



Report on Strategic Program  
Alignment Review of Low-Enrolled  
Programs AY 2020

University of Kansas January 2021

## Introduction and Overview

In response to the Kansas Board of Regents’ AY 2020-2021 goal to “review low-enrollment programs at the six state universities to assess program viability and strengthen the efficiency of degree program inventories,” the University of Kansas reviewed 15 active undergraduate programs that are at least five years old. These programs were identified by the Board because they did not meet Board’s requirements for the 5-year average number of junior/senior majors (25) or did not meet the Board’s requirements for the 5-year average number of graduates (10) – or both. Of the 15 undergraduate programs:

- Seven are recommended for merger
- Two are recommended for discontinuance
- Six are recommended to continue

In addition to the degree programs recommended for merger or discontinuance, KU is recommending discontinuance of the Humanities department (in addition to the degree) and merging of the German Studies department with the Slavic Eurasian Languages & Literature Department (along with the German Studies degree). While these proposed changes to administrative structure are outside the scope of the Board’s strategic alignment review they are an outgrowth of the programmatic recommendations.

### *Summary of Recommendations*

Undergraduate Degree Program	Majors <sup>1</sup> (25)	Degrees <sup>2</sup> (10)	Recommendation <sup>3</sup>
Dance	22	9	Continue
American Studies	18	14	Continue
Visual Art Education	17	6	Program discontinuance in process
Latin American & Caribbean Studies	5	4	Merge with Global & International Studies as a concentration
European Studies (co-major)	2	2	Merge with Global & International Studies as a concentration
Classical Languages	6	4	Merge with Classical Antiquity to form one Classics major
Classical Antiquity	14	5	Merge with Classical Languages to form one Classics major
Slavic and Eurasian Languages & Literature (SELL)	15	7	Continue SELL major; merge REES and German Studies majors with SELL as concentrations
German Studies	17	7	Merge with SELL as a concentration & merge dept into SELL
Russian, East European, & Eurasian Studies (REES)	5	2	Merge with SELL as a concentration
Humanities	12	5	Discontinue major and department
Religious Studies	15	7	Continue
African & African American Studies	14	8	Continue
Astronomy	13	3	Continue
Physical Education Plus	18	10	Continue

<sup>1</sup>Represents the 5-year average number of juniors and seniors majoring in a program each fall between 2014-2018.

<sup>2</sup>Represents the 5-year average number of program graduates between 2014-2018.

<sup>3</sup>The recommendations to merge or discontinue departments and programs are subject to internal University governance policies and procedures.

The recommendations to merge and close programs and departments were difficult and given their effect on faculty, staff, and students were not taken lightly. While the Board's required minimum number of majors and graduates were considered as part of the deliberations, the following factors were of significant consideration:

- Limited number of faculty for the program which has affected the delivery of a high-quality program. Faculty retirements and resignations play a significant role.
- Limited number of faculty for the program which requires faculty to routinely take on significant administrative responsibilities and/or routinely teach on overload for the program to remain viable. In addition, nontenure-track faculty and staff are routinely assigned teaching and administrative responsibilities to run the program. Again, faculty retirements and resignations play a significant role.
- Whether distinctive programs have viable plans to increase the number of majors and/or graduates.
- Contributions beyond the number of majors including those to general education, to other degree programs, and/or the number students minoring in the program.
- Changes and/or constraints in resource allocation.
- Program review documentation and data from the most recent two cycles including recommendations.
- Whether mergers formed cohesive and nationally competitive units in the context of Association of American University (AAU) and other Research I peers.

#### ***Program Closures***

University discontinuation procedures were initiated in Fall 2020 for several programs in the College of Liberal Arts & Sciences based on low enrollment and diminishing faculty: undergraduate and graduate degrees in Visual Art Education, graduate degrees in Gerontology, and an undergraduate Juvenile Justice track in Applied Behavioral Science. Total anticipated savings from these recommended closures is \$230,000.

Additionally, in the past six years, KU has moved to discontinue the following 15 programs. The programs had no or low enrollments and many were duplicative of existing offerings:

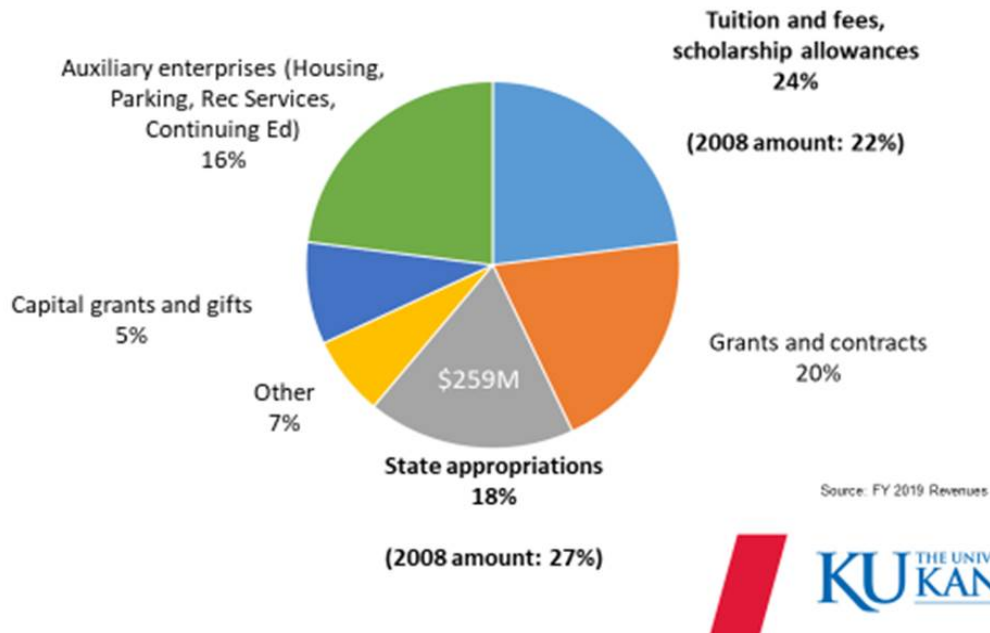
- MA and PhD in Botany
- MA and PhD in Entomology
- Doctor of Engineering in Electrical Engineering
- Doctor of Engineering in Mechanical Engineering
- LLM in Elder Law
- MA in Chemistry
- MS in Water Resource Engineering
- MS in Water Resource Science
- Bachelor of General Studies in Human Biology
- Joint MBA/MA in Latin American and Caribbean Studies
- Joint MBA/MA in East Asian Languages and Cultures
- Joint MBA/MA in Russian, East European, and Eurasian Studies
- Certificates in Global and International Studies, Strategic Management, and Military Transition

#### ***Other Areas of Fiscal Responsibility***

The following page outlines KU's budget. The largest category, 24%, is from student tuition, fees and scholarship allowances, followed by grants/contracts at 20%. State appropriations accounts for 18% of KU's budget.

## Reminder of KU revenue sources

- State funding (18%) has fallen below tuition (24%)



In 2018, Interim Provost/Executive Vice Chancellor Carl Lejuez developed a budget model which is being refined by Provost/Executive Vice Chancellor Barbara Bichelmeyer and focuses on foundational priorities. The model requires difficult conversations and decisions about where KU must invest and where it can no longer invest. Such conversations, along with steps to address the budget shortfall as a result of COVID-19, have resulted in an estimated \$61.18M in savings as outlined below.

- Elimination of the administrative structure of the School of Languages, Literatures, and Cultures saving \$450,000 annually. This school, approved in 2014 and housed in the College of Liberal Arts & Sciences, was home to most of the university's foreign language programs and departments. Changes to departments and programs are included on the previous page.
- Closing of the following centers after an evaluation based on return on investment which led to \$1.13M in annual savings: the Tertiary Oil Recovery Program in Engineering, the Center for Research Methods and Data Analysis in the College of Liberal Arts & Sciences, and centers in Supply Chain, Integrated Customer Service, and Business, Industry and National Security — all housed in the School of Business.
- Closure of the Center for STEM Learning, housed in KU's College of Liberal Arts & Sciences, has saved \$1M annually. The Center graduated 17 STEM teachers in AY 2018 and five in 2019. The Center oversaw the UKanTeach program which was modified and moved to KU's School of Education and Human Sciences which annually graduates numerous STEM educators.
- In response to COVID-19, instituted a voluntary salary for the leadership team, a hiring freeze, a six-month salary reduction plan, a voluntary separation program, and a partial central sweep of unit carryforward balances and vacant positions, generating an estimated in \$58.6M in savings.

### *Complementary and Synergistic Initiatives*

KU is engaging in a number of complementary and synergistic initiatives to benchmark systems and processes against best practices to improve outcomes and services. As KU is faced with the fact that the COVID-19 pandemic has caused enormous disruptions, there is no choice other than to make changes – not only to keep people safe, but to best position KU for the future. These initiatives include strategic planning, an administrative services review, an academic portfolio review, development of a university-wide faculty workload policy, and an increased focus on program assessment and review.

### *Jayhawks Rising*

The first initiative was completion of *Jayhawks Rising*, KU’s new strategic plan that identifies our vision, mission, values, core institutional priorities, and metrics for measuring core institutional priorities that align with and support the Kansas Board of Regents’ strategic plan, *Building the Future*. Ten design teams representing faculty, staff, students, and partners have undertaken work to strategically implement *Jayhawks Rising*.

## JAYHAWKS/RISING

KU Strategic Planning 2020



### *Administrative Services and Academic Portfolio Review*

With financial support from KU Endowment, KU engaged rpk Group to complete an academic portfolio review and a review of administrative services. The administrative services review seeks to support KU’s leadership in better utilizing existing resources and reallocating any cost savings toward activities that support *Jayhawks Rising* and *Building the Future*.

The academic portfolio review includes an efficiency and productivity analysis; a resource allocation review; a market scan and analysis; and a review of finances and budgets. The academic portfolio review will also consider program outcomes, demand, and student success using a “return on investment” lens. One example is an analysis of low-enrolled sections and course fill rates. Combining low-enrolled sections and increasing course fill rates should result in personnel savings and increase the number of students taught by tenured/tenure-track faculty members. Numerous studies indicate tenured/tenure-track faculty are critical to students’ educational experiences, retention, graduation, and satisfaction with their university experience.

### *Faculty Workload Policy and Program Assessment/Review*

The results of the administrative and academic portfolio review will be coupled with two other initiatives. The first is the Board's interest in developing a standard workload to ensure consistency of faculty effort within each institution. At KU standards for meeting faculty workload requirements have historically been set by academic units. Recognizing the benefits of a university-wide policy, KU's Vice Provost for Faculty Development, representatives of Faculty Governance, and members of the Faculty Success Design Team have developed a draft policy that sets the minimum workload standards for teaching across the University. The draft policy aligns with KU's mission and is consistent with Association of American Universities (AAU) peers.

In addition, Provost/Executive Vice Chancellor Barbara Bichelmeyer has elevated program assessment and program review through the appointment of Holly Storkel as KU's first Vice Provost of Assessment and Program Development. Assessment is a critical component of KU's efforts to ensure students attain the knowledge and skills they need to succeed in work and life and to create high-quality learning environments. It is also part of KU's commitment to help faculty realize their full potential as educators and is crucial for KU's preparation for our comprehensive site visit from the Higher Learning Commission in 2024-2025.

Program assessment is being designed to better link to program review which will increase the efficacy of the review. Program review is also being redesigned as KU implements more frequent reporting on metrics in *Jayhawks Rising* and *Building the Future*.

### *Conclusion*

The rapid adjustments to COVID-19 have challenged the KU community, and they are not yet over. In this moment of change, amidst the chaos, there is opportunity. How KU responds, both to the current crisis and beyond, will determine its strength as a research institution with regional relevance, national prominence, and international influence in the years ahead. KU must be willing to take an honest look and have the courage to be innovative to succeed as the 21<sup>st</sup> century institution it aspires to be. The review of low-enrolled undergraduate programs is one small part of KU's overall response to the current crisis as it looks to create an even stronger, more agile community of Jayhawks, learning and working together, wherever we are, to reach KU students, no matter where they are.

Review of  
Low-Enrolled Programs:  
Narrative

## Dance (CIP 50.0301)

**Date Founded.** Though Theatre and Dance have been taught at KU since the 1920s, the Department of Theatre and Dance in its current form was formed July 1, 2018, as a merger between the Department of Theatre and the Department of Dance to support the collaboration of mission and resources. The merger has fostered greater opportunities and support for the University Theatre and the University Dance Company, as well as providing a more diverse curriculum to recruit students to degree programs.

**Program Support for University Mission.** The Dance program, which is undergraduate only, plays a significant role in the department's teaching, research and service missions of KU. Faculty are active in research and creative activity at a very high level of productivity, and many have established international reputations in their area of specialty. Through the department's production program, students have the opportunity to collaborate with faculty on creative activity, and these activities are regularly shared with local Lawrence community via public performance. Faculty hold leadership roles in national and international professional organizations and the department regularly provides service to the KU, Lawrence, and Kansas communities.

**Program Productivity Beyond Number of Majors.** A key element of performing arts instruction is small class sizes. This reflects the highly individualized approach to instruction necessary for the creative arts, as well as the physical limitations of studio and shop spaces. Guidance from the National Association of Schools of Dance recommends maximum class sizes of 16-20, depending on the size of the studio space. Despite this limitation, the program nearly meets KBOR's minima requirements and is also very productive beyond the major. Dance attracts students who are interested in the minor as well as students who take dance classes to fulfill general education requirements. In Fall 2019, 43 students were enrolled in the dance minor. There are six Dance classes offered in the KU Core and all dance courses have a total annual headcount enrollment of more than 600 students. It also is notable that the program meets KBOR minima for majors and graduates when the most recent 5-year window is used.

**Employment Demand.** Based on the most recent data available to the University Career Center, more than 85% of those with a recent Dance degree are either employed full-time or continuing their education. *Degreestats* indicates the majority of graduates are employed outside the region five years after graduation so regional wage data is not available for long-term graduates. Likewise, due to the nature of the performing arts profession, the department has found placement difficult to measure with meaningful precision. Nearly all jobs for dancers and choreographers are temporary. Many of students find employment in the broader arts and entertainment sector. Other graduates use the creative and team-building skills they learn in Theatre and Dance to pursue careers in media, sales, education, law, and public service. More than 20% of students in the department pursue double-majors across various disciplines including Art History and Chemical Engineering.

**Program Strengths and Weaknesses.** The majority of Dance majors regularly have direct, small-class experience with tenured and tenure-track faculty members as early as their first year in the program. This contributes to a strong sense of belonging, which helps with retention and progression. Undergraduate programs offer a robust range of practical technique classes along with more traditional academic coursework. Tenure and tenure-track faculty in the department have decreased from a high of 19 from 2010-2015 to 11 as of Fall 2020. Of these 11, three teach exclusively in the Dance program. The three tenure/tenure track faculty are internationally recognized experts in their subfield and the program is also supported by one Visiting Assistant Professor and several adjuncts.

**Recommendation and Justification:** KU recommends continuing the degree program in Dance. The program is run efficiently and provides opportunities for students across the university via the major, the minor, and the contribution to general education. Its production of student credit hours provides financial support for the program and its small faculty. This is the smallest the Dance faculty has been in at least 15



years and yet the program remains viable through its recent merger with Theatre. Notably, the department has had significant success in generating revenue in the form of ticket sales and in raising endowment funds. At the end of FY 2020, the department had an invested endowment balance of \$4.9M (\$1.4M specifically earmarked for support of the Dance program) which generates annual income for the department.

### **American Studies (CIP 05.0102)**

**Date Founded.** The Department of American Studies (AMS) traces its founding to 1953, when the major in American Civilization was established, reflecting a national embrace as what became known as the American studies movement. KU was in a small set of other midwestern public universities which helped expand and develop the field, and has consistently been in the top tier of departments nationally and internationally.

**Program Support for University Mission.** The Department of American Studies (AMS) responds to KU's mission to educate leaders, build healthy communities, and do research that changes the world through its educational and research missions. It is an interdisciplinary unit whose faculty and students engage in critical and creative analysis of enduring issues and problems in American culture, politics, and society.

#### **Faculty profile:**

Number of faculty dedicated solely to the program:

- The department is comprised of six tenure-line faculty who hold 100% appointments in AMS. In addition, the department includes three jointly appointed tenured faculty with a 50% appointment in American Studies and a 50% appointment in either English or History; and one jointly appointed faculty member with a 75% appointment in AMS and a 25% appointment in African & African-American Studies. AMS also includes one non-tenure-track instructor who carries the title of "Associate Teaching Professor."
- The Department of American Studies (AMS) partners with 32 affiliated faculty from 15 other departments at KU. These affiliated faculty members teach courses in their own disciplines that are cross-listed in AMS and count as elective courses in the AMS major.

Number of departmental faculty teaching:

- Core Courses: There are four core courses in the program: AMS 100, AMS 110, AMS 332, and AMS 360. A mix of core faculty and doctoral students teach AMS 100 and 110 while core faculty teach the 300-level courses.
- Courses for Emphases: In addition to the core courses students choose one of seven emphases that are fulfilled by taking at least four courses – three of which are at the 300 level or above. The emphases allow a mix of AMS courses as well as courses taught in other departments by affiliate faculty, but are primarily comprised of courses from other academic units which supports the interdisciplinary nature of the degree. The emphases focus on areas such as American cultural studies, jazz studies, visual culture, religion, popular culture, race and ethnicity, and gender and sexuality. Courses from a number of departments are available including — but not limited to — History, Anthropology, Sociology, Religious Studies, Philosophy, Theatre, Music, English, African & African-American Studies, Indigenous Studies, History of Art, and Political Science.
- Elective Courses: There are 4 elective courses in the BGS degree program and 4 in the BA degree program. Because of the interdisciplinary nature of the degrees, the electives may be taken in AMS or in other departments and are taught by affiliate faculty.

- Like the emphases, these elective courses are often in other academic departments across KU. They are taught by affiliated faculty in those departments.
- General Education Courses: There are 17 AMS courses in the KU Core that fulfill general education requirements. The KU Core has six goals and KU undergraduate students must fulfill all six goals. The 17 AMS courses fulfill four different general education areas: critical thinking and quantitative literacy, breadth of knowledge, culture and diversity, and integration and creativity. AMS courses are a popular way for nonmajors to satisfy KU Core requirements.
  - AMS 100 has average enrollments of 1000 per year while AMS 110 usually annually enrolls about 300 students. Both are required for AMS undergraduate degrees and also fulfill KU Core requirements.

**Program Productivity Beyond Number of Majors.** American Studies teaches about 2000 undergraduate students per academic year. The overwhelming number of these — about 1750 — enroll in the three AMS courses — 100, 110 and 332 — that fulfill Core goals 4.1, 4.2 (Cultural Diversity) and 3S (Breadth of Knowledge). AMS provides “service teaching” to a wide swath of KU undergrads. The program also offers minors which averages 30 enrollments and 12 awards annually and maintains a highly-regarded doctoral program.

**Cost Effectiveness and Employment Demand.** While the number of majors has declined in recent years, the average number of graduates continues to exceed the KBOR minima. The decline in the number of majors can be partly attributed to change in 2013 in how AMS students entered the major. Course prerequisites and a GPA minimum were instituted and the number of majors decreased. At the time the requirements made sense because there were a large number of students desiring the major and the unit was relatively small at that time. In its most recent program review, which will be provided to KBOR in February 2021 as scheduled, the department indicated that it is “*at a point where we would like to modestly increase majors. One way that this can occur—and here we are making some progress — is to create broader understanding, earlier on, of what American Studies in fact studies. As it is, we rarely get majors until they are well into their college careers and discover one of our courses. The social justice area of concentration, important in its own right, also helps with such visibility as well as with serving university missions.*” The department is also looking at re-forming its concentrations so students take more of its non-intro/non-Core courses to fulfill the major and shrinking the number of concentrations (currently at 7) to better utilize faculty. The unit is also seeing growth in numbers in its Latina/o/x and critical race classes and should be able to bring more students to the major via those courses and a minor in the immediate future.

In terms of job placement at the undergraduate level, *DegreeStats* indicates 71% of graduates are employed in the region and have median earnings of \$47,064 five years after graduation.

**Program Strengths and Weaknesses.** An external review panel was brought in as part of the regular program review process and found the program has strengths in faculty scholarship, faculty diversity, and in its interdisciplinary nature. Of the nine faculty four are faculty of color. The department’s scholarship is exceptional due to the high research productivity and intellectual output of the AMS core faculty. AMS core faculty have edited three impactful journals. The coeditors, Professors Randal Jelks and Sherrie Tucker, of the longstanding *American Studies* have maintained its position as the second leading publication in the field. *NAIS*, the leading journal in indigenous studies in the United States and perhaps the world has been co-edited through much of its rise by Professor Robert Warrior. The editor of *Women, Gender, and Families of Color*, Professor Jennifer Hamer, has departed the university but that promising publication remains on campus under new editorship. Professor Warrior also edits the University of Minnesota Press’ illustrious Indigenous Americas series whose over twenty recent titles include some of the most important

work in American Studies today. The department has also played a major role in the recent emphases on producing new knowledge of the major organization in the field, the America Studies Association (ASA). Professors Warrior and Roediger both served as ASA presidents. The program has disciplinary strength in African-American Studies and in Latina/o Studies and is also known for its department-wide mentorship of students at both the undergraduate and graduate level. The external review panel stated the following: *“reviewers maintain that AMS is the academic home to an unparalleled assemblage of world-class scholars and interdisciplinary practitioners..... In sum, the department—despite its small size and in the face of limited resources—greatly outperforms the above-discussed peer and aspirant institutions vis-à-vis research engagement, scholarly profile, and intellectual growth. It is therefore apparent and worth enthusiastic underscoring—given the ostensibly disproportionate relationship between research productivity and faculty resources—that the College of Liberal Arts and Sciences has in AMS an academic “gem “in its midst.”*

**Recommendation and Justification:** KU recommends continuing this program. The program provides “service teaching” to 2,000 undergraduate students annually, has renowned faculty, a strong international reputation, and has implemented its plan to increase the number of majors to meet KBOR minima requirements. This plan was developed as part of the regular program review process and should result in an increase in majors.

### **Visual Art Education (CIP 13.1302)**

While KBOR identified the Visual Art Education undergraduate program for strategic alignment review, in October 2020 internally KU initiated the discontinuance process under university governance policies and procedures, not only for the undergraduate degree, but for the graduate program as well.

**Rationale for Recommendation:** The program has been identified for discontinuance because of low enrollment and lack of faculty. Both the bachelors and masters are below KBOR minima for enrollment and degrees earned. Further the program has been routinely under-enrolled for the past 8-10 years. Due to a recent retirement, there is currently only one tenured faculty member in the department with skills in visual art education. The program has routinely been assisted by a Visiting Assistant Professor/lecturer. KU does not have the financial ability to re-build the faculty in this specialty, particularly in light of the relatively low student demand for the program.

Note: The School of Education has been consulted on this decision and has approved the recommendation.

**Impact of Discontinuance:** Current students will be able to complete their degree. The tenured faculty member will remain in the Visual Art department and will transition to teaching in her creative area (e.g., painting, textiles) once all current visual art education students have graduated. In terms of the impacting the mission, the University will no longer train art educators at either the undergraduate or graduate level.

### **Latin American and Caribbean Studies (CIP 05.0134)**

**Date Founded.** Established in 1961, the Center for Latin American and Caribbean Studies has been awarded graduate fellowships by the US Department of Education (US DoE) since 1976 and was designated and funded by the US DoE as a Comprehensive National Resource Center on Latin America in 1983-1988; 1994-2006; 2010-2014; and 2018-2022 and to provide Foreign Language and Area Studies (FLAS) fellowships to students.

**Program Support for University Mission.** The Center of Latin American and Caribbean Studies (CLACS) is a leading research center linking faculty, students, and the community from across Kansas,

the country, and the world in the interdisciplinary study of the histories, cultures, politics, institutions, economics, and societies of Latin America and the Caribbean. CLACS advances knowledge and seeks solutions to pressing questions related to Latin America and the Caribbean. CLACS works to place this region in a global conversation and to promote a diversity of viewpoints and voices on campus and in the community. Finally, CLACS seeks to provide an environment for learning and working where differences are valued and each person is supported and offered an equitable opportunity to achieve their academic and professional goals.

**Number of Faculty Dedicated Solely to the Program.** CLACS programs are fundamentally interdisciplinary, and the center views its role as a catalyst for ensuring a vigorous presence of teaching, research, and community outreach related to Latin America. Because of the interdisciplinary nature of the undergraduate major, it draws on more than 115 faculty members at KU with expertise in the humanities, social sciences, and natural sciences, as well as faculty in the School of Business, School of Education, School of Architecture and Design, and the KU Medical Center. The Center Director, a tenured faculty member, has a half-time appointment in an academic department and a half-time appointment with CLACS. CLACS has no tenure lines.

Core language classes for the degree program are from the Department of Spanish & Portuguese, the Department of African & African-American Studies (Haitian), or taken in CLACS (Kaqchikel Maya, Miskitu, Quechua, and Yucatec Maya). Students must reach proficiency level which is typically done in 16 credit hours. The degree program requires three core classes (LAA 100, LAA 300 and LAA 550) typically taught by Center staff, graduate teaching assistants, or one of three lecturers. A minimum of 24 credit hours is fulfilled by taking courses from one of the affiliate departments.

**Program Productivity Beyond Number of Majors.** The Foreign Language and Area Studies (FLAS) fellowships to are available to students interested in learning a less commonly taught language such as Bri, Kaqchikel, Quechua, K'iche' Maya, Miskitu, Haitian Creole, Guaraní, and Portuguese, and provide up to \$18,000 for tuition/fees and a \$15,000 stipend during the academic year for graduate students or \$10,000 for tuition/fees and \$5000 for the year for undergraduates. For both graduate and undergraduate students, summer fellowships are also available at \$5,000 for tuition/fees and \$2,500 for subsistence. The Center is also a member of the Tinker Field Research Collaborative, which funds CLACS \$15,000 a year over five years to support graduate student travel and research in Latin America. A U.S. Department of Education grant funds faculty research, travel, and collaborative projects by an estimated \$20,000 per year, with additional grant funds off-setting Study Abroad costs to make study abroad more affordable for KU's students traveling to Latin America.

CLACS offers a minor which attracts fewer than 10 students annually. The minor provides students with a solid foundation of instruction on Latin American/Caribbean topics to supplement their primary field. Students emerge with excellent training to enter the professional world or continue in graduate or professional study related to Latin America and the Caribbean. The Center generates about 540 student credit hours annually — including service and general education courses.

**Cost Effectiveness and Employment Demand.** *Payscale.com* median earnings for the degree are \$61,753. The undergraduate degree program is cost-effective since it relies on faculty in other departments and some of the Center's activities are supported by grants. In addition, a four-year, \$804,000 grant from the US Department of Education (which has designated KU CLACS a "National Resource Center") funds a significant portion of the CLACS instructional budget for lecturers and GTAs (varying by year but approximately 68% of the total instructional budget for AY 2020-21).

**Program Strengths and Weaknesses.** While CLACS is fortunate in having numerous KU faculty affiliated with its center, their primary teaching responsibilities are to their home units. Having only .5 FTE faculty assigned to the program as Director has significantly hindered the Center and its undergraduate degree. A strength of the program is its focus on less commonly taught languages, and course enrollments

are often funded by federal grants. Small class sizes for these languages support student learning, but the languages have not had widespread appeal across campus; however, some of these courses are now attracting some non-degree-seeking students from other Universities across the nation, since the format has moved to virtual during COVID. While the number of majors and degrees have been consistent, the number of students attracted to the program has been low.

**Recommendation and Justification:** KU recommends merging the major with the undergraduate degree in Global & International Studies (GIST) and offering it as a concentration within the GIST degree. The major in Global and International Studies is a natural home for Latin American & Caribbean Studies (LACS) since the GIST program provides students with tools to understand the rapid and profound changes that are occurring internationally and transnationally throughout the world and across various regions. GIST already recommends students add a minor in area studies, including LACS, so adding a concentration to the GIST degree is a natural next step. GIST had 95 junior/senior majors in Fall 2020 and awarded 26 degrees in AY 2020, creating a strong pipeline for a LACS concentration.

### **European Studies (CIP 05.0105)**

**Background and Recommendation.** KBOR identified the European Studies co-major for review. The co-major is not an independent degree program and students cannot enroll solely in the co-major. Instead, it is an “add-on” major for students already enrolled in other degree programs. There are only two co-majors at KU with the other in International Business. The European Studies co-major is housed in the Center for Global and International Studies (GIST) and that unit has begun the process to transition away from the European Studies co-major to instead offer it as a concentration within the Global and International Studies undergraduate degree.

**Rationale for Recommendation.** The co-major has been routinely under-enrolled for the past 10 years. The program, because it is interdisciplinary, can be more difficult to market and has had difficulty recruiting students. In addition, since the program is an interdisciplinary program, no faculty are appointed to the program. Instead, all faculty that teach in the program are appointed in other departments.

**Impact of Discontinuance:** Current students will be able to complete the co-major. Future students will enroll in the GIST degree and then choose the European Studies concentration. There will be no impact on faculty staff, students, or mission. Faculty who teach in the European Studies co-major are administratively homed in other KU departments. The faculty will continue to teach courses for the European Studies concentration in the GIST degree.

### **Classical Languages (CIP 16.1200)**

**Date Founded and Background:** Latin and Greek, Science, and Moral Philosophy were the first courses taught at the University of Kansas when it launched in 1866. The one-person Department of Ancient Languages and Literature grew with the fledgling university, adding to its list of firsts at KU: first woman faculty chair (Kate Stephens, 1879); and first art museum in Kansas (the Classical Museum of Kansas, now the Wilcox Classical Museum, 1888). Since KU’s founding, the Department of Classics, as it is now called, has had as its goal exposing students and Kansans alike to ancient Greek and Roman cultures through their languages, literature, and art.

The Classics Department is home to the degrees in Classical Languages (CIP 16.1200) and in Classical Antiquity (CIP 30.2201). The department also offers the MA in Classics.

The Classical Languages major trains students to read the great authors of classical antiquity (e.g., Homer, Plato, Vergil, Sappho, Saint Augustine) in the original language and prepares them for graduate study in classics and for teaching in private schools.

**Program Support for University Mission.** The department's two undergraduate degree programs serve the first two aspects of the university mission most directly: educating leaders and building healthy communities. KU's Classics degree programs at all levels produce students who are interdisciplinary thinkers, adept at analyzing complex situations, attentive to detail, and steeped in perspective. The challenges facing Kansas, the US, and the world call out for citizens equipped with these intellectual competencies.

#### **Faculty profile:**

Number of faculty dedicated solely to the program:

- The unit is comprised of seven tenure/tenure-track faculty (two professors, two associate professors, and three assistant professors) who hold 100% appointments in the department and teach in both undergraduate degree programs (Classical Languages and Classical Antiquity). The department employs one lecturer and is supported by graduate students.

Number of departmental faculty teaching:

- **Core Courses:** Language proficiency is required for both undergraduate degrees. The major in **Classical Languages** requires proficiency in both Greek and Latin, and students take 35 total hours of language courses. This translates to 1-year proficiency in both Latin and Greek plus at least 15 hours of language study beyond the introductory year. All but one departmental faculty teach language courses, which are also taught by lecturers and on occasion graduate teaching assistants. Two additional core courses are required; one is required in Ancient Art & Archaeology which is satisfied by a classics course taught by a faculty member and the other is a required history course that can be taken in the Classics Department or in History.
- **Elective Courses:** There are two elective courses in the program that may be fulfilled by additional language courses in Greek or Latin, classics courses, or select courses in Philosophy, English, or the Humanities. Departmental faculty typically teach the departmental electives while faculty in English, Philosophy, or the Humanities teach applicable courses in their departments.
- **General Education Courses:** There are 26 departmental courses in the KU Core that fulfill general education requirements. The KU Core has six goals, and KU undergraduate students must fulfill all six goals. The 26 departmental courses fulfill requirements for all six general education areas: critical thinking and quantitative literacy, communication, breadth of knowledge, culture and diversity, social responsibility and ethics, and integration and creativity.
  - CLSX 148/149(Honors) Greek and Roman Mythology annually enrolls about 380 students each year. This course was recently redesigned and won the Haufler KU Core Innovation Award.
  - CLSX 332 Medical Terminology: Greek and Latin Roots, a relatively new course, annually enrolls about 180 students and it continues to grow.

**Program Productivity Beyond Number of Majors.** The department's members enjoy a strong reputation for scholarly productivity and impact. Faculty have collectively published 11 books since 2010, all in prestigious presses. In addition, two faculty members have published edited volumes. There have been over 20 major articles and 45 major chapters in books published. In addition, over 25 invited talks at conferences were given. One faculty member, recently retired, received three named visiting professorships and residencies and three unnamed residential research fellowships at such places as Oxford University (All Souls and Corpus Christi) and the Institute for Classical Studies in London. Three faculty members have

held leadership roles at the American Academy in Rome or the American School for Classical Studies at Athens; another is a Fellow at the Foro di Studi Avanzati Gaetano Massa. Classics faculty have garnered KU's highest awards, including the HOPE teaching award (selected by the senior class), the Kemper Teaching Award, Hall Center for the Humanities residential fellowships, sabbatical leaves and General Research Fund grants, and many prizes for outstanding courses. Because of its strong reputation for scholarship and teaching, the department's terminal MA program is widely regarded as the best in the country; in the absence of any official ranking, this status is best seen in the high-quality applicant pool from prestigious undergraduate programs in the US and abroad and the placement of graduates into top-ranked PhD programs.

It is noteworthy that the program attracts high-ability students. Composite ACT scores for both undergraduate programs range between 28 and 30. In addition, the Classics minor — offered in support of the broader university community and other majors — awards an average of 10 minors per year. Many Classics students graduate with complicated degree programs (double or even triple majors, completion of the Honors Program, etc.). The department is proud that the major pool includes students who face significant challenges to succeeding at the university — single parents, first-generation students, those who must work full time, and those who struggle with mental illness. These vulnerable students are welcomed and nurtured in this small, collegial department.

The department generates more than 3,000 student credit hours each year in general education and service courses making it a vital contributor to the rich array of courses from which students can choose.

**Employment Demand.** Though few Classical Languages majors go on to a career directly in the discipline (or in Classics more generally), students enter the workforce with strong skills in critical thinking in all its aspects, including the ability to read carefully and between the lines; to assess and use evidence skillfully; to write clearly and persuasively; to be sensitive to cultural context and other contexts that inform situations; and to hold in balance the scrutiny of details and the sweeping reach of bigger pictures. Studies confirm the value of these skills in society. Classics graduates bring all these to bear in a variety of careers. Students have gone on to careers in law, business, library science, journalism, medicine, museum studies, politics, education, writing and publishing, and technology.

**Program Strengths and Weaknesses.** The Classical Languages major requires one-year proficiency in both Latin and Greek plus at least 15 hours of language study beyond the introductory year; the remaining hours are loosely structured electives. Because the curriculum is less flexible than the Classical Antiquity major, this major draws fewer double majors, and fewer students add the major late in their time at KU. Accordingly, there are fewer Classical Languages majors. A strength of the program is its renowned faculty and the support provided to students.

As noted earlier, the department has a strong reputation within and outside of KU as active scholars in the discipline and considers that engagement to be crucial to KU's mission to educate students. The department also provides a welcoming and supportive environment for students who face challenges.

**Recommendation and Justification:** Classics is a foundational program at KU and the University recommends continuing the Classical Languages program via a merger with the Classical Antiquity degree to form a single Classics degree. A merged degree program in Classics consisting of a classical languages concentration and a classical antiquity concentration approaches KBOR minima. The department will also add a BGS option in the merged Classics major that would not require language study. This may attract additional students in related fields (e.g., History of Art, History) to a double major in Classics and will enable students with very different academic programs (e.g., engineering, fine arts) to add a Classics major. A BGS or languageless option will also appeal to students who find the major later in their time at KU. The department contributes to KU's general education program, faculty are highly productive scholars, the graduate program is well known and respected, and the department nurtures students — providing particular support for those with challenges.



## Classical Antiquity (CIP 30.2201)

**Date Founded and Background:** Latin and Greek, Science, and Moral Philosophy were the first courses taught at the University of Kansas when it launched in 1866. The one-person Department of Ancient Languages and Literature grew with the fledgling university, adding to its list of firsts at KU: first woman faculty chair (Kate Stephens, 1879); and first art museum in Kansas (the Classical Museum of Kansas, now the Wilcox Classical Museum, 1888). Since KU's founding, the Department of Classics, as it is now called, has had as its goal exposing students and Kansans alike to ancient Greek and Roman cultures through their languages, literature, and art.

The Classics Department is home to the degrees in Classical Languages (CIP 16.1200) and in Classical Antiquity (CIP 30.2201). The department also offers the MA in Classics.

The Classical Antiquity major provides interdisciplinary training in ancient Greek and Roman cultures and prepares students for graduate study in ancient archaeology, art history, and history.

**Program Support for University Mission.** The department's two undergraduate degree programs serve the first two aspects of the university mission most directly: educating leaders and building healthy communities. KU's Classics degree programs at all levels produce students who are interdisciplinary thinkers, adept at analyzing complex situations, attentive to detail, and steeped in perspective. The challenges facing Kansas, the US, and the world call out for citizens equipped with these intellectual competencies.

### Faculty profile:

Number of faculty dedicated solely to the program:

- The unit is comprised of seven tenure/tenure-track faculty (two professors, two associate professors, and three assistant professors) who hold 100% appointments in the department and teach in both undergraduate degree programs (Classical Languages and Classical Antiquity). The department employs one lecturer and is supported by graduate students.

Number of departmental faculty teaching:

- **Core Classes:** Language proficiency is required for both undergraduate degrees. **Classical Antiquity** requires four-semester proficiency in Greek or Latin via 16 hours of language coursework. All departmental faculty teach language courses, which are also taught by lecturers and on occasion graduate teaching assistants. Thirty additional hours are required for the major — nine of which are electives. The degree has two tracks: one is classical humanities and one in classical archaeology. The tracks require departmental courses which are taught by departmental faculty, but the tracks also allow the option of taking a few courses in other departments such as History of Art or Linguistics, or Anthropology for summer field work.
- **Elective Courses:** The program requires three elective courses that may be fulfilled by additional courses in the Classics department, or select courses in Philosophy, English, Anthropology, Religious Studies, History of Art, History, or the Humanities. Departmental faculty typically teach the departmental electives while faculty in English, Philosophy, Humanities, etc. teach applicable courses in their departments (Note: Classics faculty teach the relevant courses in History of Art and History, both for Classics students and for students in those departments).
- **General Education Courses:** There are 26 departmental courses in the KU Core that fulfill general education requirements. The KU Core has six goals and all KU undergraduate students must fulfill all six goals. The 26 departmental courses fulfill requirements for six general education areas: critical thinking and quantitative literacy,



communication, breadth of knowledge, culture and diversity, social responsibility and ethics, and integration and creativity.

- CLSX 148/149(Honors) Greek and Roman Mythology annually enrolls about 380 students each year. This course was recently redesigned and won the Haufler KU Core Innovation Award.
- CLSX 332 Medical Terminology: Greek and Latin Roots, a relatively new course, annually enrolls about 180 students and it continues to grow.

**Program Productivity Beyond Number of Majors.** The department's members enjoy a strong reputation for scholarly productivity and impact. Faculty have collectively published 11 books since 2010, all in prestigious presses. In addition, two faculty members have published edited volumes. There have been over 20 major articles and 45 major chapters in books published. In addition, over 25 invited talks at conferences were given. One faculty member, recently retired, received three named visiting professorships and residencies and three unnamed residential research fellowships at such places as Oxford University (All Souls and Corpus Christi) and the Institute for Classical Studies in London. Three faculty members have held leadership roles at the American Academy in Rome or the American School for Classical Studies at Athens; another is a Fellow at the Foro di Studi Avanzati Gaetano Massa. Classics faculty have garnered KU's highest awards, including the HOPE teaching award (selected by the senior class), the Kemper Teaching Award, Hall Center for the Humanities residential fellowships, sabbatical leaves and General Research Fund grants, and many prizes for outstanding courses. Because of its strong reputation for scholarship and teaching, the department's terminal MA program is widely regarded as the best in the country; in the absence of any official ranking, this status is best seen in the high-quality applicant pool from prestigious undergraduate programs in the US and abroad and the placement of graduates into top-ranked PhD programs.

It is noteworthy that the program attracts high-ability students. Composite ACT scores for both undergraduate programs range between 28 and 30. In addition, the Classics minor — offered in support of the broader university community and other majors — awards an average of 10 minors per year. Many Classics students graduate with complicated degree programs (double or even triple majors, completion of the Honors Program, etc.). The department is proud that the major pool includes students who face significant challenges to succeeding at the university — single parents, first-generation students, those who must work full time, and those who struggle with mental illness. These vulnerable students are welcomed and nurtured in this small, collegial department.

The department generates more than 3,000 student credit hours each year in general education and service courses making it a vital contributor to the rich array of courses from which students can choose.

**Employment Demand.** As with other Classics majors, few students go on to a career directly in the discipline. Instead, they enter the workforce with strong skills in critical thinking in all of its aspects, including the ability to read carefully and between the lines, to assess and use evidence skillfully, to write clearly and persuasively, to be sensitive to cultural context and other contexts that inform situations, and to hold in balance the scrutiny of details and the sweeping reach of bigger pictures. Studies confirm the value of these skills in society. Classics graduates bring all these to bear in a variety of careers. Students have gone on to careers in law, business, library science, journalism, medicine, museum studies, education, writing and publishing, and technology.

**Program Strengths and Weaknesses.** Many students add the Classical Antiquity major rather late in their undergraduate career. The late declaration is consistent with what is known of many Classic majors: that they find Classics once at KU and fall in love with the discipline. The Classical Antiquity major appeals to academically strong students with broad interests. They find Classics after they arrive at KU but do not declare the Classical Antiquity major until their junior or senior year and they generally graduate with the degree within four years.

As noted earlier, the department has a strong reputation within and outside of KU as active scholars in the discipline and considers that engagement to be crucial to our mission to educate students. The department also provides a welcoming and supportive environment for students who face challenges.

**Recommendation and Justification:** Classics is a foundational program at KU and the University recommends continuing the Classical Antiquity program via a merger with the Classical Languages degree to form a single Classics degree. A merged degree program in Classics consisting of a classical languages concentration and a classical antiquity concentration approaches KBOR minima. The department will also add a BGS option in the merged Classics major that would not require language study. This may attract additional students in related fields (e.g., History of Art, History) to a double major in Classics and will enable students with very different academic programs (e.g., engineering, fine arts) to add a Classics major. A BGS or languageless option will also appeal to students who find the major later in their time at KU. The department contributes to KU's general education program, faculty are highly productive scholars, the graduate program is well known and respected, and the department nurtures students — providing particular support for those with challenges.

The department, via its most recent program review submitted to KBOR in 2018, also has identified two paths for improvement: working with students to declare the major earlier and streamlining their flow through the major courses. These changes should position the program to meet KBOR minima.

### **Slavic and Eurasian Languages & Literatures (CIP 16.0400)**

**Date Founded.** The Department of Slavic and Eurasian Languages & Literatures (SELL) was founded in the aftermath of World War II when the need arose for Slavic language and cultural expertise. Slavic people are by far the largest ethnolinguistic group in Europe (Russians in Europe alone number 99 million). In particular, the department provides students with opportunities and guidance in learning the languages and cultures of Russia, Ukraine, the former Yugoslavia (with Bosnian/Croatian/Serbian and Slovene), Poland, the Czech Republic, as well Turkey, the North Caucasus, and Central Asia.

**Program Support for University Mission.** The departmental mission is to create an inclusive environment in which KU students acquire the knowledge and professional skills necessary to successfully engage with Russia, Eastern Europe, and Eurasia in an increasingly interconnected world.

#### **Faculty profile:**

Number of faculty dedicated solely to the program:

- The department is comprised of 6 tenure-line faculty (five tenured and one tenure-track) who hold 100% appointments. In addition, the department has one jointly appointed tenured faculty (with Jewish Studies) and also hires multi-term lecturers.
- The Department partners with six affiliated faculty from three other departments at KU. These affiliated faculty members teach courses in their own disciplines that are cross-listed in SELL and count as elective courses in the major.

Number of departmental faculty teaching:

- Core Courses: There are seven core courses for each of the three concentrations in the degree program: Polish Studies, Russian Language, Literature and Culture, and South Slavic Studies. These courses, intended to give students foundational language and cultural proficiency, are taught by a mix of core faculty and lecturers.
- Elective Courses: There are 4-5 required elective courses for each concentration. These electives are primarily satisfied by departmental courses taught by core faculty or lecturers; however, can also be satisfied by taking courses taught by affiliated faculty homed in other departments.

- **General Education Courses:** There are 30 SELL courses in the KU Core that fulfill general education requirements. The KU Core has six different goals and all KU undergraduate students must fulfill all six goals. The 30 SELL courses fulfill four different general education areas: communication, arts and humanities, culture and diversity, and integration and creativity.
  - Introduction to Slavic Folklore is combined with an honors section and has average enrollments of more than 150 students per academic year — an impressive number for a small department.

**Program Productivity Beyond Number of Majors.** Through its research and teaching, the department offers students opportunities for deep engagement with 8 different languages, as well as literature, linguistics, and film, providing the knowledge and skills to interact with and understand the world. The challenges facing Kansas, the U.S., and the world require those equipped with the cultural competency to thrive in an increasingly multicultural society and a global economy. Faculty are deeply involved in open-access (open educational) language learning resources to provide course materials to students cost-free.

The program attracts high-ability students who have a composite ACT score of 27. Many SELL students double-major — combining expertise in professional fields with Slavic language expertise. Recent major and minors have been awarded National Security Education Program (NSEP) Boren and Fulbright fellowships. The number of students enrolled in the minor has doubled from Fall 2015 to Fall 2019. In addition, the KU Core, the university’s general education component, offers 30 courses in Slavic Languages and Literatures.

**Cost Effectiveness and Employment Demand.** According to the Bureau of Labor Statistics, there will be an 11% rise in the need for foreign language and literature instructors from 2016–2026. Aside from this fact, there is demand for SELL programs and for its expertise in Slavic language instruction. U.S. government officials, through its NSEP program mentioned above, include the Slavic languages of Polish, Slovene, Bosnian/Croatian/Serbian, and Ukrainian in its list of 60 languages for which there is a national security need — all languages taught by SELL. Beyond traditional campus students, since 2010 there has been a marked need for Russian language instruction from the Department of Defense. This instruction has taken two forms—Project Global Officers (GO) and DoD requests for Russian instruction through the KU Language Training Center (LTC), the most important of which by far has been SELL’s intensive Russian language program for special forces personnel at Ft. Carson, CO. The success of the SELL program at Ft. Carson led to the current expansion of the LTC’s offerings at the Command and General Staff College at Ft. Leavenworth to 9 languages (Arabic, Chinese, French, German, Italian, Japanese, Korean, Russian, Spanish). The existence of these programs and the results achieved further demonstrate the overall need for Slavic language programs.

The department is also engaging in outreach with another non-traditional student group – Kansas high school students. There is currently only one high school in the state of Kansas teaching Russian language. In conjunction with the Center for Russian, East European and Eurasian Studies (CREES), SELL was recently awarded an institutional grant from the U.S.-Russia Foundation to work in partnership with Kansas high schools and the Kansas Department of Education to articulate the professional advantages of a critical language like Russian. As part of this grant-funded effort, SELL will offer one year of elementary Russian online at no cost to high school students in Kansas.

**Program Strengths and Weaknesses.** The department offers a BA in Slavic Languages and Literature along with an undergraduate minor. In AY 2017, the unit formulated new proficiency-based degree-level learning outcomes for undergraduate majors. The outcomes include proficiency benchmarks in speaking, writing, reading, and listening, measured by an official Oral Proficiency Interview (OPI) exam and an undergraduate major portfolio. The unit also introduced research internship and capstone project courses

that allow undergraduates to carry out significant research projects with faculty. Other pedagogical initiatives aimed at undergraduates include employing digital technology and online course materials, moving existing courses wholly or partly online to better accommodate the schedules of majors and nonmajors alike, introducing two new tracks for the minor, a new study abroad experience in Kazakhstan, introduction of a 4 + 1 MA program in Russian, and new content courses. The department underwent a transition from 2013-2015 with a number of retirements and departures — two of whom were not replaced — which contributed to the low number of undergraduate majors. The program now is in a rebuilding phase and has been making progress.

A strength of the department is that because of its size it is able to pivot quickly and also to connect with students. This small size, however, has a downside. At one point three faculty were on administrative appointments which reduced their teaching load. Any teaching load reduction is felt acutely in the department's teaching capacity. Department faculty also work to sustain the MA/PhD program, which are highly ranked nationally, with recent graduates working in intelligence, governmental agencies, and universities such as UT Austin, University of Wisconsin-Madison, SUNY Binghamton, Baylor, and Colby College.

Another strength of the department is in the number of languages it teaches. The department offers a full array of language, culture, literature, and linguistics courses for students interested in Russian, Persian, Polish, Bosnian/Croatian/Montenegrin/Serbian, Ukrainian and Turkish. SELL also occasionally offer courses and independent study in Slovene, Czech, Yiddish and Old Church Slavonic. Given the department's size, it can be difficult to cover all those courses. Notably, last year, the US Embassy in Slovenia cited KU's Slovenian language program as one of the only ones of its kind nationally. KU SELL's broad range of language offerings has also historically been instrumental to KU receiving the Title VI institutional award from the Department of Education.

**Recommendation and Justification:** KU recommends continuing the program. The department has a new chair (in second year) who has made aggressive changes which has yielded a 13% increase in student credit hours this fall relative to the 3-year fall average. The department has also increased the number of degrees awarded to nine in AY 2018 and nine in AY 2019 and the department is on track to meet KBOR minima very soon for the number of degrees awarded (10). In addition, KU is recommending the Russian, East European and Eurasian major and the German Studies major merge into SELL as concentrations within the BA degree. These mergers will increase the number of junior/senior majors to 37 — which is well above KBOR minima — and coupled with the changes the department is making will lead to a strong, sustainable program. The department is having early success in rebuilding, has moved many courses online to reach new audiences, and KU desires to continue to support that success. The department also provides critical services to the U.S. Government in the form of language instruction for military and is committed to open education resources to lower costs of textbooks for college students.

## German Studies (CIP 05.0125)

**Date Founded.** William Herbert Carruth became the first professor of German at KU in 1887. He was joined in the 1890s by Elmer Franklin Engel and Alberta Lincoln Corbin. KU's tradition of German Studies has offered students at all levels the opportunity to learn one of the world's major languages and to study the literature, culture, history, and migrations of German-speaking Europe.

**Program Support for University Mission.** With the emphasis placed on international education and research at KU and the centrality of modern Germany to an understanding not only of contemporary Europe and its global significance but also of the transatlantic relationship, a comprehensive program in German Studies is essential to the mission of the university. Notably, German ethnic culture has shaped the history and culture of Kansas: many Kansans are descendants of immigrants from German-speaking Europe.

### Faculty profile:

Number of faculty dedicated solely to the program:

- The department is comprised of three tenured faculty members and one tenure-track faculty member. All hold 100% appointments in the unit. In addition, the department has one non-tenure-track faculty member.

Number of departmental faculty teaching:

- Core Courses: There are five required courses for the degree program. These include a sequence of three German language/culture courses (300 and 400 level), a German literature course (300 level), and a senior capstone course (500 level).
- Elective Courses: A minimum of 15 hours of electives must be taken beyond the required courses. These electives are primarily satisfied by departmental courses taught by core faculty or lecturers. To further enhance the interdisciplinary nature of German Studies, up to 6 hours can be satisfied by taking approved courses with significant content related to German-speaking Europe offered by other departments.
- General Education Courses: There are 16 German Studies courses in the KU Core that fulfill general education requirements. The KU Core has six different goals and all KU undergraduate students must fulfill all six goals. The 16 GERM courses fulfill three different goals: critical thinking, culture and diversity, and integration and creativity.
- CLAS BA Foreign Language Requirement: The College of Liberal Arts & Sciences requires completion of 4 courses (or equivalent) in a foreign language for a BA degree. The German Studies department offers a course sequence that fulfills this requirement and prepares students for coursework at the 300 level.

**Program Productivity Beyond Number of Majors.** Responding to a downward trend of enrollments in language programs, the department instituted a new curriculum in 2013 that moved away from the traditional language and literature approach and gave students a more contemporary, diverse, and challenging program in the language and culture of German-speaking Europe (literature, the arts, history, business, and politics). The curricular initiative encompassed all courses from beginning German to the senior capstone course. Along with these changes, the unit made significant improvements to academic advising and co-curricular programming, integrated undergraduate research into the curriculum, and more effectively incorporated study abroad into the undergraduate degree. Data show that, prior to these reforms (2009-2013), enrollments had followed the overall downward trend in German programs and dropped more drastically (-35%) than the national average (-9.2%). After the curricular reform (2013—2016), this trend was reversed and enrollments increased (+10%), while the nationwide enrollments continued to decline (-7.1%). In 2017, the department received the university's Degree-Level Assessment Award for its efforts related to curricular reform and assessment. The department was also awarded a 2018 course transformation grant by KU's Center for Teaching Excellence for its multi-course initiative to integrate research and information literacy into the curriculum. These efforts have led to a doubling of the number of degrees

awarded from an average of 3.25 per year (AY12-AY15) to eight (AY17-AY19).

The unit enrolls more than 40 students in its minor (currently 49 for Fall 2021) and awards 10 minors annually. The four-course elementary/intermediate language/culture sequence is the third most popular foreign language sequence at KU, with an average of 149 students enrolling in the first course in the sequence each academic year and an average of 58 students enrolling in the fourth/final course in the sequence each academic year. The department's undergraduate major attracts high-ability students who, on average, have a composite ACT score of 28.6. Furthermore, such students tend to have a second major or a minor (e.g., Global & International Studies, History, Business, Environmental Studies, Music, Microbiology, Linguistics) that increases their employability. This is borne out in the employment data for recent graduates who have gone on to such positions as special projects coordinator for non-profit organization affiliated with U.S. Dept. of State, translator for a medical software company, high school German teacher, member of a human resources team for a global German sporting goods company, copy editor for a newspaper, and investment banking analyst. Graduates choosing to continue their education have done so in areas such as Germanic languages & literatures, social welfare, law, global studies, and speech pathology.

**Program Strengths and Weaknesses.** An external review team was brought in as part of the regular program review process and noted that departmental faculty were active scholars and highly dedicated to their students and teaching while maintaining a high quality undergraduate German Studies curriculum and excellent study abroad opportunities. In addition, they found the Max Kade Center for German-American Studies a major asset to the department and to KU. The Center serves as a research archive, bringing international scholars to campus; it also hosts high-profile conferences. Innovative programming by the Center Director has functioned as an important vehicle for outreach, forging bonds to the Lawrence community and beyond. The Center's holdings encompass 19th- and 20th-century German America, the German exile experience, and the Lawrence, Milwaukee, and New York Turner collections. The Center also provides ongoing opportunities for student engagement.

The reviewers noted the department's lower-level language/culture courses enroll well, but the department struggles with low enrollments in upper-level offerings. All concerns listed can be directly attributed to the limited number of departmental faculty.

Student credit hour generation has fallen over the past 5 years by 21%. In AY14-15, the department generated 2,633 student credit hours, whereas in AY18-19, it generated 2,091. This drop is likely attributable to a corresponding drop in the number of students completing the four-course foreign language sequence in German. In AY 2016, 160 students enrolled in the first course in the sequence compared to 121 students in AY 2020 (24% drop). Likewise, 71 students enrolled in the fourth/final course in the sequence in AY 2016 compared to 56 students in AY 2020 (21% drop). This pattern is reflective of a general, nationwide decrease in foreign language study.

Due to declining demand on the national level as well as faculty departures, admissions to the master's and doctoral programs were suspended and as of AY 2017 no student was enrolled in the graduate programs.

**Recommendation and Justification:** KU recommends merging the degree program and the department with the Slavic and Eurasian Languages and Literatures Department (SELL). The German Studies curriculum and faculty offer much to the university in terms of teaching the 3<sup>rd</sup> most popular foreign language and a range of engaging German Studies courses at all levels. They also offer a popular minor and provide important study abroad opportunities and substantial study abroad scholarships. However, at the same time, the number of majors is low and the faculty is small (4 FTE). It is difficult to sustain a major given the current size of the tenure/tenure-track faculty (4 FTE). Administrative tasks are overburdensome for the small faculty. The size also has made offering upper-division courses for the major difficult. A

merger of the program and department with another unit would help alleviate some of the administrative burden and some of the obligations to contribute courses to the broader general education curriculum. This would allow the faculty to focus more on courses that meet the foreign language requirement as well as the curricula needed for the minor and the concentration with SELL. This more focused approach is consistent with the current size of the faculty. In addition, merging German Studies with SELL will create a vibrant unit with a strong overall number of majors, degrees awarded, and credit hours, similar in size/productivity to other language and culture units at KU (e.g., French, Francophone, and Italian Studies; East Asian Languages & Cultures).

### **Russian, East European & Eurasian Studies (CIP 05.0110)**

**Date Founded.** KU's Russian, East European & Eurasian Studies Program has been an interdisciplinary academic program since 1959 and became a Center in 1965. The beginnings of the Center go back to the Committee on Slavic and Soviet Area Studies (SSAS), founded in 1958. It originated in recognition of the challenges posed to the U.S. educational system by the Soviet Union's launch of Sputnik and was instrumental in KU gaining national prominence as a leader in teaching and research about this area of the world. The program had its first director in 1960 and became a U.S. Department of Education Title VI Comprehensive National Resource Center (NRC) in 1965 and received Title VI funding through 2014. The center was again awarded NRC funding from the Department of Education, 2020-22.

**Program Support for University Mission.** The mission of the Center for Russian, East European, and Eurasian Studies (CREES), both as a resource center and as an academic program, is to meet the national need for Russian, East European & Eurasian specialists in all sectors by producing students with superior training in language and area studies and to be a resource locally, regionally, and nationally. The CREES mission aligns with the international dimension of KU's overall mission as well as its teaching, research, and service components.

**Number of Faculty Dedicated Solely to the Program.** CREES programs are fundamentally interdisciplinary, and the center views its role as a catalyst for ensuring a vigorous presence of teaching, research, and community outreach related to Russia, Eastern Europe, and Eurasia. All CREES degrees require students to take courses across a number of humanities and social sciences programs. Because of the interdisciplinary nature of the undergraduate major, it draws on more than 45 faculty members and courses from 14 different KU departments and schools. The program has no faculty dedicated solely to it. Core language classes for the degree are provided through the Department of Slavic and Eurasian Languages & Literatures; other core courses are taught by a CREES staff member. Electives are fulfilled by taking courses from one of the affiliate departments and those courses taught by faculty in those departments.

**Program Productivity Beyond Number of Majors.** Since 1995, CREES has run an intensive summer Ukrainian language program in Lviv, Ukraine, which is the only in-house Ukrainian language study abroad program operated by a U.S. university and thus has unique value for the entire U.S. university system. The role of outreach in area studies centers serves the critical functions of (a) educating the public, (b) integrating faculty and building professional community, (c) recruiting future students, (d) garnering prestige in the academic, government, business, and public arenas, and (e) enhancing institutional and individual funding opportunities. CREES has done a tremendous job in fulfilling these functions despite very limited resources. KU is the only university between the Mississippi and Pacific coast, with the exception of UT-Austin, with a REES center doing public outreach. CREES has been awarded two institutional grants from the U.S.-Russia Foundation (\$90,000 in 2019-20; \$120,000 in 2020-22) to bolster outreach efforts to K-12 and Kansas high schools.

Many CREES-affiliated faculty do exemplary individual public work with op-eds, translations, lectures at military bases, contributing content to the internet, organization of panels. CREES's outreach events are many and well attended. Over 10,000 people were impacted by CREES outreach programming from 2014-2018, many of whom viewed videos, instructional materials, and other resources on CREES's website or its YouTube channel. Some CREES videos on YouTube have had as many as 1.5 thousand viewers. CREES also hosts the WWI Commemoration website, which 90,000 viewers have visited. CREES's outreach data for Fall 2018–Fall 2019 documents 106 events at which an estimated 855 people attended, along with weekly brownbag series.

**Cost Effectiveness and Employment Demand.** In a 2017 comprehensive survey of alumni over the last 50 years, results indicated a history of consistently high-quality training for area specialists in successful careers with 54% still using skills they learned in the program. As indicated by job placement data, CREES graduates have gone on to become specialists and leaders in a wide range of fields, from government and higher education to NGOs and the private sector. *Degreestats* indicates 64% of program graduates at the undergraduate level are employed in the region and have median earnings of \$49,010 five years after graduation. The undergraduate degree program is cost-effective since it relies on faculty in other departments and the Center's outreach activities are supported by grants.

**Program Strengths and Weaknesses.** While CREES is fortunate in having numerous KU faculty affiliated with its center, their primary teaching responsibilities are to their home units. Not having a full-time in-house teaching faculty member and relying on part-time lecturers and teaching by staff for core courses has significantly hindered the Center. As of the last program review (due to KBOR in Feb 2021), the unit had a number of curricular changes planned, including the development of an undergraduate online certificate primarily for active-duty military. With CREES being awarded Title VI funding again, they will be able to hire a visiting faculty member for two years, which could result in additional content courses relevant to the region. In addition, program staff have been reduced since the last program review from 4.5 FTE to 2.5 FTE while handling roughly the same amount of work. Title VI funding will allow the center to hire a .5 FTE office manager. The program review will result in the Center reducing the number of events, creating more collaborative opportunities with other departments, and to strive for greater impact per event.

**Recommendation and Justification:** KU recommends merging the undergraduate REES major with the Department of Slavic and Eurasian Languages & Literatures (SELL) and offering it as a concentration within the SELL degree where it would offer students of language, literature, and culture more interdisciplinary study options in history and political science. CREES works very closely with the SELL, by providing an inter-disciplinary approach to their work on language, literature, and culture. SELL's current chair is also serving as the Interim Director of CREES.



## Humanities (CIP 24.0103)

**Date Founded.** Established in 1947, the Humanities Degree Program is the oldest free-standing program in the United States. TKU's Humanities Program in its current iteration originated from a merger of the Western Civilization Reading Program, started in 1945, and the Humanities Program, established in 1947. The Western Civilization Program began in the aftermath of World War II as a response to the tumultuous events of the early twentieth century. Faculty from across the university designed and taught a common curriculum based on foundational works in the Western tradition to prepare students to become informed and engaged citizens. In 1997 the two programs merged.

**Program Support for University Mission.** The Humanities Program engages in interdisciplinary teaching and research about what it means to be human. Humanistic thinking is essential because it provides wisdom, perspective, and context for the human condition and draws from multiple disciplines in the pursuit of greater understanding, which is in keeping with KU's mission to lift students and society by educating the citizens of Kansas, the U.S. and beyond.

### Faculty profile:

Number of faculty dedicated solely to the program:

- of fall 2020, the faculty consists of seven tenured/tenure-track professors (Five faculty have 100% appointments in the Humanities; two have 0.50 FTE appointments in Humanities and 0.50 FTE in History and Spanish and Portuguese, respectively). The department is also supported by one non-tenure track teaching professor, two lecturers, and an associate director. Of note, 1 tenured faculty member and 1 lecturer will be retiring at the end of the year, reducing the FTE of the department.

Number of faculty teaching core, elective, and general education courses:

- Given the small size of the faculty and program, faculty teach core, elective, and general education courses. The Humanities degree has two tracks. There are five required courses for the Global Humanities track and three required courses for the Peace and Conflict Studies track. A minimum of 21 hours of electives must be taken beyond the required courses for the Peace and Conflict Studies track while a minimum of 15 hours is required for the Global Humanities track. As befitting of an interdisciplinary degree, these electives are satisfied from a choice of Humanities courses and courses taught in other departments. There are 28 Humanities courses in the KU Core that fulfill general education requirements. The KU Core has six goals and KU undergraduate students must fulfill all six goals. Humanities offers courses to fulfill each of the goals.

**Program Productivity Beyond Number of Majors.** Beyond the undergraduate major, the Humanities Program offers two minors, an undergraduate certificate in World Literature, and a graduate certificate in Peace and Conflict Studies. The Program has increased its outreach activities to better connect with the local community and educates students from disciplines across campus. In 2014, the Program developed and taught HUM 175 Kansas Environment and Culture for KU's Academic Accelerator Program. This required significant time and effort on the part of HUM faculty and administrators with the expectation of sizable SCH for the Program along with the possibility of recruiting additional HUM majors. In addition, the Program actively embraced the KU Core as a curricular challenge and the Core now includes numerous Humanities courses that fulfill general education requirements. Several faculty members recently participated in a workshop to further implement career opportunities and experiential learning into the Program's curriculum, and the Program has begun offering affordable short study abroad experiences during summer and winter break.

The program faculty has an outstanding level of success in the area of awards; 70% of the department's faculty has received internal and external funding for research. Faculty have been awarded scholarly prizes for their work. The publication productivity of the faculty is similarly impressive. Since 2010 faculty published 6 books, 1 creative work, 7 edited volumes, 22 articles in refereed journals, 29 book chapters, and 17 other published works (non-refereed articles, reviews, invited op-eds, etc.).

**Employment Demand.** The Humanities Program has designed its curriculum around the idea that students today need skills that allow them to be flexible in the workplace—from work in education to healthcare to service in the public and private sectors. Students not only acquire the competencies needed to succeed in multiple professions, they grapple with the humanistic values of equality, empathy, dignity, human well-being, and justice. Graduates of the Program have entered the fields of business and banking, law, teaching, writing and editorial work, and many have successfully completed graduate study in a variety of subject areas. *Degreestats* indicates 43% of graduates stay in the region, but does not report a median wage. *Payscale.com* lists median earnings for the degree as \$64,092.

**Cost Effectiveness and Program Strengths and Weaknesses.** The biggest challenge the program experiences is prolonged, significant difficulty in attracting majors and minors. The number of total majors (freshmen-senior) has been falling significantly. Specifically, the program had 27 majors in Fall 2015 but only 7 majors in Fall 2019, a 74% decrease in a 5-year window. The minor in Peace and Conflict Studies shows a similar trend (i.e., 60% drop) and the minor in Humanities has always been low. The pattern for overall SCH is similar with a 39% drop in credit hours over the same window, although the unit continues to produce a large number of credit hours for the size of its faculty, averaging more than 5,279 SCH annually for the most recent five year period. Popular general education courses that regularly enroll a large number of students include:

- Introduction to Humanities (HUM 110), which enrolled 285 students in AY 2020
- Western Civilization 1 (HUM 204), which enrolled 249 students in AY 2020
- Western Civilization 2 (HUM 205), which enrolled 118 students in AY 2020
- Introduction to Peace and Conflict Studies (PCS 120), which enrolled 75 students in AY2020

The Program's strength is in its faculty. With numerous teaching awards among the faculty and consistently high teaching evaluations across the board, the faculty offer thoughtfully designed courses that explore multiple facets of the human experience, including cultural traditions, historical events, and pressing political problems. The small size of most of classes (usually under 25) means that faculty develop close bonds with students, foster a sense of community in the classroom, and support individualized learning. Faculty have deep connections with numerous units across KU, and several hold joint appointments in other departments. In its teaching and research, the program collaborates regularly with an even wider range of departments and schools at KU. These ties translate into recommendations and connections that enable students to take advantage of KU's vast resources. KU's size is one of its strengths, but it can be daunting to students who are new to the Jayhawk community.

The Program's impact on KU reaches beyond humanities departments and units; it has strong ties with social sciences and STEM departments. The Program has made significant efforts in the past three years to reach out to students in professional schools with relevant courses such as HUM 373 Aviation in American Culture, HUM 363 Perspectives on Science, Math and Engineering along with curriculum-specific sections of Western Civilization I and II for students in the School of Architecture. Many of Humanities courses are available in several formats, both in person and on-line. The Program was able to transition online in Spring 2020 with relative ease thanks to its small size and close-knit classroom communities. The shift was aided greatly by the fact that several faculty have deep knowledge of online and hybrid teaching methods. One of these experts is now a Faculty Consultant with the Center for Teaching Excellence charged with supporting instructors in humanities departments across campus.

**Recommendation and Justification:** KU recommends discontinuing the degree program and the academic unit, pending the University's formal review process. Enrollment in the major is low and has been declining. However, the courses in the Humanities are highly valuable to KU and to its students as reflected in their contributions to general education with strong SCH production. Moving courses to other departments will preserve these contributions, however, it is possible at least 2.0FTE positions would not continue.

## **Religious Studies (CIP 38.0201)**

**Date Founded.** In 1977 the University of Kansas established a Department of Religious Studies rooted in the teachings and curriculum of the Kansas School of Religion (KSR). KSR was founded in 1921 as an interdenominational cooperative with a curriculum that included the historical critical study of traditions other than Christianity as well as Christian traditions. In the early 1960s the U.S. Supreme Court issued decisions that explicitly authorized the non-devotional teaching of religion in public institutions. KSR began to look to the state of Kansas for support, and in 1977 the University of Kansas established a Department of Religious Studies that incorporated the non-devotional teaching work of the KSR.

**Program Support for University Mission.** The Department of Religious Studies engages in the critical study of religion as an enduring aspect of human culture, with attention to religious traditions and beliefs in all their diverse historical, regional, and cultural complexity. Instruction and research about religion in an academic context are central to the university's mission of educating future leaders and global citizens.

### **Faculty profile:**

Number of faculty dedicated solely to the program:

- In Fall 2013 the department boasted 10 tenure/tenure track faculty. As of Fall 2020, the department has 6.5 FTE tenured faculty; however, beginning in Spring 2021 will have 5.5 FTE and then further reduce to 5.0 FTE in 2022. Reductions are primarily due to retirement and at this time there are no plans to refill the positions. The unit also has one lecturer.

Number of departmental faculty teaching:

- Core Courses: There are two required core courses in the program: REL 104/105 Introduction to Religious Studies and REL 490 Senior Seminar in Theories and Methods which are both taught by faculty members. The degree also requires three courses in three different areas (Specific Religious Traditions, Religion in Specific Regions, and Thematic Approach to Religion). All are satisfied by departmental courses taught by core faculty.
- Elective Courses: There are three elective courses in the degree program. Because of the interdisciplinary nature of the degree, the electives may be taken in Religious Studies or in other departments with courses cross-listed in Religious Studies. Elective courses in Religious Studies are taught by core faculty.
- General Education Courses: Religious Studies offers 32 courses in the KU Core, covering the expanse of the Core's six goals with the exception of the Communication goal. Notably, the department over the last and current year has increased its offerings in Goal 5 (Social Responsibility and Ethics), a goal that had fewer choices for students. The following courses are popular with students for satisfying KU Core requirements.
  - REL 124 enrolled an average of 128 students annually from AY 2016-2020.
  - REL 104 enrolled an average of 124 students annually from AY 2016-2020.
  - REL 171 enrolled an average of 100 students annually from AY 2016-2020.
  - REL 107 enrolled an average of 76 students annually from AY 2016-2020.
  - REL 106 enrolled an average of 57 students annually from AY 2016-2020

**Program Productivity Beyond Number of Majors.** As the only degree-granting program in religious studies at a public university in Kansas, the department remains committed to educating and mentoring students, contributing to religious literacy on campus and beyond, and producing high-quality scholarship. As noted earlier, Religious Studies offers 32 courses in the KU Core. The department continues to serve general education at KU with its recent development of three new courses for the KU Core and an additional two in development to satisfy Goal 5 Social Responsibility & Ethics. The program also has increased its online offerings over the last several years. Specifically, in AY 2018, only 7% of student credit hours were from online courses; whereas in AY 2020, 38% of student credit hours were from online courses. The online format makes the religious studies courses accessible to a wider array of students. It is now possible to complete the minor in religious studies solely through online coursework.

Since 2010, department faculty have published, or have in press, a total of 9 books (including two revised editions); 11 edited volumes and special journal issues; 25 refereed journal articles; and 39 book chapters (3 of which entail translations; 2 revised for republication). Over the past decade, department faculty have also maintained a consistent record of research presentations. Invited lecturers at major academic institutions total 27 (5 international; 2 regional); aggregate invited and other conference and professional society paper presentations number 118 (38 of which were international; 18 regional), for a total combined figure of 145 professional presentations of research.

Two faculty have received national recognition for a total of four outstanding books (Brody, National Jewish Book Award Finalist; Miller, three Choice and one RQ Outstanding Academic Book citations for total of 3 books), and two awards were received for distinguished professional contribution and service (Miller, Communal Studies Association Distinguished Service Award; Mirecki, Lifetime Membership in the International Association of Manichaeic Studies).

**Cost Effectiveness and Employment Demand.** Religious Studies programs are of value to a wide range of employers by providing a productive workforce that is innovative and multidisciplinary. The transferable skills gained by the study of religion include appropriate methodologies in diverse areas of research, the ability to evaluate evidence and argument, problem solving, the making of informed choices, appreciation for diversity, creative thinking, teamwork, time management, and diverse communication skills. While most graduates tend to leave the region, Payscale.com indicates graduates with religious studies degrees earn between \$51,379 and \$57,321.

The first and foremost step a university can take towards cost-effectiveness is ensuring the retention and success of the students it admits. A primary factor in student retention is the perception that professors are approachable, and care about the students' education. As a small department, Religious Studies is key to this effort, while also offering a strong cost-benefit ratio in terms of what is required to run it. The program is cost effective. Despite being one of the smallest departments in the College, the department delivers the major and all of its courses. Departmental courses accounted for an average of 1,888 student credit hours per year from AY 2018-2020. The cost to run the department is relatively low, and its production of student credit hours provides support for the program. In addition, the department has a modest endowment.

**Program Strengths and Weaknesses.** The strength of the Department of Religious Studies at KU is the quality and dedication of the faculty. Though the department is small with just 6.5 fulltime faculty, it has an outsized influence on KU in many ways. The curriculum supports other units in the College, in some cases providing required courses for their programs. It also speaks to the rich disciplinary, linguistic, and area studies diversities of its faculty specializations. Service to the public—talks and interviews delivered through a variety of venues and platforms, both national and international, and to difference audiences, both public and scholarly—is outreach the full faculty not only enjoys but understands as part of the mission of a state university to inform and engage the public. Rather than promoting particular religious viewpoints, religious studies scholars, by contrast, strive to understand and compare religions in terms of their internal logics and significance to their adherents. Like many programs that are in the humanities, its small size

means faculty are stretched thin and have limited time to recruit high school students who are less familiar with the discipline.

**Recommendation and Justification:** KU recommends continuing the program. Junior/Senior majors have increased from an average of 15 to an average of 18 for the three year period Fall 2017-2019. In AY 2018 the department awarded 12 undergraduate degrees and in AY 2020 increased to 15 degrees awarded — both of which are above KBOR minima for the number of graduates. The program makes substantive contributions to the general education curriculum. These contributions are expected to increase with the increase in online offerings and the increase in Goal 5 offerings. Likewise, the program is now able to offer its minor through online coursework. These recent changes have potential to offer a new avenue for student recruitment to continue to grow the number of majors. The College of Liberal Arts & Sciences will work with department to increase majors and the department has made progress in meeting KBOR minima for graduates. Religious Studies also offers a strong cost-benefit ratio in terms of what is required to run i

## **African & African-American Studies (CIP 05.0101)**

**Date Founded.** In 1970, the University of Kansas created the Department of African Studies. The Kansas Board of Regents approved the baccalaureate degree in African Studies in 1972, making KU the first and the only major public institution of higher learning in the region to offer such an academic program at the time. To reflect its ever-widening range of academic activities on Africa, African-America, and the Caribbean, the department's name was changed in 1986 to the Department of African & African-American Studies (AAAS). When in 1994 the department attained the U.S. Department of Education National Resource Center status, it was a de jure national recognition at the highest level of what had for years been a de facto contribution of the department to KU's comprehensive teaching and research mission. The department focuses on disseminating knowledge of Africa, the African Diaspora, and Arabic and Islam by offering the BA, BGS and MA degrees as well as undergraduate and graduate certificates.

**Program Support for University Mission.** The Department of African and African American Studies reflects the human experience where Africa meets Europe, the Middle East, the Americas, and indeed the entire world. Our educational and research mission, in conjunction with broader university initiatives, is to prepare students for today's global society, providing them with the intellectual curiosity and skills that will help them become national and international leaders in a worldwide effort to create informed and healthy communities and transform the world in a variety of ways.

### **Faculty profile:**

Number of faculty dedicated solely to the program:

- The department is comprised of six tenure-line faculty (two professors, three associate professors, and two assistant professors) who hold 100% appointments in AAAS; in addition, the department includes seven jointly-appointed tenured/tenure-track faculty who hold appointments in both AAAS and another department (either Geography, Curriculum & Teaching, American studies, History, or Communication Studies). The department also employs two multi-term lecturers who coordinate language offerings.
- The Department partners with faculty from other departments at KU. Partner faculty members teach courses in their own disciplines that are cross-listed in AAAS and count as elective courses in the major.

Number of departmental faculty teaching:

- Core Courses: There are seven required courses for both the BA and BGS degree. In addition, for the BA degree students must complete proficiency in an approved African language such as KiSwahili, Wolof, Arabic, Haitian or other approved language.

- **Elective Courses:** There are 15 hours of required courses in the program. The electives may be advanced language courses or other AAAS courses — number of which are cross-listed with other departments such as History of Art, Religious Studies, American Studies, History, and Sociology. Cross-listed courses may be taught by AAAS faculty or faculty in the cross-listed department.
- **General Education Courses:** There are 38 AAAS courses in the KU Core that fulfill general education requirements. The KU Core has six different goals and all KU undergraduate students must fulfill all six goals. The AAAS courses fulfill five general education areas: critical thinking and quantitative literacy, breadth of knowledge, culture and diversity, social responsibility and ethics, and integration and creativity. AAAS courses are a popular way for students to satisfy KU Core requirements.

**Program Productivity Beyond Number of Majors.** AAAS is a robust research unit whose faculty work in diverse areas of regional studies and intellectual thought and praxis; research concentrations that not only augment their teaching, but also have propelled KU, and the department, to a leading position in the field of Africana Studies. It is the only department of its kind at a public or private university in Kansas and one of the very few in the Big XII. Apart from providing general professional service to Kansas and the nation, the department's interdisciplinary blending of diverse research and teaching is germane to understanding the complexity and multiplicity of human experiences in a rapidly changing, multiracial, global society. As an international and interdisciplinary unit, AAAS spans a multitude of fields in the humanities, the social sciences, and the arts. The Department offers an impressive number of courses that serve the KU Core, as well as numerous general electives taken by students from other departments and schools. While its language courses complement and enhance KU's standing as a university that is serving the national need for teaching critical languages. The department also offers an undergraduate minor which enrolls about 25 students each year on average, and awards 12 minors annually, on average.

**Employment Demand.** The program's goal is to prepare students to succeed in a wide range of professions including the arts, business, education, foreign affairs, medicine, law, science, and the like. In terms of placement at the undergraduate level, *DegreeStats* indicates 75% of graduates are employed in the region and have median earnings of \$48,818 five years after graduation.

**Program Strengths and Weaknesses.** As noted above, the program contributes substantially to the general education offerings at KU as well as to other majors through cross-listed courses. The department offers many of its courses in face-to-face and online formats, increasing accessibility of its courses to students. Many students in the face-to-face and online Bachelor of General Studies (BGS) in Liberal Arts and Sciences take AAAS courses to fulfill degree requirements. The department generates approximately 2,900 student credit hours annually (5-year average), and this level of productivity has been relatively stable. The department also teaches a number of less commonly taught languages, which are funded through Title 6 grants held through the Kansas African Studies Center. Taken together, the department contributes in a number of ways to instruction at KU, beyond its number of majors.

The department also is one of the most diverse on campus. 62% of the tenured/tenure-track faculty are classified as under-represented minorities. Likewise, 64% of the department's majors and 61% of department's minors are classified as under-represented minorities. Faculty from the department are highly visible in KU's diversity, equity, inclusion, and belonging (DEIB) initiatives and committees, lending important scholarly expertise and, in some cases, personal experience to campus-wide DEIB efforts.

The main challenge to the department has been in attracting majors and the number of majors has declined from Fall 2015 to Fall 2019. The language requirement for the BA degree in AAAS may be one factor, but additionally the College of Liberal Arts & Sciences (CLAS) has other majors and minors that rely heavily on AAAS courses, such as the CLAS BGS and tracks in Global and International Studies. The opportunity

to take AAAS coursework in these degrees, as well as others, could draw students away from the AAAS majors/minors, possibly contributing to the recent declining numbers. The department may be able to capitalize on this overlap by purposely crafting pathways for double majors. Students also tend to declare the AAAS major late in their studies, which can hamper their ability to complete the requirements. The department has taken steps to make their curriculum, including their foreign language courses, more readily available to students through online offerings. This may help students who want to pursue a double major or students who declare the major later in their time at KU.

**Recommendation and Justification:** KU strongly recommends continuing this program. The department is critical to KU's mission of diversity, equity, and inclusion. The degree is too imperative to consider for other options such as merging or discontinuing. In addition, the undergraduate degree has a unique curriculum that would be difficult to merge. The department is a strong home for underrepresented minority students and faculty. It makes a critical contribution to general education and the BGS is Liberal Arts & Sciences (both online & in person) as reflected by robust student credit hour production and is cost-effective. The department has a new chair (in first year) who understands the need to rebuild the program. The College of Liberal Arts & Sciences will work with the department to increase majors and graduates.

### **Astronomy** (CIP 40.0201)

**Date Founded.** The history of the Astronomy program at KU dates back to the 1870s with the first Astronomy course at KU taught in 1876. The undergraduate degree program dates back to at least the 1950s.

**Program Support for University Mission.** The Astronomy program contributes to KU's mission by producing broadly trained scientists with well-honed problem solving and analytical skills developed through challenging coursework as well as laboratory and research experiences. Its undergraduate courses prepare students from a variety of STEM disciplines to approach complex problems using quantitative reasoning and applied mathematics. Its faculty actively make discoveries at the forefront of their disciplines.

#### **Faculty profile:**

Number of faculty dedicated solely to the program

- The Department of Physics & Astronomy has 26 tenure/tenure-track faculty, eight which teach in the astronomy program, but they are not solely devoted to it. The eight faculty also teach courses in the Physics and Engineering Physics programs. In addition, the department employs one multi-term lecturer who teaches in the Astronomy program. Astronomy is in a rebuilding phase, recruiting, hiring, and onboarding three new tenure track faculty from 2018-2020.

Number of departmental faculty teaching:

- **Core & Elective Courses:** There are fourteen core courses for the degree program, and one required elective. Give the number of faculty assigned to the program, they all teach core and elective courses in both the Physics, Astronomy, and Engineering Physics degrees. The department teaches seven to eight astronomy courses a semester that are often cross listed with Physics and Engineering Physics.
- **General Education Courses:** There are 11 Astronomy courses in the KU Core that fulfill general education requirements. The KU Core has six goals and KU undergraduate students must fulfill all six goals. The 11 Astronomy courses fulfill three different general education areas: critical thinking and quantitative literacy, breadth of knowledge, and integration and creativity.
  - The department's most popular course in ASTR 191 Contemporary Astronomy which has increased enrollments more than two-fold from 85 in 2017 to 183 in 2019 and 177 in 2020. It remains a popular course even during the pandemic.

**Narrative:** KU has the only undergraduate Astronomy degree program in the state (and within a 500-mile radius) and one of only four Astronomy degree programs in the Big 12 Conference. Student credit hour production in Astronomy has almost doubled from 570 SCH in 2017 to 1,001 SCH in 2020. The number of Astronomy majors (freshmen-senior) has doubled from 16 in Fall 2015 to 38 in Fall 2020. For Fall 2020 22 of those 38 majors at the junior-senior level which approaches KBOR's minima of 25 majors at the junior-senior level. The number of degrees awarded also has doubled from 3 in 2017 to 7 in 2019. This significant increase in credit hours, majors, and degrees is consistent with the re-building of the faculty. The newly hired faculty in combination with the continuing faculty members have re-vitalized the program and are actively and successfully recruiting new students to the program. Payscale.com indicates those that graduates with an astronomy undergraduate degree average an annual salary of \$92,091 and most often work as data scientists, systems analysts, and software engineers. Data from *Degreestats* show 33% of graduates work in the region, but the site does not include a median wage.

It is important to note that Physics and Astronomy faculty teach in all of the department's three degree programs. As such, a more precise measure of student credit hours would consider the department as a whole. The departmental student credit hours increased overall by 11.5% from 11,492 in 2017 to 12,821 in 2020. In Fall 2020, the department had almost 20 students enrolled in its Astrobiology minor. The department also has a strong doctoral program in Physics than enrolls an average of 53 students annually. This program has an increasing fraction of students who are pursuing graduate research in astronomy and astrophysics, which is supported by the current astrophysics faculty. Of the 15 current graduate students doing research in astronomy and astrophysics, 10 are doing research with the four faculty who support most of the undergraduate astronomy program.

Faculty productivity is ranked above the national median in all categories; in general, the program is exceptional when evaluated based upon articles and citations and is above average for grants and awards. The faculty publishes in very high-impact peer-reviewed journals including but not limited to *Nature*, *Nature Communications*, *APS Physical Review journals*, *AAS Astrophysical Journal and Astronomical Journal*, *UK Royal Astronomical Society Monthly Notices*, *Physics letter*, *European Physics Journal*, *Journal of Glaciology*, *Paleobiology*, *Geophysical Res. Letters*, *ACS Chemical Biology*, *Applied Physics Letters*, and *Earth and Planetary Science Letters*.

The department faculty has increased the overall funding levels from around \$2.5M to over \$4M in the last ten years. In terms of grant funding, the department is above the national average (ranging between the 60<sup>th</sup> and 70<sup>th</sup> percentile), but acknowledges a need to be more aggressive in pursuing federal grants, as well as applying to other federal sources beyond the traditional agencies, foundations and industry. One of the three junior faculty members in astronomy has already received two grants from NASA as PI while she was at KU and brought one with her from a previous institution. The other two just started in January 2020, one of whom brought an NSF grant to KU from her previous institution.

The Department has three faculty who are Fellows of the American Physical Society, one of the American Geophysical Union, and two of the American Association for the Advancement of Science. Professor Alice Bean was awarded the Jefferson Science Fellowship from the US State Department.

The department pursues greater scientific literacy through the delivery of research into area schools. For the past few years, Professor Gregory Rudnick has carried out a research-based outreach program at Lawrence High School (LHS). This program is executed in collaboration with an LHS Physics and Astronomy teacher who has a KU BA in Astronomy and another alumni who possesses an Astronomy BS and a Chemistry BS. In this particular program, 8-13 high school juniors and seniors spend a semester undergoing the equivalent of a KU majors-level introductory astronomy course. In the second semester of each year, these students carry out an authentic research project in which they measure the star formation



rates of galaxies in galaxy clusters ranging from one in our cosmic backyard (40 million light years away) to those in clusters 6.5 billion light years away.

**Program Strengths and Weaknesses.** As noted above, the Astronomy program is in a phase of rebuilding, having recently hired three tenure-track faculty. While this program has always been at the forefront of pedagogical innovation in its introductory classes, the influx of new faculty has launched a re-design of the curriculum to increase the use of active teaching approaches and inclusive teaching practices in upper-level classes as well. These efforts have been supported by course transformation grants from the KU Center for Teaching Excellence and PhysTech from the American Association for Physics Teachers (AAPT). The new and continuing faculty have re-vitalized the program with these changes and have increased the pipeline of students to Astronomy, as demonstrated by an increase in students taking ASTR classes (doubling SCH) and increase in students majoring in and completing degrees in astronomy (doubling of majors and degrees awarded). There also has been an increase in students pursuing undergraduate research experiences with the Astronomy faculty. Importantly, the Astronomy group consists of faculty with deep expertise in diversity, equity, and inclusion. Recent changes to the curriculum and teaching approaches have been made with an eye towards recruiting, retaining, and graduating a more diverse group of students, which is a pressing need in the sciences and is emphasized by the National Academies of Sciences, Engineering, and Medicine (NASEM) and the American Association for the Advancement of Science (AAAS). The group shows initial success in this area, currently having a more diverse group of students than the other areas of physics.

A challenge for the program is retention of students. The astronomy faculty are undergoing a critical evaluation of the curriculum with an eye to increasing retention in the program as part of their curriculum revision. Once the curriculum is revised, the department expects the number of majors and graduates to continue to increase.

**Recommendation and Justification:** KU recommends continuing this program. KU has recently hired three faculty due to retirements to assist in rebuilding the program. This has translated in momentum and enrollment in upper level courses has been increasing. Student credit hour production in Astronomy has almost doubled from 2017 to 2020. Correspondingly, the number of majors and degrees have been steadily increasing. The number of majors (freshmen-senior) has doubled from 16 in Fall 2015 to 38 in Fall 2020 with 22 of those majors in Fall 2020 at the junior-senior level which approaches KBOR's minima of 25 majors at the junior-senior level. The number of degrees awarded also has doubled from 3 in 2017 to 7 in 2019. This significant increase in credit hours, majors, and degrees is consistent with the re-building of the faculty. The program is rebuilding & growing and is cost effective since departmental faculty teach in all three of the unit's programs (Physics, Engineering Physics, Astronomy).

### **Physical Education Plus (CIP 13.1314)**

**Background and Date Founded.** KU's School of Education & Human Sciences was founded in 1909 and KU has taught physical education since at least 1898 when James Naismith, the inventor of basketball, was hired as a physical education instructor. In May 2018, the Physical Education program, housed in the Department of Health, Sport, and Exercise Sciences (HSES), received approval to add a "plus" component with students entering the revised program beginning in Fall 2019. The revision retained the physical education PK-12 licensure component, but the program now also requires students to add a "plus" option that will prepare them to add licensure endorsements in Health (PK-12), Middle-level mathematics (5-8), Middle-level science (5-8), English (5-8), English (6-12), Speech/Theatre (6-12) or Psychology (6-12), or requires a minor in Sport Management or Business. Since the program revisions are quite recent it is too soon to assess whether the number of majors will continue below minima, but the revisions were done to

not only attract more majors to the program, but also to increase their employment options. It is important to note the average number of graduates meets KBOR minima.

**Program Support for University Mission.** Students in Physical Education work in schools to enhance health and promote physical activity, thus are key to the department's efforts to build healthy communities, which is an important component of the university mission.

**Faculty profile:**

Number of faculty dedicated solely to the program:

- There is one faculty member dedicated solely to the program. However, there are 12 tenure/tenure-track faculty members in the HSES department: four professors, five associate professors, and three assistant professors. The department is also supported by three lecturers and numerous doctoral students. Because of how the department is structured, many faculty teach courses applicable to this degree program, in addition to teaching in the department's other degree programs.

Number of departmental faculty teaching:

- **Core Courses:** There are 17 core HSES courses in the Physical Education portion of the program. The departmental faculty members teach all of these courses, with an occasional lecturer or graduate teaching assisting serving as an instructor. There are also core courses required for the Physical Education portion of the degree that are offered through other departments in the School of Education and Human Sciences.
  - One core course, HSES 260 Personal and Community Health, is required for multiple majors and is popular elective at KU enrolling just under 400 students annually.
- **Elective Courses:** In the place of electives are the "plus" options mentioned earlier. Two "plus" options, the Sport Management Minor and the Health (PK-12) certification are located in the HSES department and are taught by core faculty, lecturers, and occasionally graduate teaching assistants. All other "plus" options are located in other departments with faculty in those departments teaching those courses. All "plus" option courses are used for several different degree programs across the university making the "plus" option an economical one to offer. As an example, the Mathematics (6-12) plus option requires six courses in Mathematics, two of which are Math 115 Calculus I and Math 116, Calculus II, which annually enroll 1200 and 1700 students respectively, which fulfill the KU Core general education requirements, and are also required for numerous degree programs at KU.
- **General Education Courses:** The KU Core has six goals and KU undergraduate students must fulfill all six goals. The HSES department offers HSES 244 Introduction to Physical Education & Sport Studies which is a Physical Education Plus degree requirement and also fulfills a general education requirement for Goal 3 Breadth of Knowledge. The course annually enrolls more than 230 students. The department offers HSES 380 Sociology of Sport which annually enrolled about 170 students and also offers capstone courses only open to majors (Internship/Practicum/Student Teaching) that fulfill Goal 6 Integration and Creativity.

**Program Productivity Beyond Number of Majors.** The department is highly productive beyond the Physical Education Plus Major. It averages about 500 majors in all undergraduate degree programs, including Physical Education Plus, and more than 150 students annually enroll in its Sport Management minor. At the graduate level, more than 130 students are enrolled — primarily in the online master's degree in Health, Sport, and Exercise Sciences — but the doctoral program is robust serving more than 20 students annually. The department annually generates more than 22,000 student credit hours. The department is also active in community outreach with the Children's Swim Program, a summer Sports Skills & Fitness School,

and the Hawk Fitness Academy program that offers mentoring and healthy activities for girls in grades four-six.

The department has partnered with the United States Marine Corps' Force Fitness Instructor Program and is providing academic credit that applies to its online undergraduate certificate in strength and conditioning which is a stackable credential for an HSES undergraduate degree. The department also provides academic credit for those who have completed basic combat training in the Army and attend KU.

**Employment Demand.** Students who graduate with a bachelor's degree in Physical Education Plus (formerly Health & Physical Education) will have fulfilled the educational requirements for initial teaching license for pre-kindergarten through 12th grade in Kansas. While US and Kansas labor market data do not separate out physical education teachers from teaching in general, INDEED.com lists more than 1,000 job postings nationwide in physical education instruction in the month of October 2020. Payscale.com lists those with physical education degrees on average earning \$56,119 annually. *Degreestats* indicates 71% of graduates are employed in the region with a median salary of \$48,440 five years after graduation.

**Cost Effectiveness and Program Strengths and Weaknesses.** A bachelor's degree in Physical Education Plus, which prepares individuals to become teachers at the PK-12 level, is offered through the 9<sup>th</sup>-ranked School of Education in the nation and thus enjoys the strong reputation of the school. At its last accreditation visit in 2015, Continuous Improvement Commission of the Council for the Accreditation of Educator Preparation noted the following for all KU education programs, including physical education: "Special congratulations are in order because the Commission cited no areas for improvement relative to any of the standards."

A strength of the program is that all faculty and long-term lecturers teach either core and/or elective courses in the program. Another strength is the "plus" option which utilizes courses already taught in other departments. While it is premature to evaluate the program's weaknesses because of the recent addition of the "plus" option, the "plus" option was added to increase the number of majors as well as their marketability.

**Recommendation and Justification:** KU recommends continuing this program. The program is economical to offer. The courses for the degree are used for multiple degree programs across the university; the degree's "plus" option utilizes courses that are already available and taught as part of other degree programs. The department generates a significant number of credit hours and the program is a teacher licensure program which supports the PK-12 pipeline.

Review of  
Low-Enrolled Programs:  
Instructional Expenditures & Sources

## Department: Theatre & Dance

*Programs: **Dance**, Theatre*

### Direct Instructional Expenditures

Source	Tuition & State Funds Expense	Other Funds Expense*	Total FY20 Expense
Salaries <sup>1</sup>	2,231,885	46,572	2,278,457
Benefits <sup>2</sup>	624,167	5,158	629,325
Other Personnel Expenditures <sup>3</sup>	111,157	419,317	530,474
<b>Total</b>	<b>2,967,209</b>	<b>471,047</b>	<b>\$3,438,255</b>

### Sources that Support the Program

Estimated Tuition Generated<sup>4</sup>: \$2,230,138

Source	FY 2020
Tuition & State Allocation**	2,958,574
Fees <sup>5***</sup>	135,330
State Funds	-
Other Sources – Restricted	
Fees - Department	37,785
Research – F&A Return	19
Endowment	350,033
Other Sources – Restricted Total	387,837
<b>Total</b>	<b>\$3,481,740</b>

<sup>1</sup> Report all wages paid to support the instructional function in a given department or program during the fiscal year. While these will largely be faculty salaries, be sure to include clerical (e.g., department secretary), professionals (e.g., lab technicians), graduate student stipends (but not tuition waivers), and any other personnel who support the teaching function and whose salaries and wages are paid from the department's/program's instructional budget.

<sup>2</sup> Report expenditures for benefits associated with the personnel for whom salaries and wages were reported on the previous entry.

<sup>3</sup> This category includes non-personnel items such as travel, supplies and expenses (e.g. printing, search expenses), non-capital equipment purchases (lab supplies, office equipment and software), etc., that are typically part of a department or program's cost of doing business.

<sup>4</sup> Report all tuition generated from student credit hours taught by faculty in a given department or program during the fiscal year.

<sup>5</sup> Report all fees generated from enrollment in courses taught by faculty in a given department or program during the fiscal year.

\*Other funds expense column inserted to separate expenses on tuition/state funds from other funding.

\*\*Combined Tuition and State Funds allocated to department to align with University budgeting practices.

\*\*\*Fees include estimated program specific course fees generated by the department (i.e. not required campus fees).

## Department: American Studies

*Program(s): American Studies*

### Direct Instructional Expenditures

Source	Tuition & State Funds Expense	Other Funds Expense*	Total FY20 Expense
Salaries <sup>6</sup>	1,188,187	35,051	1,223,238
Benefits <sup>7</sup>	243,485	3,346	246,831
Other Personnel Expenditures <sup>8</sup>	36,758	45,838	82,596
<b>Total</b>	<b>1,468,429</b>	<b>84,236</b>	<b>\$1,552,665</b>

### Sources that Support the Program

Estimated Tuition Generated<sup>9</sup>: \$2,795,122

Source	FY 2020
Tuition & State Allocation**	1,484,829
Fees <sup>10***</sup>	-
State Funds	-
Other Sources – Restricted	
Endowment	9,997
Restricted Fees – Department	206
Research F&A Return	333
Other Sources – Restricted Total	10,536
<b>Total</b>	<b>\$1,495,365</b>

<sup>6</sup> Report all wages paid to support the instructional function in a given department or program during the fiscal year. While these will largely be faculty salaries, be sure to include clerical (e.g., department secretary), professionals (e.g., lab technicians), graduate student stipends (but not tuition waivers), and any other personnel who support the teaching function and whose salaries and wages are paid from the department's/program's instructional budget.

<sup>7</sup> Report expenditures for benefits associated with the personnel for whom salaries and wages were reported on the previous entry.

<sup>8</sup> This category includes non-personnel items such as travel, supplies and expenses (e.g. printing, search expenses), non-capital equipment purchases (lab supplies, office equipment and software), etc., that are typically part of a department or program's cost of doing business.

<sup>9</sup> Report all tuition generated from student credit hours taught by faculty in a given department or program during the fiscal year.

<sup>10</sup> Report all fees generated from enrollment in courses taught by faculty in a given department or program during the fiscal year.

\*Other funds expense column inserted to separate expenses on tuition/state funds from other funding.

\*\*Combined Tuition and State Funds allocated to department to align with University budgeting practices.

\*\*\*Fees include estimated program specific course fees generated by the department (i.e. not required campus fees).

## Department: Visual Art

*Programs: Visual Art Education, Visual Art*

### Direct Instructional Expenditures

Source	Tuition & State Funds Expense	Other Funds Expense*	Total FY20 Expense
Salaries <sup>11</sup>	2,304,430	119,887	2,424,317
Benefits <sup>12</sup>	576,677	27,308	603,984
Other Personnel Expenditures <sup>13</sup>	137,093	491,296	628,389
<b>Total</b>	<b>3,018,199</b>	<b>638,490</b>	<b>\$3,656,690</b>

### Sources that Support the Program

Estimated Tuition Generated<sup>14</sup>: \$2,304,500

Source	FY 2020
Tuition & State Allocation**	2,824,819
Fees <sup>15***</sup>	140,557
State Funds	-
Other Sources – Restricted	
Endowment	591,064
Restricted Fees – Department	43,314
Research F&A Return	212
Other Sources – Restricted Subtotal	634,590
<b>Total</b>	<b>\$3,599,966</b>

<sup>11</sup> Report all wages paid to support the instructional function in a given department or program during the fiscal year. While these will largely be faculty salaries, be sure to include clerical (e.g., department secretary), professionals (e.g., lab technicians), graduate student stipends (but not tuition waivers), and any other personnel who support the teaching function and whose salaries and wages are paid from the department's/program's instructional budget.

<sup>12</sup> Report expenditures for benefits associated with the personnel for whom salaries and wages were reported on the previous entry.

<sup>13</sup> This category includes non-personnel items such as travel, supplies and expenses (e.g. printing, search expenses), non-capital equipment purchases (lab supplies, office equipment and software), etc., that are typically part of a department or program's cost of doing business.

<sup>14</sup> Report all tuition generated from student credit hours taught by faculty in a given department or program during the fiscal year.

<sup>15</sup> Report all fees generated from enrollment in courses taught by faculty in a given department or program during the fiscal year.

\*Added additional expense detail field 'Other Funds Expense' to provide sense of instructional net sources & uses.

\*\*Combined Tuition and State Funds allocated to department to align with University budgeting practices.

\*\*\*Fees include estimated program specific course fees generated by the department (i.e. not required campus fees).

## Latin American & Caribbean Studies

*Program(s): Latin American & Caribbean Studies*

### Direct Instructional Expenditures

Source	Tuition & State Funds Expense	Other Funds Expense*	Total FY20 Expense
Salaries <sup>16</sup>	195,839	100,018	295,857
Benefits <sup>17</sup>	50,056	16,600	66,656
Other Personnel Expenditures <sup>18</sup>	15,561	380,136	395,696
<b>Total</b>	<b>261,455</b>	<b>496,753</b>	<b>\$758,209</b>

### Sources that Support the Program

Estimated Tuition Generated<sup>19</sup>: \$228,099

Source	FY 2020
Tuition & State Allocation**	243,474
Fees <sup>20***</sup>	-
State Funds	-
Other Sources – Restricted	
Endowment	16,158
Sponsored Research****	471,517
Research F&A Return	839
Restricted Fees - Department	-90
Other Sources – Restricted Subtotal	488,424
<b>Total</b>	<b>\$731,898</b>

<sup>16</sup> Report all wages paid to support the instructional function in a given department or program during the fiscal year. While these will largely be faculty salaries, be sure to include clerical (e.g., department secretary), professionals (e.g., lab technicians), graduate student stipends (but not tuition waivers), and any other personnel who support the teaching function and whose salaries and wages are paid from the department's/program's instructional budget.

<sup>17</sup> Report expenditures for benefits associated with the personnel for whom salaries and wages were reported on the previous entry.

<sup>18</sup> This category includes non-personnel items such as travel, supplies and expenses (e.g. printing, search expenses), non-capital equipment purchases (lab supplies, office equipment and software), etc., that are typically part of a department or program's cost of doing business.

<sup>19</sup> Report all tuition generated from student credit hours taught by faculty in a given department or program during the fiscal year.

<sup>20</sup> Report all fees generated from enrollment in courses taught by faculty in a given department or program during the fiscal year.

\*Added additional expense detail field 'Other Funds Expense' to provide sense of instructional net sources & uses

\*\*Combined Tuition and State Funds allocated to department to align with University budgeting practices.

\*\*\*Fees include estimated program specific course fees generated by the department (i.e. not required campus fees).

\*\*\*\*Sponsored Research revenue was set to match expenses as most research grants are cost reimbursable.



## Department: Global and International Studies

Program(s): *European Studies, Global and International Studies*

### Direct Instructional Expenditures

Source	Tuition & State Funds Expense	Other Funds Expense*	Total FY20 Expense
Salaries <sup>21</sup>	413,537	-	413,537
Benefits <sup>22</sup>	112,737	-	112,737
Other Personnel Expenditures <sup>23</sup>	15,067	729	15,796
<b>Total</b>	<b>541,342</b>	<b>729</b>	<b>\$542,070</b>

### Sources that Support the Program

Estimated Tuition Generated<sup>24</sup>: \$928,196

Source	FY 2020
Tuition & State Allocation**	765,322
Fees <sup>25***</sup>	-
State Funds	-
Other Sources	-
<b>Total</b>	<b>\$765,322</b>

<sup>21</sup> Report all wages paid to support the instructional function in a given department or program during the fiscal year. While these will largely be faculty salaries, be sure to include clerical (e.g., department secretary), professionals (e.g., lab technicians), graduate student stipends (but not tuition waivers), and any other personnel who support the teaching function and whose salaries and wages are paid from the department's/program's instructional budget.

<sup>22</sup> Report expenditures for benefits associated with the personnel for whom salaries and wages were reported on the previous entry.

<sup>23</sup> This category includes non-personnel items such as travel, supplies and expenses (e.g. printing, search expenses), non-capital equipment purchases (lab supplies, office equipment and software), etc., that are typically part of a department or program's cost of doing business.

<sup>24</sup> Report all tuition generated from student credit hours taught by faculty in a given department or program during the fiscal year.

<sup>25</sup> Report all fees generated from enrollment in courses taught by faculty in a given department or program during the fiscal year.

\*Added additional expense detail field 'Other Funds Expense' to provide sense of instructional net sources & uses.

\*\*Combined Tuition and State Funds allocated to department to align with University budgeting practices.

\*\*\*Fees include estimated program specific course fees generated by the department (i.e. not required campus fees).

## Department: Classics

*Program(s): Classical Antiquity, Classical Languages, Classics*

### Direct Instructional Expenditures

Source	Tuition & State Funds Expense	Other Funds Expense*	Total FY20 Expense
Salaries <sup>26</sup>	819,862	4,152	824,013
Benefits <sup>27</sup>	214,940	106	215,047
Other Personnel Expenditures <sup>28</sup>	37,702	17,990	55,692
<b>Total</b>	<b>1,072,504</b>	<b>22,248</b>	<b>\$1,094,752</b>

### Sources that Support the Program

Estimated Tuition Generated<sup>29</sup>: \$1,658,467

Source	FY 2020
Tuition & State Allocation**	1,168,260
Fees <sup>30***</sup>	-
State Funds	-
Other Sources – Restricted	
Endowment	24,326
Research F&A Return	112
Other Sources – Restricted Subtotal	24,438
<b>Total</b>	<b>\$1,192,699</b>

<sup>26</sup> Report all wages paid to support the instructional function in a given department or program during the fiscal year. While these will largely be faculty salaries, be sure to include clerical (e.g., department secretary), professionals (e.g., lab technicians), graduate student stipends (but not tuition waivers), and any other personnel who support the teaching function and whose salaries and wages are paid from the department's/program's instructional budget.

<sup>27</sup> Report expenditures for benefits associated with the personnel for whom salaries and wages were reported on the previous entry.

<sup>28</sup> This category includes non-personnel items such as travel, supplies and expenses (e.g. printing, search expenses), non-capital equipment purchases (lab supplies, office equipment and software), etc., that are typically part of a department or program's cost of doing business.

<sup>29</sup> Report all tuition generated from student credit hours taught by faculty in a given department or program during the fiscal year.

<sup>30</sup> Report all fees generated from enrollment in courses taught by faculty in a given department or program during the fiscal year.

\*Added additional expense detail field 'Other Funds Expense' to provide sense of instructional net sources & uses.

\*\*Combined Tuition and State Funds allocated to department to align with University budgeting practices.

\*\*\*Fees include estimated program specific course fees generated by the department (i.e. not required campus fees).

## Department: Slavic and Eurasian Languages and Literatures

*Program(s): Slavic Languages and Literatures*

### Direct Instructional Expenditures

Source	Tuition & State Funds Expense	Other Funds Expense*	Total FY20 Expense
Salaries <sup>31</sup>	727,876	74,898	802,774
Benefits <sup>32</sup>	195,042	6,752	201,795
Other Personnel Expenditures <sup>33</sup>	8,249	16,297	24,547
<b>Total</b>	<b>931,168</b>	<b>97,947</b>	<b>\$1,029,115</b>

### Sources that Support the Program

Estimated Tuition Generated<sup>34</sup>: \$690,739

Source	FY 2020
Tuition & State Allocation**	922,120
Fees <sup>35***</sup>	-
State Funds	-
Other Sources — Restricted	
Endowment	88,813
Research F&A Return	1,532
Other Sources – Restricted Subtotal	90,345
<b>Total</b>	<b>\$1,012,465</b>

<sup>31</sup> Report all wages paid to support the instructional function in a given department or program during the fiscal year. While these will largely be faculty salaries, be sure to include clerical (e.g., department secretary), professionals (e.g., lab technicians), graduate student stipends (but not tuition waivers), and any other personnel who support the teaching function and whose salaries and wages are paid from the department's/program's instructional budget.

<sup>32</sup> Report expenditures for benefits associated with the personnel for whom salaries and wages were reported on the previous entry.

<sup>33</sup> This category includes non-personnel items such as travel, supplies and expenses (e.g. printing, search expenses), non-capital equipment purchases (lab supplies, office equipment and software), etc., that are typically part of a department or program's cost of doing business.

<sup>34</sup> Report all tuition generated from student credit hours taught by faculty in a given department or program during the fiscal year.

<sup>35</sup> Report all fees generated from enrollment in courses taught by faculty in a given department or program during the fiscal year.

\*Added additional expense detail field 'Other Funds Expense' to provide sense of instructional net sources & uses.

\*\*Combined Tuition and State Funds allocated to department to align with University budgeting practices.

\*\*\*Fees include estimated program specific course fees generated by the department (i.e. not required campus fees).

## Department: German Studies

*Program(s): German Studies*

### Direct Instructional Expenditures

Source	Tuition & State Funds Expense	Other Funds Expense*	Total FY20 Expense
Salaries <sup>36</sup>	651,097	-	651,097
Benefits <sup>37</sup>	182,824	-	182,824
Other Personnel Expenditures <sup>38</sup>	5,051	245	5,296
<b>Total</b>	<b>838,972</b>	<b>245</b>	<b>\$839,217</b>

### Sources that Support the Program

Estimated Tuition Generated<sup>39</sup>: \$935,025

Source	FY 2020
Tuition & State Allocation**	\$803,614
Fees <sup>40***</sup>	-
State Funds	-
Other Sources – Restricted Fees - Department	708
Other Sources – Restricted Subtotal	708
<b>Total</b>	<b>\$804,322</b>

<sup>36</sup> Report all wages paid to support the instructional function in a given department or program during the fiscal year. While these will largely be faculty salaries, be sure to include clerical (e.g., department secretary), professionals (e.g., lab technicians), graduate student stipends (but not tuition waivers), and any other personnel who support the teaching function and whose salaries and wages are paid from the department's/program's instructional budget.

<sup>37</sup> Report expenditures for benefits associated with the personnel for whom salaries and wages were reported on the previous entry.

<sup>38</sup> This category includes non-personnel items such as travel, supplies and expenses (e.g. printing, search expenses), non-capital equipment purchases (lab supplies, office equipment and software), etc., that are typically part of a department or program's cost of doing business.

<sup>39</sup> Report all tuition generated from student credit hours taught by faculty in a given department or program during the fiscal year.

<sup>40</sup> Report all fees generated from enrollment in courses taught by faculty in a given department or program during the fiscal year.

\*Added additional expense detail field 'Other Funds Expense' to provide sense of instructional net sources & uses.

\*\*Combined Tuition and State Funds allocated to department to align with University budgeting practices.

\*\*\*Fees include estimated program specific course fees generated by the department (i.e. not required campus fees).

## Department: Russian, East European, and Eurasian Studies

*Program(s): Russian, East European, and Eurasian Studies*

### Direct Instructional Expenditures

Source	Tuition & State Funds Expense	Other Funds Expense*	Total FY20 Expense
Salaries <sup>41</sup>	167,519	13,311	180,830
Benefits <sup>42</sup>	49,799	2,323	52,122
Other Personnel Expenditures <sup>43</sup>	13,968	42,126	56,094
<b>Total</b>	<b>231,287</b>	<b>57,759</b>	<b>\$289,046</b>

### Sources that Support the Program

Estimated Tuition Generated<sup>44</sup>: \$80,607

Source	FY 2020
Tuition & State Allocation**	200,062
Fees <sup>45***</sup>	-
State Funds	-
Other Sources – Restricted	
Fees - Department	9,511
Sponsored Research****	19,351
Research - F&A Return	83
Endowment	20,398
Other Sources – Restricted Subtotal	49,342
<b>Total</b>	<b>\$249,405</b>

<sup>41</sup> Report all wages paid to support the instructional function in a given department or program during the fiscal year. While these will largely be faculty salaries, be sure to include clerical (e.g., department secretary), professionals (e.g., lab technicians), graduate student stipends (but not tuition waivers), and any other personnel who support the teaching function and whose salaries and wages are paid from the department's/program's instructional budget.

<sup>42</sup> Report expenditures for benefits associated with the personnel for whom salaries and wages were reported on the previous entry.

<sup>43</sup> This category includes non-personnel items such as travel, supplies and expenses (e.g. printing, search expenses), non-capital equipment purchases (lab supplies, office equipment and software), etc., that are typically part of a department or program's cost of doing business.

<sup>44</sup> Report all tuition generated from student credit hours taught by faculty in a given department or program during the fiscal year.

<sup>45</sup> Report all fees generated from enrollment in courses taught by faculty in a given department or program during the fiscal year.

\*Added additional expense detail field 'Other Funds Expense' to provide sense of instructional net sources & uses.

\*\*Combined Tuition and State Funds allocated to department to align with University budgeting practices.

\*\*\*Fees include estimated program specific course fees generated by the department (i.e. not required campus fees).

\*\*\*\*Sponsored Research revenue was set to match expenses as most research grants are cost reimbursable.

# Department: Humanities

*Program(s): Humanities*

Direct Instructional Expenditures

Source	Tuition & State Funds Expense	Other Funds Expense*	Total FY20 Expense
Salaries <sup>46</sup>	811,068	242,309	1,053,377
Benefits <sup>47</sup>	221,337	55,608	276,945
Other Personnel Expenditures <sup>48</sup>	21,884	35,209	57,093
<b>Total</b>	<b>1,054,289</b>	<b>333,126</b>	<b>\$1,387,415</b>

Sources that Support the Program

Estimated Tuition Generated<sup>49</sup>: \$1,327,343

Source	FY 2020
Tuition & State Allocation**	1,190,401
Fees <sup>50***</sup>	-
State Funds	-
Other Sources – Restricted	
Fees - Department	23,471
Endowment	135,792
Other Sources – Restricted Subtotal	159,263
<b>Total</b>	<b>\$1,349,664</b>

<sup>46</sup> Report all wages paid to support the instructional function in a given department or program during the fiscal year. While these will largely be faculty salaries, be sure to include clerical (e.g., department secretary), professionals (e.g., lab technicians), graduate student stipends (but not tuition waivers), and any other personnel who support the teaching function and whose salaries and wages are paid from the department's/program's instructional budget.

<sup>47</sup> Report expenditures for benefits associated with the personnel for whom salaries and wages were reported on the previous entry.

<sup>48</sup> This category includes non-personnel items such as travel, supplies and expenses (e.g. printing, search expenses), non-capital equipment purchases (lab supplies, office equipment and software), etc., that are typically part of a department or program's cost of doing business.

<sup>49</sup> Report all tuition generated from student credit hours taught by faculty in a given department or program during the fiscal year.

<sup>50</sup> Report all fees generated from enrollment in courses taught by faculty in a given department or program during the fiscal year.

\*Added additional expense detail field 'Other Funds Expense' to provide sense of instructional net sources & uses.

\*\*Combined Tuition and State Funds allocated to department to align with University budgeting practices.

\*\*\*Fees include estimated program specific course fees generated by the department (i.e. not required campus fees).

## Department: Religious Studies

*Program(s): Religious Studies*

### Direct Instructional Expenditures

Source	Tuition & State Funds Expense	Other Funds Expense*	Total FY20 Expense
Salaries <sup>51</sup>	658,389	7,205	665,594
Benefits <sup>52</sup>	185,339	760	186,099
Other Personnel Expenditures <sup>53</sup>	6,897	42,316	49,212
<b>Total</b>	<b>850,625</b>	<b>50,280</b>	<b>\$900,905</b>

### Sources that Support the Program

Estimated Tuition Generated<sup>54</sup>: \$862,993

Source	FY 2020
Tuition & State Allocation**	867,449
Fees <sup>55***</sup>	-
State Funds	-
Other Sources – Restricted	
Endowment	122,502
Sponsored Research****	-558
Fees - Department	184
Other Sources – Restricted Subtotal	122,128
<b>Total</b>	<b>\$989,578</b>

<sup>51</sup> Report all wages paid to support the instructional function in a given department or program during the fiscal year. While these will largely be faculty salaries, be sure to include clerical (e.g., department secretary), professionals (e.g., lab technicians), graduate student stipends (but not tuition waivers), and any other personnel who support the teaching function and whose salaries and wages are paid from the department's/program's instructional budget.

<sup>52</sup> Report expenditures for benefits associated with the personnel for whom salaries and wages were reported on the previous entry.

<sup>53</sup> This category includes non-personnel items such as travel, supplies and expenses (e.g. printing, search expenses), non-capital equipment purchases (lab supplies, office equipment and software), etc., that are typically part of a department or program's cost of doing business.

<sup>54</sup> Report all tuition generated from student credit hours taught by faculty in a given department or program during the fiscal year.

<sup>55</sup> Report all fees generated from enrollment in courses taught by faculty in a given department or program during the fiscal year.

\*Added additional expense detail field 'Other Funds Expense' to provide sense of instructional net sources & uses.

\*\*Combined Tuition and State Funds allocated to department to align with University budgeting practices.

\*\*\*Fees include estimated program specific course fees generated by the department (i.e. not required campus fees).

\*\*\*\*Sponsored Research revenue was set to match expenses as most research grants are cost reimbursable.

## Department: African & African American Studies

*Program(s): African & African American Studies*

### Direct Instructional Expenditures

Source	Tuition & State Funds Expense	Other Funds Expense*	Total FY20 Expense
Salaries <sup>56</sup>	1,127,897	4,852	1,132,749
Benefits <sup>57</sup>	282,838	587	283,425
Other Personnel Expenditures <sup>58</sup>	32,169	351	32,520
<b>Total</b>	<b>1,442,904</b>	<b>5,790</b>	<b>\$1,448,694</b>

### Sources that Support the Program

Estimated Tuition Generated<sup>59</sup>: \$1,568,508

Source	FY 2020
Tuition & State Allocation**	1,362,948
Fees <sup>60***</sup>	-
State Funds	-
Other Sources – Restricted Endowment	13,370
Other Sources – Restricted Subtotal	13,370
<b>Total</b>	<b>\$1,376,318</b>

<sup>56</sup> Report all wages paid to support the instructional function in a given department or program during the fiscal year. While these will largely be faculty salaries, be sure to include clerical (e.g., department secretary), professionals (e.g., lab technicians), graduate student stipends (but not tuition waivers), and any other personnel who support the teaching function and whose salaries and wages are paid from the department's/program's instructional budget.

<sup>57</sup> Report expenditures for benefits associated with the personnel for whom salaries and wages were reported on the previous entry.

<sup>58</sup> This category includes non-personnel items such as travel, supplies and expenses (e.g. printing, search expenses), non-capital equipment purchases (lab supplies, office equipment and software), etc., that are typically part of a department or program's cost of doing business.

<sup>59</sup> Report all tuition generated from student credit hours taught by faculty in a given department or program during the fiscal year.

<sup>60</sup> Report all fees generated from enrollment in courses taught by faculty in a given department or program during the fiscal year.

\*Added additional expense detail field 'Other Funds Expense' to provide sense of instructional net sources & uses.

\*\*Combined Tuition and State Funds allocated to department to align with University budgeting practices.

\*\*\*Fees include estimated program specific course fees generated by the department (i.e. not required campus fees).



## Department: Physics & Astronomy

*Programs: Astronomy, Physics, Engineering Physics*

### Direct Instructional Expenditures

Source	Tuition & State Funds Expense	Other Funds Expense*	Total FY20 Expense
Salaries <sup>61</sup>	3,498,632	1,483,179	4,981,811
Benefits <sup>62</sup>	825,512	270,695	1,096,207
Other Personnel Expenditures <sup>63</sup>	57,835	1,621,450	1,679,285
<b>Total</b>	<b>4,381,979</b>	<b>3,375,323</b>	<b>\$7,757,302</b>

### Sources that Support the Program

Estimated Tuition Generated<sup>64</sup>: \$5,840,362

Source	FY 2020
Tuition & State Allocation**	\$4,416,001
Fees <sup>65***</sup>	-
State Funds	-
Other Sources – Restricted	
Fees - Department	2,335
Sponsored Research****	2,942,371
Institutional Research	27,816
Research - F&A Return	39,240
Research - Technology Transfer	34,801
Endowment	231,564
Other Sources – Restricted Subtotal	3,278,127
<b>Total</b>	<b>\$7,694,127</b>

<sup>61</sup> Report all wages paid to support the instructional function in a given department or program during the fiscal year. While these will largely be faculty salaries, be sure to include clerical (e.g., department secretary), professionals (e.g., lab technicians), graduate student stipends (but not tuition waivers), and any other personnel who support the teaching function and whose salaries and wages are paid from the department's/program's instructional budget.

<sup>62</sup> Report expenditures for benefits associated with the personnel for whom salaries and wages were reported on the previous entry.

<sup>63</sup> This category includes non-personnel items such as travel, supplies and expenses (e.g. printing, search expenses), non-capital equipment purchases (lab supplies, office equipment and software), etc., that are typically part of a department or program's cost of doing business.

<sup>64</sup> Report all tuition generated from student credit hours taught by faculty in a given department or program during the fiscal year.

<sup>65</sup> Report all fees generated from enrollment in courses taught by faculty in a given department or program during the fiscal year.

\*Added additional expense detail field 'Other Funds Expense' to provide sense of instructional net sources & uses.

\*\*Combined Tuition and State Funds allocated to department to align with University budgeting practices.

\*\*\*Fees include estimated program specific course fees generated by the department (i.e. not required campus fees).

\*\*\*\*Sponsored Research revenue was set to match expenses as most research grants are cost reimbursable.

## Department: Health, Sport, & Exercise Science

*Programs: Physical Education, Athletic Training, Community Health, Exercise Science, Sport Management*

### Direct Instructional Expenditures

Source	Tuition & State Funds Expense	Other Funds Expense*	Total FY20 Expense
Salaries <sup>66</sup>	1,495,992	130,417	1,626,409
Benefits <sup>67</sup>	345,187	15,047	360,235
Other Personnel Expenditures <sup>68</sup>	43,162	72,351	115,512
<b>Total</b>	<b>1,884,341</b>	<b>217,815</b>	<b>\$2,102,156</b>

### Sources that Support the Program

Estimated Tuition Generated<sup>69</sup>: \$10,125,150

Source	FY 2020
Tuition & State Allocation**	2,025,620
Fees <sup>70***</sup>	629,540
State Funds	-
Other Sources – Restricted	
Fees - Department	129,054
Endowment	124,867
Sponsored Research****	23,456
Research F&A Return	-800
Other Sources – Restricted Subtotal	276,577
<b>Total</b>	<b>\$2,931,737</b>

<sup>66</sup> Report all wages paid to support the instructional function in a given department or program during the fiscal year. While these will largely be faculty salaries, be sure to include clerical (e.g., department secretary), professionals (e.g., lab technicians), graduate student stipends (but not tuition waivers), and any other personnel who support the teaching function and whose salaries and wages are paid from the department's/program's instructional budget.

<sup>67</sup> Report expenditures for benefits associated with the personnel for whom salaries and wages were reported on the previous entry.

<sup>68</sup> This category includes non-personnel items such as travel, supplies and expenses (e.g. printing, search expenses), non-capital equipment purchases (lab supplies, office equipment and software), etc., that are typically part of a department or program's cost of doing business.

<sup>69</sup> Report all tuition generated from student credit hours taught by faculty in a given department or program during the fiscal year.

<sup>70</sup> Report all fees generated from enrollment in courses taught by faculty in a given department or program during the fiscal year.

\*Other funds expense column inserted to separate expenses on tuition/state funds from other funding.

\*\*Combined Tuition and State Funds allocated to department to align with University budgeting practices.

\*\*\*Fees include estimated program specific course fees generated by the department (i.e. not required campus fees).

\*\*\*\*Sponsored Research revenue was set to match expenses as most research grants are cost reimbursable.