Protests and Their Significance Today* (Paradigm Publishers, 2008). She was also the OSU Representative to the Faculty Advisory Council for the Oklahoma State Board of Regents for Higher Education from 2007-2008 and 2009-2011.

- Myriam Vuckovic, since 2000, has worked for the European Commission Humanitarian Aid Office in Belgium, the German Development Corporation in Germany and Tanzania, and a field office for the United Nations High Commissioner for Refugees in Tanzania. In addition she was an Assistant Professor at Georgetown University in the International Health Department. Most of her work has involved HIV and AIDS prevention.

**C. Overall Assessment of Quality of Academic Programming at present (for each degree):**

- **Ph.D. – E**: Our judgment on the quality of the PhD program is based on the accomplishments of our graduates, i.e., their careers, publications, conference presentations, student awards. Many of the most highly sought-after faculty members on campus are eager to serve as affiliate faculty and supervise AMS M.A. and Ph.D. candidates in seminars, theses, and dissertations (see appendix xiv.2). Graduate students from other departments enroll in our courses and seminars and seek out AMS faculty to serve as core members on their committees.

- **M.A. – G**: Our judgment on the quality of the M.A. program is based on the accomplishments of our graduates. With the revisions of the new curriculum, which eliminates the exam option, retains the thesis option, and adds the preparation of an article ready for peer-review as ways to qualify for the degree, we hope to increase the quality of the program to VG.
• **B.A. – VG:** Our judgment on the quality of the B.A. program is based on student performance in AMS 550 and in senior theses and on their placements (which we plan to track more systematically in future). Our interdisciplinary concentrations, faculty, and course offerings in the study of popular attract high achieving students. With the addition of AMS 360 and the Cultural Studies concentration and with additional plans for the assessment of learning outcomes in AMS 550, we hope to increase the quality of the program to E.

• **B.G.S. – G:** The lower GPAs of majors graduating with the B.G.S. suggested that AMS needs to more sequenced learning to enhance student performance throughout the courses in the curriculum. We hope that our efforts to assess learning outcomes in AMS 100 and AMS 110 and offer students in the major training in theory and method through AMS 360 as a gateway course will improve student performance.

6. **Given your present assessment of program quality, what are your plans to advance the program?**

**A. Strategic planning to enhance quality and competitiveness:**

1) **Faculty Recruitment and Retention.** A program with a major national and international reputation cannot sustain its reputation, adequately train graduate students, mentor faculty at the assistant- and associate-level, and play a vital role in college and university affairs without faculty at all levels. With five faculty at the advanced tenure-track level and three associate professors, AMS would benefit from recruiting faculty members at the full-professor and beginning assistant-professor level. A department with a balanced range in faculty ranks would enhance the quality and competitiveness of all the programs, provide more support for an equitable distribution of the workload, allow for better peer-to-peer and cross-rank mentoring, and enable AMS to make greater contributions to the life and reputation of other departments, the college, and the university. Recruiting and retaining additional beginning assistant professors would prevent the department from experiencing difficult transitions in the future, created by gaps between faculty cohorts. Additional tenured faculty can help to fill the gap in our ranks, particularly for the next three years, and provide support for tenure-track assistant professors, including support to accommodate domestic partners. Other universities who make such accommodations are successful at retaining faculty. The AMS three-year strategic plan will focus on faculty recruitment and retention.

AMS forwarded the unanimous nomination of Associate Professor Henry Bial (Theatre) to serve as incoming Department Chair. With the approval of Dean Danny Anderson, Bial would begin his term on July 1, 2011, and his appointment will provide both leadership and more balance in ranks within the department. AMS hopes to make an additional full-time appointment at the assistant professor level, effective in Fall 2012, through the previously negotiated target of opportunity recruitment of the current ACLS Fellow Marisol Cortez. The successful recruitment of Cortez would enhance current strengths in cultural studies, gender studies and U.S. Latino/a studies and add strengths in environmental studies and Chicano/a film studies. In spring 2012, AMS nominee Associate Professor Tammy Kernodle (Miami of Ohio) will serve as the Langston Hughes Visiting Professor. Randal Jelks and other faculty at KU have been recruited through the LHVP, which is funded by the Office of the Provost. Should we recruit Kernodle, she would further balance faculty ranks, enhance current strengths in African American studies, jazz studies, gender studies, religion, and popular music and offer new strengths in biography and life writing.

2) **Graduate Program:**

**Admissions and Recruitment:** To reach the intended target for average admissions by recruiting the base optimal number of new students each year—maintaining quality and increasing, the department will have to make strategic use of its limited access to GTAs, GRAs, and fellowships.
Curriculum: We expect to send a revised Ph.D. curriculum to the College by December 2011, building on the foundation of the revised M.A. curriculum. In March 2011, the Graduate Studies Committee made the following tentative proposals:

- the Ph.D. degree should consist of 30 hours of coursework after the M.A. degree, which also requires 30 hours of coursework; students must be continuously enrolled after they complete the required coursework and until complete their dissertations;
- students should be required to develop two concentrations in broadly defined and coherent subject areas;
- students should be required to take 12 hours in one subject area, 12 hours in the second subject area; 3 hours of advanced methods, and 3 hours of prospectus writing, AMS 808, which would be taken in conjunction with AMS 804;
- students should write one review essay for each of the two fields which demonstrate a comprehensive understanding of the theories, methods, and problems of those fields;
- students should write a dissertation prospectus of no more than 20 pages, including bibliography; a review of this prospectus should act as the oral part of the comprehensive examination;
- students should be required to defend their dissertations before a committee of five faculty.

Placement: AMS will also devote more attention to mentoring graduate students to become professionals inside and outside academia. AMS alumni, who occupy positions of leadership in a wide range and variety of professions should be involved in this effort, particularly to assist the placement of our graduates in a problematic job market.

3) Undergraduate Program:

Advising and Mentoring. AMS has nearly 100 undergraduate majors who are currently advised and mentored by the core faculty. Full-time faculty carry an undergraduate advising load of thirty students, while joint-appointed faculty carry a load of approximately fifteen. The Director of Undergraduate Studies advises new students with an interest in declaring the major. First-year graduate students are advised by the Director of Graduate Studies but thereafter select an advisor from the core or affiliate faculty. Affiliate faculty regularly serve on graduate student committees and a dozen or so serve as advisors for our graduate students. (See appendix xiv.2.) Support from an interdisciplinary advising specialist would improve the performance and time-to-degree of our majors. An advising specialist who could develop and maintain up-to-date knowledge and familiarity with faculty and course offerings across the college and university and thorough understanding of the requirements of the AMS degrees could direct our majors to the expansive opportunities available as they shape and pursue concentrations.

Learning Outcomes: AMS will continue working on learning outcomes and assessment at all levels of the curriculum to gather evidence that will demonstrate student learning in the major.

Study Abroad: AMS hopes to recruit KU students for the exchange program with Nijmegen, develop additional study abroad connections, and find ways to incorporate study abroad more expansively into the curriculum.

Student Involvement and Recognition: Building on the establishment of an Honors Recognition Ceremony in spring 2010, AMS plans to encourage the development of an undergraduate association and develop an award from the recently established Harmon fund to recognize one outstanding senior research and public service project per year.
B. Plans for innovation and new initiatives

- **Faculty research**: Enhance the evaluation of, rewards for, and visibility of our culture of intellectual and commercial entrepreneurship and collaboration with local, state, national, and global communities in scholarly activities that have direct public impact. Seek support for research-assistantships, travel funding, etc. on a par with our competitors.

- **Faculty recruitment**: Develop faculty recruitment in areas of present and emerging strength to benefit society, e.g., aging and place, disability studies, musical performance; immigration policy and human rights, environmental justice, etc.

- **Faculty mentoring**: Establish formalized mentoring for rising and long-term associate and full professors.

- **Faculty joint-appointments**: Participate in university-wide efforts to clarify the duties, enhance the advantages, and minimize the administration of joint appointments.

- **Graduate students**: Work to improve time-to-degree, increase graduate stipends and funding for research and travel, reduce graduate teaching load, increase diversity, seek funding for research-intensive semesters at the beginning and end of graduate studies. Seek support for funding packages on a par with our peer institutions.

- **Outreach and Fundraising**: Continue to publish “AMS Matters” newsletters and mini e-newsletters to increase our visibility and enhance our relationships with affiliate faculty and alumni. Collaborate with Nancy Jackson and KUEA to complete our “vision, value, difference” statement and articulate our development goals, especially for the capital campaign.

7. How will you evaluate future progress and successes?

   A. **Unit Metrics (Faculty, Undergrad, Grad)**

   - **Faculty research**: Develop measurements that evaluate and provide evidence of the quality and impact over time as well as the quantity of faculty scholarship. Develop criteria for evaluating innovative work that combines or falls between established disciplines.

   - **Placement**: Develop more systematic processes for gather data on undergraduate and graduate placement. For example, we hope to conduct interviews with graduate students to learn more about their job placement experience (how many interviews, for what positions, in which academic disciplines, at what institutions, agencies, etc., what was the outcome, etc.) and satisfaction in their professional appointments both inside and outside academics.

   B. **College Metrics:**

   - **Faculty Evaluation**: Evaluate feedback from CLAS Progress Toward Tenure Review to assess its measurement of AMS faculty performance and the effectiveness of our mentoring. Evaluate results of Promotion and Tenure Review to assess its measurement of AMS faculty performance and the effectiveness of our mentoring.

   - **Undergraduate Student Learning Outcomes**: Work with CLAS to track student performance through the sequence of courses in the major.

   C. **University Metrics:**

   - **Faculty Evaluation**: Review data on the university-wide web-based faculty activity reporting system and track the identification and evaluation of Engaged Scholarship for Public Impact, particularly in promotion and tenure and merit reviews.

   - **Department Evaluation**: Evaluate the impact of the formal external reviews and contribute to the development of comparative tools for evaluating department rankings nationally on a variety of measures.