



K-State 2025 Strategic Action and Alignment Plan
College or Major Unit: College of Arts & Sciences
Department: American Ethnic Studies

1. What are your Department's mission and vision and how does your organization contribute to achieving the University's vision for K-State 2025? Departments should also indicate how your organization contributes to your College's/Major Unit's vision for K-State 2025.

Our mission is to serve American society through our focus on underserved communities of color and communities historically underrepresented at the nation's universities. We serve a) by teaching university students from all backgrounds to think critically about the multifaceted realities of America's diverse ethnicities; b) by promoting social justice ideals and practices of inclusivity; c) by fostering community-based engaged research and praxis responsive to the needs and realities of underserved constituencies; d) by attracting accomplished ethnic studies faculty, undergraduate, graduate students, and retaining them by providing a supportive environment; e) through direct service to historically underrepresented peoples of color in Kansas. We believe our focus on peoples of color will in time uplift all peoples. The particulars of our mission align with the **six thematic goals of K-State 2025**.

Our vision represents the combined vision and historical aspirations of diverse constituents including faculty, students, alumni, and community that desire to see American Ethnic Studies thrive. Our vision is the outcome of a K-State American Ethnic Studies Summit held November 6, 2013 and subsequent consultations that resulted in the summit document marked as **Appendix I**.

Our constituents include: Three tenure-track core faculty and two lecturers appointed in American Ethnic Studies, the American Ethnic Studies Affiliated faculty from twenty-two campus departments, American Ethnic Studies undergraduate majors and minors, representatives from K-State student organizations; students from other departments, graduate students from diverse departments; appointed staff members; community members, and alumni who have manifest a participatory interest. We present this planning document to K-State's central administration in the expectation that American Ethnic Studies' sustainability can become a high priority, especially in times of budgetary cuts which demand setting priorities.

Our collective endeavor recognizes a historical yearning on behalf of students to establish a strong ethnic studies presence at America's universities, expressed in strong terms by a recent K-State student petition and demands pertaining to American Ethnic Studies and related K-State diversity units. We also recognize that historically, all ethnic studies departments in the nation were established as a result of student interventions. The on-going student mobilizations in various states form part of that historical legacy and vision. We honor the spirit of that vision as we rededicate ourselves to building a flourishing American Ethnic Studies Department.

To understand where we are going, we understood the need to document AMETH's historical legacy at K-State:

- **The First Two Decades:**

The AMETH prefix was first created at Kansas State University in 1994. Prior to 1994 an ethnic studies secondary major had been established in 1987; it relied on existing courses from various departments. AMETH continued to be "housed" in the Arts and Sciences Dean's office, even though Dr. Harriet Ottenheimer was appointed its director from 1987-1996. In 1996 Dr. Juanita McGowan assumed the director position until 2012, on a half-time basis. The minor was created in 1996 within the Dean's office. Prof. Spence Wood assumed the interim directorship from 2012-2013. Dr. Yolanda Broyles-González became the first full-time director in 2013.

American Ethnic Studies was not established as an academic unit until 2006 when the unit separated from the Dean's office. In 2009, the Bachelor's degree was created and the secondary major was discontinued. Throughout its history at K-State, American Ethnic Studies has received only minimal faculty resources. With the fall 2013 arrival of Prof. Dwanna Robertson and of Prof. Yolanda Broyles-González, the new director, the unit now has three tenure-track faculty and two instructors. There has not been a net gain of faculty over time despite a huge increase in enrollments in the last 15 years.

- **The Third Decade:**

In alliance with the affiliated faculty, American Ethnic Studies constitutes a major interdisciplinary hub at Kansas State University. Our hub and spoke model extends into many traditional disciplines across campus, while the interdisciplinary hub draws from peoples-of-color epistemologies to challenge and reconfigure existing mainstream knowledge and patterns of social engagement.

K-State’s American Ethnic Studies turned the corner in fall 2013, with the hire of two full-time ethnic studies scholars with doctoral degrees. For the first time ever, the unit has a full-time director, its first university distinguished professor, and has completed a successful search for its own full-time administrative specialist. Our historic transition from “program” to Department of American Ethnic Studies was strongly supported by our central administration and approved by the Kansas Board of Regents in November 2013.

We are poised to build one of the major ethnic studies departments in the nation, and we are the only one of its kind in the state of Kansas. Within the Kansas Regents’ system we are the only undergraduate degree program that addresses issues related to multiethnic populations.

2. What are your Department’s key strategic activities and outcomes? Identify [in brackets] which of your Department’s strategic outcomes are directly linked to your College’s/Major Unit’s outcomes.

Key Activities	Short Term (2014 - 2015) Key Outcomes	Intermediate (2016 - 2020) Key Outcomes	Long Term (2021 - 2025) Key Outcomes
<p><i>What we plan to do...</i></p> <p><u>Create a sustainable model for curriculum, service, and work/research environment as discussed below.</u></p> <p>1. HIRE FACULTY: Reliance on affiliated faculty as a substitute for a critical mass of core faculty is problematic. Affiliated faculty’s curricular choices and service commitments are subject to the needs of their home departments. Thus, the American Ethnic Studies Department [AESD] has neither been able to chart its own intellectual focal points, nor set cohesive curricular programmatic goals for students, nor provide a sustaining intellectual home environment for its faculty.</p> <p>Meets the following: KSU 2025 Goals - 1, 2, 3 and 5 CAS College Themes - I, II, III, V, VI, VII, VIII, IX, X</p>	<p><i>What we expect to happen...</i></p> <p>1a) HIRE CRITICAL MASS OF FACULTY TO ACHIEVE STRATEGIC ACTIVITIES: Spring 2014: One target hire into a tenure-track position in Asian American Studies specialized in any of the core research areas listed above. Fall 2014: National search for two tenure-track faculty members: in Chican@ Latin@ Studies specialized in the core areas listed above. Fall 2015: National search for two tenure-track faculty members: one in Native American Studies and in African American Studies specialized in the core areas listed above.</p> <p>[College Theme I, 4-7: A-C; Theme III, 1: A; Theme V, 4: D & 6-9; Theme VI, 4-8, D-H; Theme VIII, 1, A; Theme IX, 4-10, A-F]</p>	<p><i>What we expect to happen...</i></p> <p>1a) HIRE CRITICAL MASS OF FACULTY TO ACHIEVE STRATEGIC ACTIVITIES: Fall 2016: National search for one assistant professor in Asian American Studies Fall 2020: Faculty apply / receive more external grants and/or postdoctoral positions to research profiles, enhance teaching and curricular development.</p> <p>[College Theme I, 4-7: A-C; Theme II, 1-5: B & D; Theme III, 1: A; Theme V, 4: D & 6-9; Theme VI, 4-8, D-H; Theme VIII, 1, A; Theme IX, 4-10, A-F]</p>	<p><i>What we expect to happen...</i></p> <p>1a) HIRE CRITICAL MASS OF FACULTY TO ACHIEVE STRATEGIC ACTIVITIES: Fall 2025: Double the size of core faculty.</p> <p>[College Theme I, 4-7: A-C; Theme III, 1: A; Theme V, 4: D & 6-9; Theme VI, 4-8, D-H; Theme VIII, 1, A; Theme IX, 4-10, A-F]</p>

<p>2. DEVELOP COHESIVE CORE CURRICULUM: Develop & strengthen 4 major ethnic focus areas with cohesive curricular programs of study.</p> <p>Meets the following: KSU 2025 goals - 1, 2, 3 and 5 CAS College Theme - II, VI, VIII, IX, X</p>	<p>1d) FUNDRAISING: Establish “Friends of Ethnic Studies”</p> <p><i>[College Theme II, 1-5, A-F; Theme III, 1-2: A-B, College Theme IV, 2-5: A-E; Theme VII, 1-4, A-C]</i></p> <p>1e) ESTABLISH PROMOTIONAL MATERIALS in concert with University Marketing and Communications & Foundation (newsletter, brochures, etc.)</p> <p><i>[College Theme II, 1-5, A, B, D-F; Theme III, 1: A; Theme VII, 1-4, A-C]</i></p>	<p>1b) VISITING FACULTY Fall 2019: Host one AESD postdoctoral scholar.</p> <p><i>[College Theme VI, 4-8, D-H; Theme VIII, 1, A; Theme IX, 4-10, A-F; Theme X, 1, A]</i></p> <p>1c) DISSERTATION FELLOWS Fall 2019: Host one AESD dissertation fellow.</p> <p><i>[College Theme VI, 4-8, D-H; Theme VIII, 1, A; Theme IX, 4-10, A-F; Theme X, 1, A]</i></p> <p>1d) FUNDRAISING: Establish an endowment</p> <p><i>[College Theme II, 1-5, A-F; Theme III, 1-2: A-B, College Theme IV, 2-5: A-E; Theme VII, 1-4, A-C]</i></p>	<p>1b) VISITING FACULTY Fall 2021: Host two AESD postdoctoral scholars.</p> <p><i>[College Theme VI, 4-8, D-H; Theme VIII, 1, A; Theme IX, 4-10, A-F; Theme X, 1, A]</i></p> <p>1c) DISSERTATION FELLOWS Fall 2021: Host three AESD dissertation fellows.</p> <p><i>[College Theme VI, 4-8, D-H; Theme VIII, 1, A; Theme IX, 4-10, A-F; Theme X, 1, A]</i></p> <p>1d) FUNDRAISING \$1 million donor</p> <p><i>[College Theme II, 1-4, A-F; Theme III, 1-2: A-C, College Theme IV, 2-5: A-E; Theme VII, 1-4, A-C]</i></p>
	<p>2a) CURRICULAR REVISION Fall 2015: Develop a curriculum revision plan. Hire faculty specializing in each of the four fields by the end of 2015. Faculty apply for Tilford Incentive Grants.</p> <p><i>[College Theme II, 2, D; Theme VI, 1-6, A-F; Theme VIII, 3-6, A-D; Theme IX, 1-2 & 6-9, B & F; Theme X, 1 & 3, A & C]</i></p>	<p>2a) CURRICULAR REVISION Fall 2018: Finish curricular revision.</p> <p>2b) MASTER’S DEGREE Fall 2016: Launch a graduate certificate. Fall 2018: Launch Master’s degree.</p> <p><i>[College Theme VI, 1-8, A-H; Theme VIII, 3-6, A-D; Theme X, 1 & 3, A & C]</i></p>	<p>2a) CURRICULAR REVISION Fall 2020: Assess curricular plan</p> <p>2b) MASTER’S DEGREE Fall 2022: Enhance Master’s program</p> <p><i>[College Theme VI, 1-8, A-H; Theme VIII, 3-6, A-D; Theme X, 1 & 3, A & C]</i></p>

<p>3. STRENGTHEN SERVICE CAPACITY: <u>This Department needs an immediate infusion of faculty for programmatic and service reasons.</u></p> <p>AESD suffers from a current and ongoing debilitating deficit in full-time faculty whose service obligations impinge on their research and teaching.</p> <p>Only through the addition of more faculty can we hope to fully meet K-State's 2025 Goal 5: "<i>Foster a work environment that encourages creativity, excellence, and high morale in faculty and staff.</i>"</p> <p>Meets the following: KSU 2025 goals - 1, 2, 3 and 5 College Theme - I, VI, IX, X</p>	<p>3a) HIRE CRITICAL MASS OF FACULTY TO ACHIEVE STRATEGIC ACTIVITIES: Spring 2014: One target hire into a tenure-track position in Asian American Studies specialized in any of the core research areas listed above. Fall 2014: National search for two tenure-track faculty members: in Chicano@ Latin@ Studies specialized in the core areas listed above. Fall 2015: National search for two tenure-track faculty members: one in Native American Studies and in African American Studies specialized in the core areas listed above. [College Theme I, 1, 3-7: A-D; Theme VI, 1-8, A-H]; Theme IX, 4-10, A-F; Theme X, 1 & 3, A & C</p>	<p>3a) HIRE CRITICAL MASS OF FACULTY TO ACHIEVE STRATEGIC ACTIVITIES: Fall 2016: National search for one assistant professor in Asian American Studies Fall 2020: Faculty apply / receive more external grants and/or postdoctoral positions to research profiles, enhance teaching and curricular development.</p> <p>[College Theme I, 1, 3-7: A-D; Theme VI, 1-8, A-H; Theme IX, 4-10, A-F; Theme X, 1 & 3, A & C]</p>	<p>2c) ESTABLISH THE PHD BY 2021</p> <p>[College Theme VI, 1-8, A-H; Theme VIII, 3-6, A-D; Theme X, 1 & 3, A & C]</p> <p>3a) HIRE CRITICAL MASS OF FACULTY TO ACHIEVE STRATEGIC ACTIVITIES: Fall 2025: Double the size of core faculty.</p> <p>[College Theme I, 1, 3-7: A-D; Theme VI, 1-8, A-H; Theme IX, 4-10, A-F; Theme X, 1 & 3, A & C]</p>
<p>4. FACILITIES: Presently we lack the facilities and faculty necessary for an optimal work environment. We do not have a departmental office space identifiable as the American Ethnic Studies Department. Our faculty offices are scattered and we only encounter each other at faculty meetings or when we make a special effort.</p> <p>Meets the following: KSU 2025 goals - 1, 2, 3 5 and 6 College Theme - IV</p>	<p>4a) MOVE INTO NEW FACILITIES NO LATER THAN MAY 2014. We are currently participating in the renovation plans for our own departmental space.</p> <p>[College Theme IV, 2-5: A-E]</p> <p>4b) ESTABLISH 4 ADDITIONAL OFFICES FOR TENURE-TRACK FACULTY.</p> <p>[College Theme IV, 2-5: A-E]</p>	<p>4a) CREATE DEPARTMENTAL TECHNOLOGICAL (SMART) ROOM AND CREATE STUDENT-FRIENDLY MEETING SPACE</p> <p>[College Theme IV, 2-5: A-E;]</p> <p>4b) ESTABLISH 1 ADDITIONAL OFFICE FOR NEW TENURE-TRACK FACULTY.</p> <p>[College Theme IV, 2-5: A-E]</p>	<p>4b) DOUBLE THE OFFICE SPACE FOR NEW AESD FACULTY HIRES.</p> <p>[College Theme IV, 2-5: A-E]</p>

<p>5. INCREASE RESEARCH PRODUCTIVITY WITHIN OPTIMAL WORK ENVIRONMENT: Faculty appointed in departments ideally interact intellectually on an on-going basis; that formal and informal interaction fosters the generation of innovation, research productivity, and they generally enriches the work environment.</p> <p>Meets the following KSU 2025 goals - 1, 2, 3, and 5 College Theme - II, III, IV, IX, X</p>	<p>5a) INCREASE FACULTY NUMBERS TO ALLOW PARTICIPATION IN CONFERENCES, RESEARCH-RELATED TRAVEL, POSTDOCTORAL APPOINTMENTS.</p> <p><i>[College Theme II, 1-5, A-F; Theme VI, 1-8, A-H; Theme IX, 4-5, 8 & 10, A, B & F; Theme X, 1 & 3, A & C]</i></p> <p>5c) ENCOURAGE THE UNIVERSITY TO ESTABLISH A PAID FAMILY LEAVE FOR FACULTY AND STAFF.</p> <p><i>[College Theme III, 1-2: A-C; Theme IX, 4-5, 8 & 10, A, B & F]</i></p> <p>5d) ENSURE FACULTY HAVE APPROPRIATE OFFICE SPACE THAT FOSTERS INTELLECTUAL COMMUNITY.</p> <p><i>[College Theme IV, 2-5: A-E]</i></p>	<p>5a) ENCOURAGE FACULTY PARTICIPATION IN CONFERENCES, RESEARCH-RELATED TRAVEL, POSTDOCTORAL APPOINTMENTS.</p> <p><i>[College Theme II, 1-5, A-F; Theme VI, 1-8, A-H; Theme IX, 4-5, 8 & 10, A, B & F; Theme X, 1 & 3, A & C; Theme X, 2, B]</i></p> <p>5b) ESTABLISH REGULAR COURSE RELEASES AND SUMMER STIPENDS FOR PRE-TENURED FACULTY TO COMPLETE RESEARCH GOALS.</p> <p><i>[College Theme II, 1-5, A-F; Theme IX, 4-5, 8 & 10, A, B & F; Theme X, 2, B]</i></p> <p>5c) SEE THE UNIVERSITY ESTABLISH A PAID FAMILY LEAVE FOR FACULTY AND STAFF.</p> <p><i>[College Theme III, 1-2: A-C; Theme IX, 4-5, 8 & 10, A, B & F]</i></p> <p>5d) ENSURE FACULTY HAVE APPROPRIATE OFFICE SPACE THAT FOSTERS INTELLECTUAL COMMUNITY.</p> <p><i>[College Theme IV, 2-5: A-E]</i></p>	<p>5a) ESTABLISH FUNDING TO FULLY-SUBSIDIZE FACULTY PARTICIPATION IN CONFERENCES, RESEARCH-RELATED TRAVEL, POSTDOCTORAL APPOINTMENTS.</p> <p><i>[College Theme II, 1-5, A-F; Theme VI, 1-8, A-H; Theme IX, 4-5, 8 & 10, A, B & F; Theme X, 1 & 3, A & C; Theme X, 2, B]</i></p> <p>5b) ESTABLISH REGULAR COURSE RELEASES AND SUMMER STIPENDS FOR ALL FACULTY TO COMPLETE RESEARCH GOALS.</p> <p><i>[College Theme II, 1-5, A-F; Theme IX, 4-5, 8 & 10, A, B & F; Theme X, 2, B]</i></p> <p>5c) K-STATE IS THE MODEL UNIVERSITY FOR ESTABLISHING PAID FAMILY LEAVE FOR FACULTY AND STAFF.</p> <p><i>[College Theme III, 1-2: A-C; Theme IX, 4-5, 8 & 10, A, B & F]</i></p> <p>5d) ENSURE FACULTY HAVE APPROPRIATE OFFICE SPACE THAT FOSTERS INTELLECTUAL COMMUNITY.</p> <p><i>[College Theme IV, 2-5: A-E]</i></p>
<p>6. FOSTER INTELLECTUAL DIVERSIFICATION & RESEARCH SYNERGY: The AESD functions as a model for the integration of knowledge from varied traditional university disciplines.</p> <p>Meets the following KSU 2025 goals: 1, 2, 3, and 5 CAS College Theme II, IV, V, VIII, IX, X</p>	<p>6a) ESTABLISH PLANS FOR AN INTERDISCIPLINARY ETHNIC STUDIES RESEARCH CENTER</p> <p>Faculty and student interactions within our unit—both formal and informal—foster and support new forms of integrative collaboration across the varied disciplines of our individual faculty members' original training grounds. As a result, Ethnic Studies figures among the vanguard of innovative interdisciplinary knowledge production on race and ethnicity. We ask new research</p>	<p>6a) ESTABLISH INTERDISCIPLINARY ETHNIC STUDIES RESEARCH CENTER:</p> <p>Undertake campus wide research projects with Affiliated Faculty and with existing units in varied colleges across campus. Compete for grants, host visiting scholars, and foster collaboration among all affiliated faculty and interested units across campus.</p> <p><i>[College Theme II, 1-5, E; Theme IV, 2-5: A-E; Theme V, 2-3: B-E & 7; Theme VIII, 3-6, A-D; Theme</i></p>	<p>6a) ESTABLISH AN ENDOWMENT FOR THE INTERDISCIPLINARY ETHNIC STUDIES RESEARCH CENTER</p> <p><i>[College Theme II, 1-5, F; Theme IV, 2-5: A-E; Theme V, 2-3: B-E & 7; Theme VIII, 3-6, A-D; Theme IX, 1-2, 4-5, 8 & 10, A, B & F; Theme X, 1 & 3-4, A & C]</i></p>

	<p>questions, and we think across the disciplines, as we produce a research of community engagement.</p> <p><i>[College Theme II, 1-5, A-D; Theme IV, 2-5: A-E; Theme V, 2-3:B-E & 7; Theme VIII, 3-6, A-D; Theme IX, 1-2, 4-5, 8 & 10, A, B & F; Theme X, 1 & 3-4, A & C]</i></p>	<p><i>IX, 1-2, 4-5, 8 & 10, A, B & F; Theme X, 1 & 3-4, A & C]</i></p> <p>6b) HOST A MAJOR AMERICAN ETHNIC STUDIES NATIONAL/INTERNATIONAL CONFERENCE so as to showcase our campus.</p> <p><i>[College Theme IV, 2-5: A-E; Theme V, 2: B & 7; Theme IX, 1-2, 4-5, 8 & 10, A, B & F; Theme X, 1 & 3, A & C]</i></p> <p>6d) CONDUCT CURRICULUM INTEGRATION PROJECTS WITH OTHER DEPARTMENTS AND COLLEGES.</p> <p><i>[College Theme VI, 1-8, A-H; Theme IX, 1-2, 4-5, 8 & 10, A, B & F; Theme X, 1 & 3, A & C]</i></p>	<p>6b) HOST A MAJOR AMERICAN ETHNIC STUDIES NATIONAL/INTERNATIONAL CONFERENCE so as to showcase our campus.</p> <p><i>[College Theme IV, 2-5: A-E; Theme V, 2: B & 7; Theme IX, 1-2, 4-5, 8 & 10, A, B & F; Theme X, 1 & 3, A & C]</i></p> <p>6c) ESTABLISH AN ONLINE JOURNAL ASSOCIATED WITH THE CENTER.</p> <p><i>[College Theme V, 2-3:B-E & 7; Theme IX, 1-2, 4-5, 8 & 10, A, B & F; Theme X, 1 & 3-4, A & C]</i></p>
<p>7. MODEL AND PROMOTE A DIVERSELY WELCOMING CAMPUS CLIMATE: It is in K-State's compelling interest to provide a welcoming campus climate for the increasingly diverse student body and faculty of color. A multi-culturally relevant and culturally sensitive university experience is a prerequisite for K-State's evolution and success.</p> <p>American Ethnic Studies validates students and faculty of color, their histories, cultures, and communities. American Ethnic Studies directly and</p>	<p>7a) ANTICIPATE ISSUES THAT MIGHT LEAD TO STUDENT UNREST and develop strategies to respond to them and to channel multicultural student interest in positive and inclusive ways.</p> <p><i>[College Theme I, 6: D; Theme VIII, 3-6, B-D; Theme IX, 1-2, B]</i></p> <p>7b) SUPPORT AESSU PROGRAMMING TO FOSTER AN INCLUSIVE CAMPUS CLIMATE.</p> <p><i>[College Theme I, 6: D; Theme V, 7; Theme VIII, 3-6, B-D; Theme IX, 1-2, 4-10, A- F; Theme X, 1 & 3, A & C]</i></p>	<p>7b) INCREASE AESSU PROGRAMMING TO FOSTER AN INCLUSIVE CAMPUS CLIMATE.</p> <p><i>[College Theme I, 1, 4-7: A-D; Theme V, 7; Theme VIII, 3-6, B-D; Theme IX, 1-2, 4-10, A- F; Theme X, 1 & 3, A & C]</i></p>	

<p>indirectly legitimates the presence of people of color on this campus, no matter their major field of study. Student activism and yearnings for a more just and inclusive society created ethnic studies forty years ago. That activism and yearning has, throughout history, been at the core of sustaining existing programs and creating new ones. There is a longstanding sense of dissatisfaction among various sectors of K-State's students and alumni of color.</p> <p>Meets the following KSU 2025 goals - 1, 2, 3, 4, and 5 CAS College Theme - I, II, IV, V, VIII, IX, X</p> <p>8. PRODUCE DIVERSITY PREPAREDNESS AND RESPOND TO THE STRONG MARKET DEMAND FOR ETHNIC STUDIES GRADUATES: <u>American Ethnic Studies graduates have higher employment rates than communications graduates, business management and administration graduates, and computer engineering.</u> The <i>Wall Street Journal's</i> survey "From Current Major to Career" uses 2010 Census data to examine how "choosing the right major can make a big difference in terms of employment and pay." The social need for exposure to a diverse curriculum, regardless of one's major or ethnicity, means preparedness for success in today's diverse world. Exposure to multiculturalism serves to retain and better prepares students of all colors. Cultural competence has evolved from a marginal to a mainstream social issue. All professions that disregard diversity knowledge and skills as part of their training are currently having to backtrack and catch up. A cultural competency curriculum—such as that offered in American Ethnic Studies—is</p>	<p>7c) DEVELOP COMMUNITY ENGAGEMENT PLANS MODELING THE OUTREACH MISSION OF THE LAND GRANT UNIVERSITY.</p> <p><i>[College Theme I, 1, 4, 6-7: A-D; Theme V, 7; Theme IX, 1-2, 4-5, 8 & 10, A, B & F; Theme X, 4, C]</i></p> <p>7d) DEVELOP SERVICE LEARNING OPPORTUNITIES FOR AESD STUDENTS.</p> <p><i>[College Theme I, 1, 4, 6-7: A-D, Theme V, 7; Theme VIII, 3-6, A-D; Theme IX, 1-2, B; Theme X, 1 & 3, A & C]</i></p>	<p>7c) IMPLEMENT COMMUNITY ENGAGEMENT PLANS MODELING THE OUTREACH MISSION OF THE LAND GRANT UNIVERSITY.</p> <p><i>[College Theme I, 1, 4-7: A-D; Theme V, 7; Theme IX, 1-2, 4-5, 8 & 10, A, B & F; Theme X, 4, C]</i></p> <p>7d) INCREASE SERVICE LEARNING OPPORTUNITIES FOR AESD STUDENTS.</p> <p><i>[College Theme I, 1, 4-7: A-D; Theme V, 7; Theme VIII, 3-6, A-D; Theme IX, 1-2, B; Theme X, 1 & 3, A & C]</i></p>	<p>7c) PRODUCE RESEARCH BASED ON COMMUNITY ENGAGEMENT THAT MODELS THE OUTREACH MISSION OF THE LAND GRANT UNIVERSITY.</p> <p><i>[College Theme I, 1, 4-7: A-D; Theme IV, 2-5: A-E, Theme V, 7; Theme IX, 1-2, 4-5, 8 & 10, A, B & F; Theme X, 4, C]</i></p> <p>7d) INCREASE SERVICE LEARNING OPPORTUNITIES FOR AESD STUDENTS.</p> <p><i>[College Theme I, 1, 4-7: A-D; Theme V, 7; Theme VIII, 3-6, A-D; Theme IX, 1-2, B; Theme X, 1 & 3, A & C]</i></p>
	<p>8a) TRAIN STUDENTS WITH COMPETENCIES NECESSARY TO FUNCTION SUCCESSFULLY IN ALL PROFESSIONS AND DIVERSE ENVIRONMENTS.</p> <p><i>[College Theme I, 1, 3-8: A-D; Theme V, 6-7; Theme VI, 1-8, A-H; Theme VIII, 3-6, A-D; Theme IX, 1-2 & 6-9, B; Theme X, 1 & 3, A & C]</i></p> <p>8b) REVIEW CURRICULUM TO ASSESS ITS EMPHASIS ON DIVERSITY AND SOCIAL JUSTICE.</p> <p><i>[College Theme VI, 1-8, A-H; Theme VIII, 1, A; Theme VIII, 3-6, A-D; Theme IX, 1-2 & 6-9, B; Theme X, 1 & 3, A & C]</i></p> <p>8c) DEVELOP STUDENT LEARNING OUTCOMES.</p> <p><i>[College Theme I, 1, 4: A, C-D; Theme VI, 1-8, A-H; Theme VIII, 1-3, A-C; Theme IX, 1-2, B; Theme X, 1 & 3, A & C]</i></p>	<p>8a) TRAIN STUDENTS WITH COMPETENCIES NECESSARY TO FUNCTION SUCCESSFULLY IN ALL PROFESSIONS AND DIVERSE ENVIRONMENTS.</p> <p><i>[College Theme I, 1, 3-8: A-D; Theme V, 6-7; Theme VI, 1-8, A-H; Theme VIII, 3-6, A-D; Theme IX, 1-2 & 6-9, B; Theme X, 1 & 3, A & C]</i></p> <p>8b) REVIEW CURRICULUM TO ASSESS ITS EMPHASIS ON DIVERSITY AND SOCIAL JUSTICE.</p> <p><i>[College Theme VI, 1-8, A-H; Theme VIII, 1, A; Theme VIII, 3-6, A-D; Theme IX, 1-2 & 6-9, B; Theme X, 1 & 3, A & C]</i></p> <p>8c) DEVELOP ASSESSMENT TOOL TO MEASURE STUDENT LEARNING OUTCOMES.</p> <p><i>[College Theme I, 1, 4: A, C-D; Theme VI, 1-8, A-H; Theme VIII, 1-3, A-C; Theme IX, 1-2, B; Theme X, 1 & 3, A & C]</i></p>	<p>8a) TRAIN STUDENTS WITH COMPETENCIES NECESSARY TO FUNCTION SUCCESSFULLY IN ALL PROFESSIONS AND DIVERSE ENVIRONMENTS.</p> <p><i>[College Theme I, 1, 3-8: A-D; Theme V, 6-7; Theme VI, 1-8, A-H; Theme VIII, 3-6, A-D; Theme IX, 1-2 & 6-9, B; Theme X, 1 & 3, A & C]</i></p> <p>8b) REVIEW CURRICULUM TO ASSESS ITS EMPHASIS ON DIVERSITY AND SOCIAL JUSTICE.</p> <p><i>[College Theme VI, 1-8, A-H; Theme VIII, 1, A; Theme VIII, 3-6, A-D; Theme IX, 1-2 & 6-9, B; Theme X, 1 & 3, A & C]</i></p> <p>8c) COMPLETE FIRST ROUND OF ASSESSMENT OF STUDENT LEARNING OUTCOMES. BEGIN A REVISION OF SLOS.</p> <p><i>[College Theme I, 1, 4: A, C-D; Theme VI, 1-8, A-H; Theme VIII, 1-3, A-C; Theme IX, 1-2, B; Theme X, 1 & 3, A & C]</i></p>

<p>currently being instituted to train professionals in the medical professions, in business, in social services, in schools, universities, and government to function successfully within the current changing demographic realities.</p> <p>Respond to related changes brought on by economic globalization and corresponding human mass migrations; the ever-growing economic polarization, with people of color at the bottom of the income hierarchy; the demise of traditional employment contracts and practices; and the ever growing interdependencies among nations. All of these realities call for greatly increased capacities of people to understand and/or interact with others who are different or distant from themselves.</p> <p>Meets the following KSU 2025 goals - 1, 2, 3, 4 and 5 <i>College Theme - I, V, VI, VIII, IX, X</i></p>	<p>8d) DEVELOP INTERNSHIP PROGRAM to model how to contribute to the workforce in a multicultural world and systematically promote social justice ideals in our curriculum toward eliminating virulent social problems in the United States such as racial profiling, interracial/inter-ethnic violence, as well as varied violences related to homophobia, economic disparities, sexism and racism.</p> <p><i>[College Theme I, 1-8: A-D; Theme V, 2, A-C, E-F; Theme IX, 6-9]</i></p>	<p>8d) HIRE FIVE INTERNS TO HELP WITH PROGRAMMING, COMMUNITY WORK, OR FACULTY RESEARCH ASSISTANCE.</p> <p><i>[College Theme I, 1-8: A-D; Theme V, 2, A-C, E-F; Theme IX, 6-9]</i></p>	<p>8d) ASSESS INTERNSHIP PROGRAM.</p> <p><i>[College Theme I, 1-8: A-D; Theme V, 2, A-C, E-F; Theme IX, 6-9]</i></p>
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3a. What resources and/or opportunities exist for your College/Major Unit/Department to achieve its vision and outcomes?

We currently do not have the resources to achieve these goals.

We currently have a budget allocation to support only 3 faculty members, 2 lecturers, and 1 support staff.

3b. What resources and/or opportunities are needed for your College/Major Unit/Department to achieve its vision and outcomes?

Through this document we request the additional; FTE to achieve a critical mass of eight faculty positions by 2016. With the hire of two faculty in each of the four American ethnic areas (Native American/African American/ Mexican American/Asian American) the benefits would be as follows:

- a. Predictably and consistently offer foundational interdisciplinary courses that highlight the four major ethnic groups, at both the lower and upper division level.
- b. Offer 35 courses per year, a cohesive curriculum which serves both the campus in general and our majors/minors. For the first time ever, we would be able to teach our own majors and define learning outcomes.
- c. Build community partnerships/outreach through internships, service learning, and community research projects
- d. Infuse intellectual resonance into all campus departments, most of which offer no American Ethnic Studies courses
- e. Multiply the number of majors and minors in our unit by developing undergraduate research projects
- f. Launch a graduate certificate and make plans for graduate degrees in American Ethnic Studies

4. How do you propose to acquire the resources needed for your College/Major Unit/Department to accomplish its vision and outcomes?
We hope to acquire resources necessary to fulfill our vision by presenting K-State with a plan for the creation of an innovative nationally recognized ethnic studies unit.
We will offer courses that focus on each of the four major ethnic focus groups and courses in the following overlapping interdisciplinary core research areas. These are our cutting edge intellectual focal points:
- i. Decolonial Interdisciplinarity: crossing and erasing knowledge boundaries established by “traditional” disciplines. Question based research, not discipline-based research.
 - ii. Interdependent Categories and Dynamics: of race/ethnicity, economic class disparities, gender divides, sexuality spectrums, nation formation, culture movements, bio-regional relationship, coalitional/collaborative thought and praxis.
 - iii. Models Integrating Theory, Knowledge, and Praxis: public scholarship; public intellectual engagement with community; This fosters K-State 2025 Goal 4 – Engagement, Extension, Outreach and Service
 - iv. Hemispheric Migrations: international / global diaspora movements, exilic identities & coalitions: liberation & peace studies.
 - v. Comparative Ethnic Studies; Interethnic relations and dynamics.
 - vi. US Third World Feminisms/Womanisms
5. How does your plan link to the K-State 2025 University Benchmark Metrics, Common Elements, and Thematic Goals, Outcomes, and Metrics?
(See below)

5. Departmental Links to K-State 2025 University Benchmark Metrics, Common Elements, and Thematic Goals, Outcomes, and Metrics

Links to Benchmark Metrics
B-1 - Total research and development expenditures B-4 - Number of faculty awards B-5 - Number of doctorates granted annually B-6 - Freshman-to-sophomore retention rate B-8 - Percent of undergraduate students involved in research

Links to Common Elements
CE-1 - Communications and Marketing CE-2 - Culture CE-3 - Diversity CE-4 - External Constituents CE-7 - Sustainability

Links to University Thematic Goals, Outcomes, and Metrics			
Links to 2025 Thematic Goals and Metrics	Links to Short Term Outcomes (2011 – 2015)	Links to Intermediate Outcomes (2016 – 2020)	Links to Long Term Outcomes (2021 – 2025)
<p>T1 - Research, Scholarly and Creative Activities, and Discovery (RSCAD)</p> <p>Theme 1 Metrics:</p> <p>T1-1 - # of interdisciplinary research projects, institutes, and centers</p> <p>T1-4 - # of refereed scholarly publications per academic year and allocated faculty member</p>	<p>T1-A - Increased intellectual and financial capital to support RSCAD</p> <p>T1-B - More clusters/centers of collaborative RSCAD focus</p> <p>T1-C - Increased funding for investigator-based research, research centers, and graduate training grants</p> <p>T1-E - Competitive compensation and support available to GRAs, GTAs, and GAs</p> <p>T1-F - Enhanced and systematic approach for UG research</p> <p>T1-G - Successful recruitment, retention, evaluation, compensation, and rewards strategies in place to support RSCAD needs</p> <p>T1-H - Enhanced visibility and appreciation for research, discovery, and scholarly and creative activities</p>	<p>T1-K - Nationally and internationally recognized research centers</p> <p>T1-M - Increased participation by undergraduates in expanded opportunities in research</p>	<p>T1-O - Extramural funding competitive with our benchmark institutions</p> <p>T1-P - Research and development expenditures competitive with benchmark institutions</p> <p>T1-Q - Competitive amongst our peers in the percentage of undergraduates involved in research</p>

Links to University Thematic Goals, Outcomes, and Metrics			
Links to 2025 Thematic Goals and Metrics	Links to Short Term Outcomes (2011 – 2015)	Links to Intermediate Outcomes (2016 – 2020)	Links to Long Term Outcomes (2021 – 2025)
<p>T2 - Undergraduate Educational Experience (UEE)</p> <p>Theme 2 Metrics: T2-2 - # and % of undergraduate students completing an experiential learning experience T2-6 - % of undergraduate enrollment by demographic group T2-7 - Student satisfaction and utilization rates</p>	<p>T2-A - Excellent, customized academic advising and services available to all students to support their success and degree completion</p> <p>T2-B - Engaged students benefitting from high impact educational practices used by excellent faculty and staff across the university</p> <p>T2-C - Increased participation by undergraduates in expanded opportunities for meaningful research</p> <p>T2-D - Successful integration of undergraduate education and meaningful research is standard practice</p> <p>T2-E - Effective evaluation practices that recognize and reward teaching, advising, and life-long learning/professional development</p> <p>T2-F - Effective system in place that supports and promotes teaching excellence</p> <p>T2-G - Successful recruitment and retention strategies that address our entire student population</p>	<p>T2-J - Excellent reputation for high quality teaching and advising that prepares students for their professional, community, social, and personal lives</p> <p>T2-K - Superior and diverse faculty recognized for teaching excellence</p> <p>T2-L - All UG students engaged in a diversity of experiences that expand their viewpoint</p> <p>T2-M - Increased undergraduate contributions in the creation of scholarship through research</p>	<p>T2-O - An undergraduate educational experience recognized as one of the best among the nation's Top 50 Public Research Universities</p> <p>T2-P - Faculty teaching and advising awards comparable to our benchmark institutions</p>

Links to University Thematic Goals, Outcomes, and Metrics			
Links to 2025 Thematic Goals and Metrics	Links to Short Term Outcomes (2011 – 2015)	Links to Intermediate Outcomes (2016 – 2020)	Links to Long Term Outcomes (2021 – 2025)
<p>T3 - Graduate Scholarly Experience</p> <p>Theme 3 Metrics:</p> <p>T3-1 - # and % of graduate students with assistantships, endowed scholarships, and fellowships</p> <p>T3-5 - # of graduate students participating in a unique high level learning and experiential training</p> <p>T3-6 - # of graduate terminal degrees awarded</p> <p>T3-7 - Total graduate students enrolled by demographic group and degree type</p> <p>T3-8 - Graduate student satisfaction and utilization rates</p>	<p>T3-A - Competitive compensation and support available for GRAs, GTAs, and GAs</p> <p>T3-C - Engaged graduate students integrated in university life with enhanced visibility and appreciation</p> <p>T3-D - Outstanding mentoring for our graduate students</p> <p>T3-E - Expectation of excellence for the graduate scholarly experience</p> <p>T3-G - Broader spectrum and greater overall number of courses offered at the graduate, and especially at the PhD level</p>	<p>T3-I - Increased participation by our graduate students in unique high level learning and experiential training</p> <p>T3-J - Expanded reputation for outstanding graduates with the critical skill sets needed to excel in their careers in a global environment</p> <p>T3-K - Increased funding for graduate research and teaching</p> <p>T3-L - Increased number of nationally and internationally recognized award-winning graduate faculty</p> <p>T3-M - Increased number of Doctorates Awarded</p>	<p>T3-N - National and international reputation for outstanding graduates with demonstrable career success</p> <p>T3-O - World-class reputation as a preferred destination for outstanding graduate students</p> <p>T3-P - Stable funding for graduate research and teaching competitive with benchmark institutions</p>
<p>T4 - Engagement, Extension, Outreach and Service</p> <p>Theme 4 Metrics:</p> <p>T4-1 - # and % of undergraduate students participating in engagement/service learning</p> <p>T4-4 - # of engagement activities and programs disaggregated by geographic boundaries</p> <p>T4-5 - # of participants involved in community-based research and outreach projects</p>	<p>T4-A - Enhanced integration between academics and student service learning</p> <p>T4-B - Increased participation by undergraduates in expanded opportunities for meaningful Engagement experiences</p> <p>T4-C - Increased recognition of our services as a source of expertise, information, and tools for disciplines worldwide</p> <p>T4-D - Increased numbers and diversity of faculty and staff participating in Engagement</p> <p>T4-F - Recognition as leaders in Engagement within our state and nation</p>	<p>T4-H - Exposure on a national level as a leader/partner engaged in significant social, political, health, economic and, environmental issues</p> <p>T4-I - All undergraduate students engaged in at least one engagement /service learning project</p> <p>T4-J - Increased number of graduate students involved in Engagement</p> <p>T4-K - Increased appreciation by K-State graduates for lifelong involvement in engagement and service</p> <p>T4-L - Increased capacity to respond to emergencies worldwide</p> <p>T4-M - Preferred destination for faculty, staff, and students who value Engagement as integral to their</p>	<p>T4-N - Nationally recognized as a leader in and model for a re-invented and transformed land -grant university integrating research, education, and engagement</p> <p>T4-P - Recognized as a leader in Engagement reaching both rural and urban communities</p>

Links to University Thematic Goals, Outcomes, and Metrics			
Links to 2025 Thematic Goals and Metrics	Links to Short Term Outcomes (2011 – 2015)	Links to Intermediate Outcomes (2016 – 2020)	Links to Long Term Outcomes (2021 – 2025)
	T4-G - Enhanced visibility and appreciation for Engagement and its interconnectedness with research and education within our university community	academic and personal lives	
T5 - Faculty and Staff Theme 5 Metrics: T5-5 - % of tenure/tenure-track faculty by demographic group T5-6 - % of fulltime staff by demographic group T5-7 - % of faculty and staff reporting satisfaction in the work environment	T5-A - Total compensation competitive with aspirant university and regional employers for faculty and staff in high priority areas T5-C - Career-long learning recognized by the university and its employees as a shared value and responsibility T5-D - Effective evaluation processes that result in accountable faculty and staff with a clear understanding of their job expectations and how they contribute to the University's mission	T5-E - Total compensation competitive with aspirant university and regional employers for all employees T5-F - Faculty and staff current with developments in their fields and the skills needed to achieve excellence in performing their jobs T5-G - Successful recruitment and retention of a talented and high performing, diverse workforce	T5-H - Talented and high performing, diverse workforce recognized for excellence and award-winning faculty and researchers T5-J - Optimal number of faculty and staff comparable with our benchmark institutions
T6 - Facilities and Infrastructure Theme 6 Metrics: T6-5 - % of faculty, staff, and students reporting satisfaction with facilities and infrastructure	T6-B - Adequate temporary space to house programs and staff impacted by renovations of existing facilities	T6-D - Adequate office space for all K-State employees equipped to support their work and productivity T6-E - Enhanced campus community experience and collaborative learning and working environments promoted by facilities that support multidisciplinary work and integrated interaction between students, faculty, researchers, staff, and administrators	T6-G - High quality, technology enabled, flexible and adaptable classroom space appropriate to the evolving needs of the learning environment and readily available to K-State faculty and students T6-I - Well-maintained buildings, utilities, IT infrastructure, and grounds consistent with the expectations and image of a highly ranked land grant research and teaching institution T6-J - An excellent campus community experience supported by facilities and landscapes that enhance social interaction, learning and collaboration

Links to University Thematic Goals, Outcomes, and Metrics			
Links to 2025 Thematic Goals and Metrics	Links to Short Term Outcomes (2011 – 2015)	Links to Intermediate Outcomes (2016 – 2020)	Links to Long Term Outcomes (2021 – 2025)
			T6-K - Signature facilities that promote collaborative learning and working environments, multidisciplinary work, and integrated interaction between students, faculty, researchers, staff, and administrators

Appendix 1

1/27/2014

AN AMERICAN ETHNIC STUDIES SUMMIT DOCUMENT
Strategic Plan 2014-2019
Kansas State University

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1. PREAMBLE

We are pleased to put forth this planning document, a vision for the future of the American Ethnic Studies Department at Kansas State University. This document is the outcome of a K-State American Ethnic Studies Summit of faculty, students, alumni, and community convened on November 6, 2013 and of subsequent consultations. The summit document represents the combined vision and historical aspirations of diverse constituents that desire to see American Ethnic Studies thrive. Our constituents include:

Three tenure-track core faculty and two lecturers appointed in American Ethnic Studies, the American Ethnic Studies Affiliated faculty from twenty-two campus departments, American Ethnic Studies undergraduate majors and minors, representatives from K-State student organizations; interested students from other departments, graduate students from diverse departments; appointed staff members; community members, and alumni who have manifest a participatory interest. We present this planning document to K-State's central administration in the expectation that American Ethnic Studies' sustainability can become a high priority, especially in times of budgetary cuts which demand setting priorities.

Our collective endeavor recognizes a historical yearning on behalf of students to establish a strong ethnic studies presence at America's universities, expressed in strong terms by a recent K-State student petition and demands pertaining to American Ethnic Studies and related K-State diversity units. We also recognize that historically, all ethnic studies departments in the nation were established as a result of student interventions. The on-going student mobilizations in various states form part of that historical legacy and vision. We honor the spirit of that vision as we rededicate ourselves to building a flourishing American Ethnic Studies Department.

2. DEPARTMENT OF AMERICAN ETHNIC STUDIES MISSION STATEMENT

Our mission is to serve American society through our focus on underserved communities of color and communities historically underrepresented at the nation's universities. We serve a) by teaching university students to think critically about the multifaceted realities of America's diverse ethnicities; b) by promoting social justice ideals and practices of inclusivity; c) by fostering community-based engaged research and praxis responsive to the needs and realities of underserved constituencies; d) by attracting accomplished ethnic studies faculty, undergraduate, graduate students, and retaining them by providing a supportive environment; e) through direct service to historically underrepresented peoples of color in Kansas. We believe our focus on peoples of color will in time uplift all peoples. The particulars of our mission align with the **six thematic goals of K-State 2025**.

3. AMERICAN ETHNIC STUDIES AT K-STATE: A BRIEF HISTORY & DEGREES OFFERED

A. Historical Background: The First Two Decades at K-State

The AMETH prefix was first created at Kansas State University in 1994. Prior to 1994 an ethnic studies secondary major had been established in 1987; it relied on existing courses from various departments. AMETH continued to be “housed” in the Arts and Sciences Dean’s office, even though Dr. Harriet Ottenheimer was appointed its director from 1987-1996. In 1996 Dr. Juanita McGowan assumed the director position until 2012, on a half-time basis. The minor was created in 1996 within the Dean's office. Prof. Spence Wood assumed the interim directorship from 2012-2013. Dr. Yolanda Broyles-González became the first full-time director in 2013.

The American Ethnic Studies unit was not established as an academic unit until 2006 when the unit separated from the Dean’s office. In 2009 the Bachelor's degree was created and the secondary major was discontinued. Throughout its history at K-State, American Ethnic Studies has received only minimal faculty resources. With the fall 2013 arrival of one new assistant professor and of Prof. Yolanda Broyles-González, the new director, the unit now has three tenure-track faculty and two instructors. There has not been a net gain of faculty over time: in 2005 American Ethnic Studies also had three tenure-track faculty, two of which left by 2009.

Given the dearth of faculty appointed to American Ethnic Studies, the unit has historically relied on courses from other departments in order to offer the major and minor while also relying on affiliated faculty to staff personnel committees and conduct business. Our affiliated faculty represent a rich resource. They come from twenty-five departments from within four colleges; many of them are nationally and internationally recognized scholars.

B. American Ethnic Studies : The Third Decade

In alliance with the affiliated faculty, American Ethnic Studies constitutes a major interdisciplinary hub at Kansas State University. Our hub and spoke model extends into many traditional disciplines across campus, while the interdisciplinary hub draws from peoples-of-color epistemologies to challenge and reconfigure existing mainstream knowledge and patterns of social engagement.

K-State’s American Ethnic Studies turned the corner in fall 2013, as we begin our third decade, with the hire of two full-time ethnic studies scholars with doctoral degrees. For the first time ever, the unit has a full-time director, its first university distinguished professor, and has completed a successful search for its own full-time administrative specialist. Our historic transition from “program” to Department of American Ethnic Studies was strongly supported by our central administration and approved by the Kansas Board of Regents in November 2013. We will be moving into new facilities no later than May 2014. We are currently participating in the renovation plans for our own departmental space.

We are poised to build one of the major ethnic studies departments in the nation, and we are the only one of its kind in the state of Kansas. Within the Kansas Regents’ system we are the only undergraduate degree program that addresses multiethnic populations.¹

C. Degrees Offered in American Ethnic Studies

The American Ethnic Studies Department offers a Bachelor of Arts and Bachelor of Science degree (CIP code 05.0200). Both degrees require students to take the American Ethnic

¹ There are numerous certificate and minors in American Ethnic Studies throughout the state. The University of Kansas offers a graduate degree in American Studies with a focus on African American studies.

Studies core curriculum, ethnic-specific elective courses and other supportive courses. The difference between the two degrees are: The Bachelor of Arts requires four foreign language courses and requires a three-hour mathematics course to give students college-level competency in mathematical reasoning and analysis and to provide students command of a foreign language.

The Bachelor of Science degree in American Ethnic Studies requires one 3-credit course minimum in a natural science, with a prerequisite in the same department. The purpose is to give students who elect the Bachelor of Science degree a solid foundation in the natural sciences. In addition, students take three courses (nine credit hour minimum) related to quantitative and abstract formal reasoning.

4. AMERICAN ETHNIC STUDIES RESPONDING TO STUDENT DEMAND(S): STUDENT COMPETENCIES IN A CHANGING WORLD

A. Ethnic Studies in the Era of Major Social Transformation

Ethnic Studies is playing a critical social role in the millennial transition to the 21st century. Within our era of major social transformation, we are seeing increased demand in American Ethnic Studies, and we anticipate heightened demand as we continue to witness dramatic changes in United States population demographics. American ethnic groups are the fastest growing sectors of the United States. Population projections by the U.S. Bureau of the Census indicate that persons of color will become the majority in the United States by as early as 2030. People of color already form the majority in various states today—such as California, New Mexico, or Hawaii—and are expected to become two-thirds of those states’ population by 2025.

The U.S. Heartland has also seen a dramatic increase in diverse populations. For example, Kansas saw its Hispanic population rise by 60% in the last decade. Mexican Americans are the largest minority group in Kansas. A *New York Times* report on Kansas was entitled “Hispanics Reviving Faded Towns on the Plains” (11/13/2011).² Nielsen reports indicate that “Latino populations are growing fastest where we aren’t looking.”³ The state of Oklahoma, for example, has seen a 119% growth in Hispanic population since 2000; for Kansas City it’s 96%; for Seattle it’s 108%; for Salt Lake City it’s 96%; and Minneapolis shows a 98% increase.

The changing world that students enter today includes not only factors such as radically changed and changing American demographics. American Ethnic Studies also responds to related changes brought on by economic globalization and corresponding human mass migrations; the ever-growing economic polarization, with people of color at the bottom of the income hierarchy; the demise of traditional employment contracts and practices; the ever growing interdependencies among nations. All of these realities call for greatly increased

² “The face of small towns is changing dramatically as a result,” said Robert Wuthnow, a Kansas-born Princeton professor who studied the Hispanic influx for his book *Remaking the Heartland: Middle America since the 1950s*. Princeton University Press, 2011.

³ <http://www.nielsen.com/us/en/newswire/2013/latino-populations-are-growing-fastest-where-we-arent-looking.html>

capacities of people to understand and/or interact with others who are different or distant from themselves.

There is a correlation between population demographics and the demand for American Ethnic Studies. The demand for American Ethnic Studies courses—by students of all ethnicities/races-- has grown dramatically in the last two decades. In fall 1987 the first AMETH 160: Introduction to American Ethnic Studies class was initiated with five students. Currently our unit offers eight sections of AMETH 160 yearly, enrolling more than 500 students. Our AMETH 160 courses always enroll to full capacity. Of significance is that we reach almost 1000 students yearly through our American Ethnic Studies core courses for the major: Intro to Ethnic Studies and Intro to Comparative Ethnicities courses. In 1997 there were only 10 American Ethnic Studies secondary majors and minors combined. We currently have 20 majors and 70 minors, in spite of the losses suffered due to student disaffection in 2012-2013. Yet most of the students we serve are non-majors. It is important to stress that although some might regard our numbers of majors and minors small, these numbers cannot be used to deny resources. To the contrary; there is a chicken-egg proposition concerning faculty numbers and student numbers.

A 2012 report from the American Ethnic Studies unit indicates: “Non-major enrollment in American Ethnic courses accounts for more than 90% of the student credit hours generated by the American Ethnic Studies Program. Credit hour production for lower division and upper division courses has increased more than 100% for fiscal year 2011 in comparison to 2010.” These provide an inestimable service to the campus, the local community, Kansas and beyond because we set students on the path of multicultural competence, a skill set and knowledge base of great usefulness in today’s world. In short, we infuse the curriculum of students from all majors with histories and voices traditionally silenced and/or marginalized in most mainstream disciplines. We systematically diversify the campus.

The crucial importance of and need for diversity at the nation’s universities has been a key feature of higher education discussions of the past 50 years. Responsiveness to the radical changes in 21st century demographics is imperative. Indeed, **Goals 1, 2, and 3** of K-State 2025 highlight the need for a “diverse” academy directly and indirectly. **Goals 2 and 3** specifically call for a “diverse” academy, while **Goal 1** highlights a commitment to “excellence.” Diversity is a key component of research and teaching excellence and creativity. In 2013, the American Academy of Arts and Sciences launched the three-year Lincoln Project aimed at promoting excellence and access in public higher education. The Lincoln Project’s central goal is to “promote the strength and diversity of higher education.” K-State’s American Ethnic Studies unit is a core unit in fostering intellectual and professorial diversity on this campus.

The 2008 Mission Statement for Kansas State University takes pride in being “responsive to a rapidly changing world and the aspirations of an increasingly diverse society.” In this segment we wish to comment on the intellectual vision of American Ethnic Studies and on the centrality of American Ethnic Studies in responding to student demand(s) and market demands within our increasingly diverse society. That centrality marks how we meet our mission as a land grant university.

B. Intellectual Diversification & Research Synergy

Campuswide, Statewide, and Nationwide resonance: American Ethnic Studies is a central locus for diversifying the campus, both intellectually and in terms of attracting professorial personnel. Ethnic Studies departments have historically served as key units in attracting a diverse faculty and supporting ethnic studies research. It has typically been through ethnic studies units that a more substantial core diversification has been attained and accelerated on university campuses. An accelerated intellectual and professorial diversification would support Kansas State University's 2025 strategic plan's core commitment to multiculturalism. According to the published mission statement, Kansas State University "embraces diversity, encourages engagement, and is committed to the discovery of knowledge." We cannot embrace diversity today and relegate its realization to a distant 2025 future.

American Ethnic Studies is K-State's central academic home that generates cutting edge interdisciplinary studies on America's diverse peoples of color. We foster intersectional research encompassing dynamics race, ethnicity, gender, sexuality, economic class, and culture. Even with our minimal resources we have been instrumental in supporting K-State's stated academic mission to "develop a highly skilled and educated citizenry necessary to advancing the well-being of Kansas, the nation, and the international community." Our faculty are leaders in producing forms of knowledge responsive to a rapidly changing world and to the realities and aspirations of an increasingly diverse society.

The Ethnic Studies discipline and its academic departments have, since inception, functioned as models for the integration of knowledge from varied traditional university disciplines. Faculty and student interactions within our unit—both formal and informal—foster and support new forms of integrative collaboration across the varied disciplines of our individual faculty members' original training grounds. As a result, Ethnic Studies figures among the vanguard of innovative interdisciplinary knowledge production on race and ethnicity. We ask new research questions, and we think across the disciplines, as we produce a research of community engagement. All of these traits are key goals within K-State 2025. Even with our small number of faculty, our unit contributes centrally to **K-State 2025 Thematic Goal One**: "Create a culture of excellence that results in flourishing, sustainable, and widely recognized research, scholarly and creative activities, and discovery in a variety of disciplines and endeavors that benefit society as a whole."

C. Diversity Preparedness: A Campus and Social Imperative

The social need for exposure to a diverse curriculum, regardless of your major or ethnicity, means preparedness for success in today's diverse world. A diverse curriculum and research agenda, the core of the American Ethnic Studies Department's mission, will set us on track for increased intellectual excellence. Exposure to multiculturalism serves to retain and better prepares students of all colors. American Ethnic Studies trains students with competencies necessary to function successfully in all professions. Cultural competence has evolved from a marginal to a mainstream social issue. All professions that disregard diversity knowledge and skills as part of their training are currently having to backtrack and catch up. A cultural competency curriculum—such as that offered in American Ethnic Studies—is currently being instituted to train professionals in the medical professions, in business, in social services, in schools, universities, and government to function successfully within the current changing demographic realities.

Many health care professionals and institutions, for example, have developed (and are developing) cultural competence initiatives in order to allow them to deliver high-quality health care to multicultural patients who represent many different cultures, languages, creeds, national origins, sexualities, genders, and economic circumstances. A recent study showed that few dental students and practicing dentists believe that their education prepared them to treat patients from cultural backgrounds different from their own.⁴ The same is true for professionals in all the other medical fields, in business, in government, and education. In other words, many students graduate with serious deficiencies in cultural competence, which hampers their ability to function in a multicultural world. As a result, scores of ethnic studies experts are being hired to provide remedial training in cultural competence. Ethnic Studies graduates emerge with an invaluable social knowledge about diverse populations and their interactions. This knowledge is crucial for a harmonious and productive functioning within 21st-century American and global society. As such, Ethnic Studies fulfills our **land grant mission** in multiple ways, bringing an indispensable social knowledge into numerous community and business sectors: a) by teaching university students to think critically about the multifaceted realities of America's diverse ethnicities; b) by promoting social justice ideals and practices of inclusivity; c) by fostering community-based engaged research and praxis responsive to the needs and realities of underserved constituencies.

Beyond our contributions to those in the workforce in a multicultural world, our efforts to systematically promote social justice ideals in our curriculum is a contribution toward eliminating virulent social problems in the United States: such as racial profiling, interracial/inter-ethnic violence; and toward the elimination of varied violences related to homophobia, economic disparities, sexism and racism.

D. A Diversely Welcoming Campus Climate

It is in K-State's compelling interest to provide a welcoming campus climate for the increasingly diverse student body and faculty of color. A multi-culturally relevant and culturally sensitive university experience is a prerequisite for K-State's evolution and success. American Ethnic Studies validates students and faculty of color, their histories, cultures, and communities. American Ethnic Studies directly and indirectly legitimates the presence of people of color on this campus, no matter what their major field of study is. Student activism and student yearnings for a more just and inclusive society in fact created ethnic studies forty years ago. That activism and yearning has, throughout history, been at the core of sustaining existing programs and creating new ones.

There is a longstanding sense of dissatisfaction among various sectors of K-State's students of color. This has erupted during the last two academic school years, currently in the form of a petition of diversity demands addressed to central administration. American Ethnic Studies, along with other campus departments, colleagues, and student organizations supports the spirit of the demands put forth in the recent student petition: <http://chn.ge/15XqpT5>

⁴ Hewlett ER, Davidson PL, Nakazono TT, Baumeister SE, Carreon DC, Freed JR. Effect of school environment on dental students' perceptions of cultural competency curricula and preparedness to care for diverse populations. *J Dent Educ* 2007; 71(6):810-8.

One of the most striking aspects of the petition are the many voices of alumni that comment on their K-State experience. [See Appendix 1] It is apparent that many alumni share the sense of dissatisfaction. We must address and end this historical and ongoing dissatisfaction, expressed by numerous alumni who are part of our legacy and our potential donor base. The testimony from Alumnus Jesse Marden (Mankato, MN), for example, speaks to how K-State can become a powerful ambassador and voice concerning diversity, a voice that extends to Manhattan High School, to the state of Kansas, and to the entire nation.

“As an alumni of Kansas State University, I made the conscious choice to pursue my post-graduate studies elsewhere because of K-State's unfriendly environment toward ethnic minorities and their concerns. I also attended school at Manhattan High, and can say first-hand that it does not foster a positive environment for ethnic minorities. The only way to generate the kind of change that any reasonable person wishes to see across the city of Manhattan is by beginning with Manhattan's largest institution. K-State is that institution. It not only employs the largest number of people across the city of Manhattan, it has a profound impact on the social and political climate of the MHK area.

Beyond this, my exposure to ethnic studies as an academic field was severely restricted while I was at K-State, despite my interest. Most everything I have learned about ethnic studies as an academic discipline has been learned independently. It's disgusting that I have paid tens of thousands of dollars for an education where I am still told what is and is not worth learning.

I, for one, will never donate to Kansas State University in the capacity of an alumni until the demands presented in this petition are met.”

E. Strong Market Demand For Ethnic Studies Graduates

Career prospects in American Ethnic Studies: The *Wall Street Journal's* survey “From Current Major to Career” uses 2010 Census data to examine how “choosing the right major can make a big difference in terms of employment and pay.” Census data tells us that nationally, Ethnic Studies graduates show high salaries and very low unemployment figures. In fact the Ethnic Studies degree shows a lower post-graduation unemployment rate and a higher salary rate than majors such as anthropology and archeology, art history, animal sciences, and many others. Career prospects in American Ethnic Studies are comparable to those in business management, advertising and public relations, and biology. American Ethnic Studies graduates have higher employment rates than communications graduates, business management and administration graduates, and computer engineering, for example.⁵

Ethnic Studies graduates find employment in the fields of community development, business, urban planning, public health, social work, teacher education, union organizing and youth work, journalism, non-profit management, medical fields, community development, legal advocacy, communications, media, and more. The undergraduate degree prepares students not only for graduate school in ethnic studies, but towards a variety of other fields. With our unit's chronic understaffing, however, we are currently unable to produce enough graduates to fulfill market needs.

5. STRATEGIC PLANNING / SHORT TERM PLANS / LONG TERM PLANS

Creating Sustainability

⁵ See the *Wall Street Journal* article and figures:
<http://graphicsweb.wsj.com/documents/NILF1111/#term=>

A. The Current Situation of the American Ethnic Studies Department

The strategic plan we put forward issues from the reality of working/studying in a seriously under-resourced unit: an understaffed unit with no real facilities. Our minimal faculty is physically dispersed; our majors and minors have no access to an American Ethnic Studies space; faculty cannot congregate formally and informally within an Ethnic Studies space. As an extension of our lack of a critical mass of core faculty, our core course offerings are extremely limited. These factors combine into a debilitating reality. Yet we endeavor to maintain a positive spirit, as we work towards alleviating this situation. What we put forth here is a plan to advance the Goals of the **K-State 2025 Vision**.

RELIANCE ON AFFILIATED FACULTY: AN UNSUSTAINABLE MODEL FOR CURRICULUM, SERVICE, AND WORK ENVIRONMENT

The time to create a sustainable department has come. It is no exaggeration to state that throughout its decades of existence at K-State, American Ethnic Studies has barely existed at the margins of the institution: minimally staffed, most recently, with a half-time director, one tenure-track faculty member, and part-time lecturers. The first full-time director was hired for fall 2013. It is crucial to build on that positive momentum by making additional hires and thus creating a sustainable core of faculty. In its first three decades American Ethnic Studies marshaled all available resources of affiliated faculty; yet that reliance—perhaps a usable temporary model—proved an ineffective as a permanent model.

CURRICULUM. American Ethnic Studies’ reliance on affiliated faculty—as a substitute for a crucial mass of core faculty—has certainly been a form of life support for the unit. Affiliated faculty are an important factor, but their curricular choices and service commitments are subject to the needs of their home departments. Because of our strong reliance on what happens to be offered by affiliated faculty appointed across the campus in other departments, the American Ethnic Studies Department [AESD] has not been able to chart its own intellectual focal points or set cohesive curricular programmatic goals for students. In fact, the AESD curriculum is negatively impacted by the unit’s reliance on courses from other departments. Majors and minors receive a fairly random and unpredictable array of courses, a fragmented curriculum. In short, the American Studies curriculum is seriously lacking cohesion, predictability, and hence reliability. AESD has become the chronically weaker member of a partnership with long-established departments. Throughout decades, we have never reached the threshold level of departmental sustainability.

SERVICE. Realistically, we cannot plan into the next ten years without first recognizing the current and ongoing debilitating deficit in full-time faculty whose teaching, service, and research obligations to our unit is their sole responsibility. The faculty deficit seriously jeopardizes our ability to survive for ten more years, given that the service load for the three appointed faculty is too great. The service load of a department can easily cause “burn-out” when there are not enough faculty among which to distribute the load. Faculty can become demoralized.

Affiliated faculty—by their own admission—although at times willing in principle to serve on our committees, typically carry an ever-growing service load for their own departments. Our highest priority is thus to hire a critical mass of faculty in the next three years. This Department

needs an immediate infusion of faculty. It needs faculty infusion for programmatic reasons, for campus diversity reasons, and for retention reasons. Only an infusion of faculty will allow us to function as a department, to formulate a cohesive intellectual program, to strengthen morale, to prevent faculty attrition, to serve students and the community; in short, to secure our institutionalization and effective functioning as a department. Only through the addition of more faculty can we hope to fully meet K-State's 2025 **Goal 5**: "Foster a work environment that encourages creativity, excellence, and high morale in faculty and staff." What is more, once we have a critical mass of faculty we will reflect the level of commitment to American Ethnic Studies characteristic of the top 50 public research institutions.

WORK / RESEARCH ENVIRONMENT. Faculty appointed in departments ideally interact intellectually on an on-going basis; that formal and informal interaction fosters the generation of innovation, research productivity, and they generally enriches the work environment. Presently we lack the facilities and faculty necessary for an optimal work environment. We do not have a departmental office space identifiable as the American Ethnic Studies Department. Our faculty offices are scattered and we only encounter each other at faculty meetings or when we make a special effort. Our newest assistant professor was initially assigned an unworkable office space, and she has yet to enjoy a space necessary and suitable as a research space and office for mentoring students.

B. Short Term Plan: The Transition To Stability, Permanence and Sustainable Excellence

Sustainability is a widely used term that describes the ability to endure and survive.

Sustainability is a state of stability that ensures survival. The recent K-State investments in American Ethnic Studies, with the hire of two new professors in fall 2013, the incipient effort to provide us with adequate facilities, the hire of a new staff person, augur well. Yet K-State needs to protect this incipient investment by setting budget priorities that protect this initial investment, allowing the unit and its faculty to reach a threshold level of sustainability. Sustainability will require, above all, hiring a critical mass of faculty. A critical mass of faculty is seven, plus the department head whose teaching responsibilities are reduced. We must also ensure that we have a mix of assistant professors, associate professors, and full professors, so as to ensure that a stable faculty pipeline of continuity exists into the future.

THE CHALLENGES:

Without a critical mass of faculty we cannot move towards fulfilling Goals 1, 2, 3, and 5 of the K-State 2025 Vision. Our assessment is as follows:

Goal 2 of K-State 2025 speaks to the Undergraduate Educational Experience: "Build a diverse, engaged, participatory culture of learning that promotes undergraduate student success." Currently, the staff appointed in our unit are only able to offer three introductory core courses within our unit, and then the capstone course. Majors and minors must rely on the unpredictably offered hodgepodge of courses offered by affiliated faculty in other departments. It is impossible for students to pursue a course of learning with any degree of consistency or intellectual cohesion within American Ethnic Studies; hence we falter in our effort to maximize undergraduate student success, Goal 2 of K-State 2025.

Our examination of courses offered in fulfillment of the American Ethnic Studies major or minor

during the last five years reveals the following problems:

- a. There is a dearth of ethnic specific courses in our unit and across campus. Please see Appendix 2: Ethnic specific Courses Offered in the Last 5 years. Major gaps in the four major ethnic focus areas are the rule; for example, African American history was only taught twice. Our own AMETH 454 core course (Asian American Perspectives) was offered only once in the last 5 years. This unit has never offered a Chican@ Latin@ Studies course; only two have ever been offered on this campus, although Mexican Americans are the largest minority group (and fastest growing) in Kansas.
- b. It is not possible for majors and minors to put together a cohesive curricular program of study. By “cohesive” we designate a program with core intellectual goals and a programmatic progression between courses. Historically, our unit has relied on courses taught by affiliated faculty; in reality, cohesion can only be established if we offer a strong cohesive core of courses, with affiliated faculty serving in a supplemental capacity.
- c. Our unit offers virtually no 500 level courses. That dearth is not compensated by the affiliated faculty courses that are available for our majors and minors. Hence American Ethnic Studies majors and minors who are seniors tend to find themselves unable to take advanced courses.
- d. All of the above factors stymie undergraduate student success instead of fostering it.

The Solutions: Short Term Needs: In order to improve the undergraduate educational experience we need a critical mass of faculty, distributed over the four major ethnic focus areas: Native American Studies, Chican@ Latin@ Studies, African American Studies, and Asian American Studies. Major and minors in ethnic studies must have access to a cohesive curricular program of study. Of these areas, two of them are sporadically represented among course offerings by affiliated faculty, whereas two other are clearly under-represented: Chican@ Latin@ Studies and Asian American Studies.

C. Core Faculty Research Areas and the Four Major Ethnic Focus Areas

Goal 1 of the K-State 2025 Vision: “Create a culture of excellence that results in flourishing sustainable and widely recognized research, scholarly and creative activities.”

Our goal of a “sustainable unit” with a “culture of excellence” entails having two faculty members in each of four major ethnic focus areas: Native American Studies, Chican@ Latin@ Studies, African American Studies, Asian American Studies. Appendix B illustrates the erratic, unpredictable, and deficient course offerings in the four major ethnic focus areas during the last 5 years. Our faculty recruitment plan will allow us to fulfill **Goal 1** of the K-State 2025 Vision.

Our faculty recruitment will focus on the above four areas of ethnic expertise, in combination with the core research areas described below. We need to offer courses that focus on each of the four major ethnic focus groups; in addition we want to offer courses in the following overlapping core research areas. These are our intellectual focal points:

- a. Decolonial Interdisciplinarity: decolonizing knowledges by crossing and erasing knowledge boundaries established by “traditional” disciplines. Reconfiguring knowledges through question-

based research, not discipline-based research.

b. Interdependent Categories and Dynamics: of race/ethnicity, economic class disparities, gender divides, sexuality spectrums, nation formation, culture movements, bio-regional relationship, coalitional/collaborative thought and praxis.

c. Models Integrating Theory, Knowledge, and Praxis: public scholarship; public intellectual engagement; This fosters K-State 2025 **Goal 4** – Engagement, Extension, Outreach and Service

d. Hemispheric Migrations: international / global diaspora movements, exilic identities & coalitions: liberation & peace studies.

e. Comparative Ethnic Studies; Interethnic relations and dynamics.

f. US Third World Feminisms/Womanisms

D. Short-term Hiring Plan: Creating a Sustainable Department With a Critical Mass of Faculty

Spring 2014: One target hire into a tenure-track position in African American Studies specialized in any of the core research areas listed above.

Fall 2014: National search for two tenure-track faculty members: in Chican@ Latin@ Studies specialized in the core areas listed above.

Fall 2015: National search for two tenure-track faculty members: one in Native American Studies and in Asian American Studies specialized in the core areas listed above.

Fall 2016: National search for one assistant professor in Asian American Studies

With the hire of two faculty in each of the four American ethnic areas the benefits would be as follows:

- a. We would predictably and consistently offer foundational interdisciplinary courses that highlight the four major ethnic groups, at both the lower and upper division level.
- b. We would offer 35 courses per year, a cohesive curriculum which serves both the campus in general and our majors/minors. For the first time ever, we would be able to teach our own majors and define learning outcomes.
- c. We would build community partnerships/outreach through internships, service learning, and community research projects
- d. We would have an intellectual resonance into all campus departments, most of which offer no American Ethnic Studies courses
- e. We would multiply the number of majors and minors in our unit by developing undergraduate research projects

- f. We would launch a graduate certificate and make plans for graduate degrees in American Ethnic Studies
- g. We would provide an intellectual environment capable of strongly nurturing and retaining existing faculty.

E. Long-Term Plans: Fall 2016-2025

Once we have attained a critical mass of faculty, we will solidify and expand the American Ethnic Studies presence as follows:

- a. Launch an online Master's Degree in American Ethnic Studies by 2016
- b. Establish the PhD in American Ethnic Studies by 2018
- c. Campus wide: Bring an ethnic studies course into the college general education requirements by 2015
- d. Begin fundraising for our first endowed chair in American Ethnic Studies by 2017
- e. Create a student-friendly meeting space in our unit by 2014. Currently, the only space students can interact informally in Leasure Hall are the hallways. We want to provide a welcoming space where students can interact, exchange ideas, and share plans for graduate study.
- f. Undertake campus wide research projects with Affiliated Faculty and with existing units in varied colleges across campus. Among these projects we foresee the establishment of an Interdisciplinary Ethnic Studies Research Center that will compete for grants, host visiting scholars, and foster collaboration among all affiliated faculty and interested units across campus. We also plan to host a major American Ethnic Studies national/international conference so as to showcase our campus. Another outcome of our cross campus collaboration is to conduct curriculum integration projects with other departments and colleges.

6. CONCLUSION: ALIGNMENT WITH K-STATE 2025

At all times we want to align our proposed growth with the campus K-State 2025 vision statement. We note that our American Ethnic Studies mission statement converges with all the visionary principles and goals of K-State 2025. However, 2025 feels like a remote time considering that our current lack of resources draws even our present existence into question. The **2008 Mission Statement for Kansas State University** takes pride in being “responsive to a rapidly changing world and the aspirations of an increasingly diverse society.” A critical mass of faculty for American Ethnic Studies needs to become a priority for a responsive Kansas State University within an increasingly diverse society which calls the current educational system into question. Adaptability and responsiveness will prove key attributes of a great institution that

wants to move successfully into the top ranks of America's public universities.

K-State's goal is to become one of the top 50 public research institutions in the nation. It is noteworthy that the top 50 research institutions in the United States (and various European, Mexican, and South American universities) have strong ethnic studies departments with a notable faculty presence. Most of the top 50 research institutions offer not only undergraduate degrees in ethnic studies or in the four individual core ethnicities. Most of them offer Master's and PhD degrees in ethnic studies; the current national and international trend is an accelerating institutionalization of doctorate degrees in ethnic studies. The University of Colorado Boulder has a PhD degree in Comparative Ethnic Studies; UC San Diego and UC Berkeley offer the PhD in Ethnic Studies, while numerous other top public institutions—such as UCLA, UC Santa Barbara, and the University of Arizona offer the PhD in Chican@ Studies. The top 50 public research institutions also usually have research centers dedicated to the various branches of ethnic studies, in addition to graduate degree-granting ethnic studies departments. K-State cannot afford to fall behind.

In comparison with the seven K-State benchmark institutions, our campus has the oldest ethnic studies unit. However, in terms of faculty numbers K-State has fallen behind benchmark institutions such as:

- a) Colorado State University whose Ethnic Studies Department has nine tenure-track professors and five lecturers, offering an undergraduate major, a minor, and a Masters degree;
- b) Oregon State University (Corvallis) whose Ethnic Studies Department has seven faculty;
- c) University of Massachusetts/Amherst whose Department of Afro American Studies has eleven faculty and two lecturers. UMass also has a Center for Latin American, Caribbean and Latino Studies.
- d) Iowa State University whose Center for American Intercultural Studies was formally approved in summer 2013 by the Board of Regents. It consists of four ethnic studies programs in the College of Liberal Arts and Sciences: American Indian Studies, African American Studies, Asia American Studies and U.S. Latino/a Studies.
- e) Washington State University has a Chicano Studies program with fifteen faculty and five instructors;

The K-State American Ethnic Studies unit only appears more robust than that of Louisiana State University (whose African & African American Program offers the BA degree); North Carolina State University (with an undergraduate major in Africana Studies); and Auburn University and Clemson University who offer no ethnic studies degrees.

CONCLUSION: We are prominently poised to build one of the major ethnic studies departments in the nation, and we are the only one of its kind in the state of Kansas. The administration made a major investment in American Ethnic Studies in 2013 by hiring two new tenure-track faculty, including its first full-time director. We also wish to positively highlight our recent (fall 2013)

transition from program to department, thanks to the strong support of the K-State central administration and the Board of Regents. Another significant step is the recent assignment and remodeling of office space to house American Ethnic Studies by fall 2014. These are all very positive markers of our institutionalization. However, the unit needs to grow into sustainability. American Ethnic Studies is currently the smallest academic unit on the campus and cannot do what academic units are supposed to do if we do not recruit a critical mass of faculty. As American Ethnic Studies begins its third decade, it is incumbent upon K-State to provide the necessary infusion of additional financial resources to meet the goals of K-State 2025: to develop and sustain the unit as a viable, autonomous, and sustainable center of academic study, research, and outreach that keeps pace with a rapidly changing United States demographics.

We look forward to continuing our partnership with all campus and community constituents toward the attainment of our common goal to build a thriving American Ethnic Studies Department.

Respectfully submitted,

Yolanda Broyles-González, Director

Attachments:

Appendix 1: Alumni Testimony

Appendix 2: Ethnic specific Courses Offered in the Last 5 years

1/27/2014

APPENDIX 1: Alumni Testimony.

Just as we relish and celebrate all the positive relationships we have with alumni, it is also fruitful to examine the voices of disaffection, especially as we pursue fundraising. The following are comments retrieved from the student petition (alumni testimonies) that circulated in fall 2013.

Alumnus Tony Diaz (Houston, TX) writes: “I attended Kansas State University. I found inspiration, unity, and support with organizations of color. We can all learn so much from Ethnic Studies. We must prepare students for a Multi-cultural, multi-media world.”

Alumna Laura Logan (Hastings, NE) writes: “I am a graduate of KSU and agree 100% that it is well past time for KSU to embrace American Ethnic Studies in more than name only. Put the resources into the department that it deserves and stop marginalizing people of color and education that focuses on people of color.”

Clark Bilorusky (Vallejo, CA) writes: “Ethnic Studies is critical to the preservation and dissemination of the histories and challenges faced by people of color. It provides a space for students to share experiences, develop ideas to identify the structural sources of these issues, as well as formulating solutions that will help empower their communities. Such programs create a platform for students to be taught about participatory action research and to apply it in an academically rigorous and socially relevant way.”

Distinguished Professor Claudine Michel of the University of California writes: “All universities must infuse curricula with histories and voices that were traditionally silenced and distorted, as well as ensure equal access, participation, and respect for all students and the communities they represent. Isn't education after all about transformation?”

Joshua McGinn (Sedgwick, KS) writes: “Many Kansas high school graduates come to K-State without having had any opportunity or encouragement to learn about racial and ethnic issues beyond, "Everyone is equal now," and "Those are issues that the US dealt with in the 1960s, but they don't exist any more because everyone in the US has equal opportunity." To live and succeed in the larger world, it is important for K-State students to have a deeper understanding of race and ethnicity in the world beyond platitudes selling a world of equal treatment and opportunity that is often only a reality for traditional, multi-generation college students.”

Maria Snyder (Cleveland, OH)

“When I studied at Kansas State, I found it difficult to see my realities represented in many areas of study. Ethnic studies is one of the few areas where not only my reality was represented, I was given frameworks to understand those realities in depth and the tools I needed to communicate the ideas were born through my new perspectives.”

Michael Thornton (Madison, WI)

“In an increasingly diversified world, we need more places that highlight unique aspects of that diversity. Ethnic Studies programs/departments are a vital aspect of that process.”

Tiffany Willoughby-Herard (Irvine, CA)

“Given the history of this state and region, American Ethnic Studies is the primary intellectual formation that will help prepare another generation of people educated to mobilize to transform, lead, and serve in this community. The set of decisions and practices associated with not establishing, institutionalizing, and promoting American Ethnic Studies and supporting it firmly reflect a cramped imagination. University leaders who believe in academic excellence, truly, have to see their way into support of this academic program. Your standing as national leaders in academia is at stake when you make such mortifying non-decisions. Students of color do not need to wait. You can be advocates. It is time for the university leadership to step up.”

Billy Keefe (Brooklyn, NY)

“As a former college student at the University of Kansas, and an advocate for Kansas as a state founded by abolitionists to my often disbelieving friends on the East Coast, I think it is crucial to give students and residents of one of my favorite states the tools and support they need to fully access their universities, communities, governments, and economies.”