

University of Kansas
Gerontology
Program Review Self-Study Fall 2018

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I.1 Fulfilling the Mission of KU

How do your degree programs help KU fulfill its mission to "lift students and society by educating leaders, building healthy communities, and making discoveries that change the world"? You may address this at the department level or at each of the bachelor's/master's/doctoral levels.

Narrative

Mission of the Gerontology Unit

The mission of the Gerontology unit is to offer multidisciplinary education in the science of aging and aging-related research through a life course perspective. From the microscopic to that of population level, age-related change in structure, function, and behavior allows the program to broaden the university and surrounding communities' perspective on adult development and aging.

Although the root meaning of "gerontology" identifies interest(s) with later life, the theoretical frameworks of the field are converging with those used to study growth and development over the life course. Scholars in biology, psychology, humanities, sociology, public health, medicine, and other related disciplines now incite explanatory principles that embrace not only the entire life span, but also the biographical life course. More importantly, the emphasis on appreciating the dynamics of cultural diversity among the adult population has garnered national and global attention, which allows junior, mid-career, and senior scholars the opportunity to produce and disseminate scholarship to professionals and lay persons on issues surrounding the well-being of older adults from diverse raced, gendered, sex, and economic populations.

In union with the University of Kansas' mission to ***"lift students and society by educating leaders, building healthy communities, and making discoveries that change the world"***, the unit is essentially a local vector for a major field of interdisciplinary research and scholarship. Our core faculty are frequently called upon to serve as conveners, catalysts, and advocates for the discipline.

Our program offers two types of degrees: a PhD in Gerontology and a Dual-Title PhD degree, that are intended to prepare students for academic and research careers in Gerontology as well as professional careers in private and public institutions and agencies providing services to older individuals. Many of our students are likely to be working professionals in the field of aging, who desire to broaden or update their technical skills and knowledge of gerontology, while pursuing a doctoral degree for reasons of career advancement and professional development.

Acknowledging this outcome, the unit has a number of strengths that prepares students to service as productive scholars and leaders in their communities:

- The interdisciplinary focus of gerontology creates flexibility as to research foci and opportunities for wide-ranging collaboration within and outside the university
- The program has a strong set of core faculty who are well recognized locally, nationally, and globally
- Faculty members are well noted for their expertise in health policy, Alzheimer's disease, respite care, pain management, disposition of possessions, retirement, social determinants of health, health disparities, and cognitive aging
- The program currently has two endowed scholarships: Excellence in Gerontology Graduate Student Award and the Louise Julie Doehring McClendon Scholarship in Gerontology
- The unit offer a Dual-Title degree (explained in more detail in subsequent sections), which alongside the conventional pathway to the PhD degree, enables students to meet the challenge of undertaking graduate education in the multidisciplinary field of gerontology along with an established traditional discipline (e.g., Psychology, Sociology, Communication Studies, etc.).

While an independent unit within the College of Arts & Sciences (CLAS), Gerontology has long been affiliated with the Sociology department. This may in part be due to the fact that Sociology was the previous director's 'home' department, and all administrative support for the unit was provided through

his department. As a result of this affiliation, a number of figures, data, and information presented from AIMS are that of the Sociology department, and not exclusively representative of the Gerontology unit. It was asked if data, specific to core Gerontology faculty and students, could be extracted for purposes of this report. This request, however did not receive a favorable response, as it was explained that this could not be done. Therefore, subsequent narratives may reflect data (AIMS) specific to Sociology department and/or the Gerontology unit. Notation will be made in subsequent sections throughout this report if the narrative reflects Gerontology, Sociology, or both.

History of the Gerontology PhD Program at the University of Kansas

Established in 1977, the Gerontology Center was until 1990, a free-standing unit reporting to the Vice Chancellor for Research, Graduate Studies, and Public Service. The Center was primarily a research organization with funded projects and training workshops for service providers. In the mid-1980s the Center became the coordinator of a graduate Concentration in Gerontology (a graduate minor), open to students enrolled in any master's or doctoral program at KU. The concentration was changed to a Gerontology Certificate program in 2004 (which ended with the start of the Dual-Title Gerontology PhD program in 2011).

In 1990, the Center joined other large, well-funded programs of the Bureau of Child Research to form the Schiefelbusch Institute for Life Span Studies. Since then, the Center experienced significant growth in the capacity of its professional staff, the scope of activities, and the amount of research support. By 2002, the Center had the budget for at least five joint appointments, where faculty were appointed in Gerontology and another an academic department (e.g., Psychology, Sociology). The primary research emphasis was social and behavioral research, with the College of Liberal Arts & Sciences (CLAS) as the academic home of all investigators. By this time, the Center's faculty members were also staffing (as an overload) an interdisciplinary proseminar in gerontology that was cross-listed with five departments in the College. With the certificate program, shared tenured appointments, and proseminar; Gerontology became a research center with considerable academic interests.

From across the campuses and schools, the center had over 30 associated faculty who participated in its research and educational programs, and who maintained age-related research and coursework in their 'home' departments. With its launch, the center became affiliated with the University of Kansas Medical Center and the Landon Center on Aging, which is a state-funded interdisciplinary center that conducts, sponsors, and supports the development of educational, clinical, and research programs related to aging. In collaboration with the Landon Center, many of the Gerontology center's activities were also in partnership with regional VA Medical Centers and other academic units at the Medical Center, such as schools of Allied Health, Medicine, and Nursing, and with affiliated institutions.

Overall, the two centers had unique histories, mission emphases, research orientations, and organizational locations, with scholars often collaborating across both programs.

Context of the Gerontology Unit: Present Day

Present day, the unit no longer has faculty lines or an administrative assistant to manage the central office. Faculty are exclusively appointed to a 'home' department, but have an age-related research portfolio. Currently, the program has five core faculty members: **Tamara Baker (Professor; Psychology, current Director; 2018-), David Ekerdt (Professor; Sociology, former Director; 2005-2017), Mary Lee Hummert (Professor; Communication Studies), Tracey LaPierre (Associate Professor; Sociology), Amber Watts (Assistant Professor; Psychology), and Kristi Williams (Professor; Nursing)**. Dr. Kristi Williams was the first graduate of the Gerontology PhD program in 2001, and is an E. Jean Hill Professor in the School of Nursing.

These scholars are active in mentoring graduate students, teaching Gerontology-based courses, and attending to the improvement of the unit through research and service to the Gerontology discipline. More recently, the unit lost several of its core faculty (Drs. Susan Kemper [Psychology, retired], Rosemary Chapin [Social Welfare, retired], and David Johnson [Psychology; resigned], all of whom were extremely instrumental to the unit through their teaching, service, research, and community engagement.

Staff from various centers, such as the Center for Research on Aging and Disability Options [CRADO; Carrie Wendel-Hummell, Director], are similarly involved with the unit, with another 20+ scholars whose scholarship, in some aspect, is aging focused.

As recognized, the University of Kansas is the only Regents institution in Kansas that offers a PhD in Gerontology or a Dual-Title degree in Gerontology. There is a Master's degree in Aging Studies available at Wichita State University and at Kansas State University (Gerontology, with an undergraduate Gerontology minor). Maryville University (based in KS; on-line institution) offers an on-line adult-gerontology primary care program for nurses, but again, does not offer a PhD degree in Gerontology.

Gerontology PhD Degree

A student entering the PhD degree program must complete all requirements established by the Graduate School and by the Graduate Division of CLAS. These requirements include residency, research skills, comprehensive oral examination, preparation of a dissertation, and the final oral examination. The Gerontology Program however, has established more rigorous time limits for the completion of the PhD than those set by the Graduate School

Each student designs her/his own curriculum with the assistance of their Gerontology advisor and the unit's director of graduate studies. All students are expected to enroll in the Gerontology Proseminar for at least one semester and to acquire multidisciplinary training in Gerontology by taking courses in the sociology, psychology, and biology of aging.

Students may enter the program with an acceptable master's degree from the University of Kansas or another institution. Upon application, the Admissions Committee will review the student's Master's level preparation for doctoral-level research. An acceptable level of Master's preparation includes training in statistics, program assessment, or policy analysis and completion of an empirical research study or thesis.

Courses (and timing) taken by our students depends on if they enter the PhD program with or without an approved Master's thesis. For all those entering the program though, the Gerontology core courses and Gerontology Proseminar should be completed during the first two semesters of study. Students are normally expected to complete the PhD within three years of entering the program or within three years of completing the MA degree in Gerontology. Therefore, it can take anywhere from 3.8 to 4 years, with a maximum of six years to completing all requirements of the degree following admission with an approved Master's degree (or upon completing the MA in Gerontology while pursuing the PhD) (details of the PhD program are provided in the attached document).

Dual-Title Gerontology PhD Program

- In January 2011, KU inaugurated the Dual-Title degree in Gerontology. This degree is the pursuit of a single degree across two disciplines. Both titles are noted on the diploma (e.g., PhD in Psychology and Gerontology) -- one degree (PhD) with two titles. The single degree incorporates primary course work and research from a disciplinary program that has an approved degree program and significant coursework and research within a secondary area of study. The program, as governed by guidelines issued by the Office of Graduate Studies, applies to students who enter their doctoral studies having earned a Master's degree. The following are features of the Dual-Title program:
- The participating programs, offering Dual-Title options, include sections in their graduate student handbooks that outline the structure of the Dual-Title degree; stipulate the array of courses required; and detail other structural and practical requirements of the degree. Each participating program oversees its own Dual-Title student(s) and signs off on the student's curricular plan for their specific primary discipline (e.g., Psychology).
- The student begins by being admitted a primary disciplinary program (e.g., Psychology). The program must be one that has Dual-Title approval at KU. The student enrolls and begins work toward the degree in that disciplinary field.
- The student may then apply, and be admitted to, the interdisciplinary Dual-Title program (e.g., Gerontology). This is an internal application process, and approved by a committee of core faculty in the Gerontology unit.
- Both participating programs are equally and fully credited for the student's doctoral education.
- The student completes coursework in the disciplinary field and any additional required coursework in the Dual-Title field. The dual-title student may require an additional semester or more to fulfill the requirements of both programs.

- To ensure integration of the two areas in the coursework, examinations, and dissertation, the student must have a faculty member in both fields to serve as an advisor (i.e., a Psychology advisor and a Gerontology advisor).
- As an option, and with the approval of advisors from both programs, the written preliminary examinations of the respective programs may be one in the same. In this case, the student's candidacy examination committee must be composed of faculty from the primary program as well as at least one faculty member from the secondary area of study. In some programs with many overlapping interests, the Dual-Title faculty member may be appointed in both programs. Typically, the Dual-Title member will participate in constructing and grading candidacy examination questions in the secondary area of study.
- The dissertation topic must integrate both fields, and be defended in the final oral examination, before a committee of graduate faculty from both programs.
- The student's diploma will show the names of both programs (e.g., Doctor of Philosophy in Psychology and Gerontology).
- The Dean of the school, for the student's primary program, confers the Dual-Title degree.

Advantages of the Dual-Title PhD

The Dual-Title degree has advantages for the initial recruitment of students, their course of graduate study, and employment prospects. The degree allows a pathway to the PhD allows students to combine a traditional discipline with an interest in an emerging field of study, without requiring them to choose. Gerontology's Dual-Title degree admits students to a broader network of faculty, students, professional networks, and potential funding opportunities.

In summary, the Dual-Title PhD Program:

- Enhances employment and research opportunities
- Addresses challenges of future demographics
- Maintains disciplinary depth
- Emphasizes interdisciplinary research
- Allows research in gerontology with a dissertation, focused on aging, within a specific field
- Networking opportunities through an interdisciplinary dissertation committee
- Involves students in discipline-specific and interdisciplinary professional organizations addressing the aging process
- Acquaints students with gerontology specific funding mechanisms
- Awards students a degree in a traditionally-recognized discipline, with an added credential in the emerging field of Gerontology
- The ability to claim expertise in both titles expands employment opportunities, which is well-aligned with the mission of KU.

II.1 Productivity of Faculty

What is the overall research, scholarly, and creative productivity of faculty? Provide any context and information concerning research trajectory and indicate research goals. What are the most useful metrics for evaluating faculty scholarly productivity in your discipline? Please comment on the research productivity metrics most pertinent to your discipline.

The data below come from the [Academic Analytics 2016 Standard Database](#) (release AAD2016.09.948, release date 7/15/2018) and show where your faculty (2016-17 academic year) fell within the national productivity data. The data coverage includes:

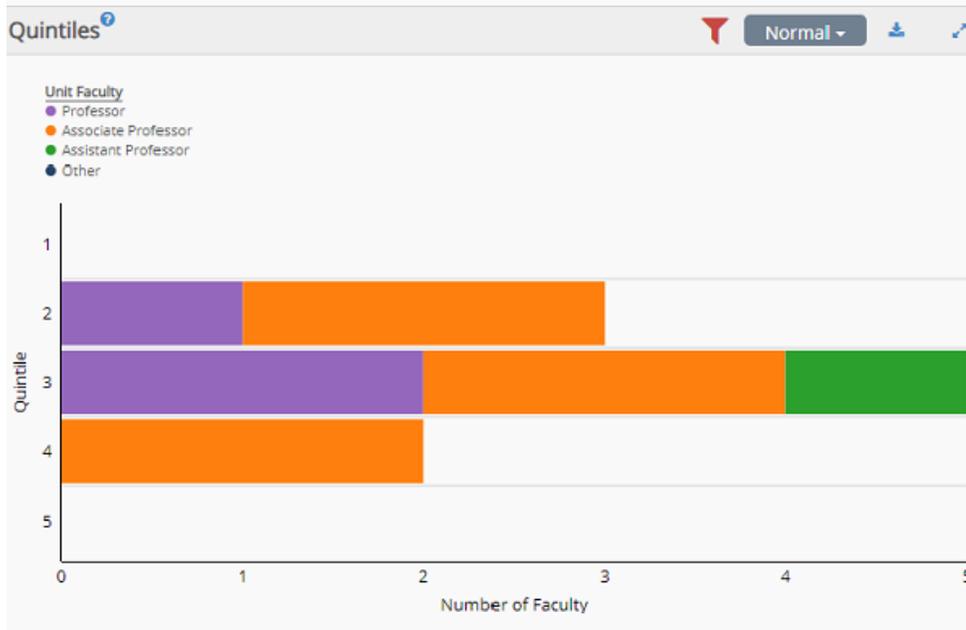
Academic Analytics 2014 Data Coverage

| Faculty: | Academic Year 2014 - 2015 |
|-------------------------|---------------------------|
| Journal Articles: | 2011 - 2014 |
| Citations*: | 2010 - 2014 |
| Conference Proceedings: | 2011 - 2014 |
| Books: | 2005 - 2014 |
| Grants: | 2010 - 2014 |
| Awards: | No Limit |

Typically, deans and department chairs have access to [Academic Analytics](#); please contact them with questions, or email OIRP@ku.edu.

For specific information about the KU faculty included, the comparative departments, and the date ranges in which faculty citations, articles, awards, books, grants, and annual grant dollars were collected, access the [Academic Analytics](#) system and navigate to the AAD2016.03.844 release.

| Average counts for all US Scholars in the selected discipline | | | | | | | | |
|---|-----------|----------|--------|-------|-----------|-----------|--------|----------------------|
| Quintile | # Faculty | Articles | Awards | Books | Citations | Conf Proc | Grants | Annual Grant Dollars |
| 1 | 38 | 36 | 1 | 1 | 621 | 0 | 2 | \$683,827 |
| 2 | 38 | 14 | 0 | 0 | 130 | 0 | 1 | \$170,722 |
| 3 | 37 | 7 | 1 | 1 | 50 | 0 | 1 | \$114,219 |
| 4 | 39 | 3 | 0 | 0 | 17 | 0 | 1 | \$14,576 |
| 5 | 36 | 1 | 0 | 0 | 2 | 0 | 1 | \$11,109 |



Narrative

With the change in leadership, a number of efforts are being put in place to maintain the integrity of the program, as it relates to current and future graduate students, affiliated faculty members, and the surrounding community. Because there is no single measure used to evaluate scholarly productivity, our faculty, as with other programs and departments, are expected to conduct, report, and publish empirical research. In addressing one of KU's core aims, research (within the gerontology discipline) is evaluated through publication of articles in peer-reviewed journals, chapters, books, papers/research presenting at workshops and scientific meetings, presentations to local, national, and international audiences, and securing internal and external funding. Other evaluative metrics may be national recognition, and receipt of honors and awards from professional societies (e.g., Gerontological Society of America), invited lectures, press coverage, and/or consulting.

Core Gerontology faculty members, compared to our institutional peers, are normally distributed in regards to scholarly productivity. The majority of faculty are collapsed in the middle quintile, with fewer in the upper and lower distributions. Data further show an equal distribution of core faculty, at the Full and Associate Professor positions, with some representation at the Assistant Professor level. While our faculty are maintaining a level of productivity at all levels, data do show faculty represented in the 4th quartile. It may initially be assumed that these faculty are, comparatively, not as productive. Closer examination of the data show that on certain measures, lower productivity is concentrated among those who are further from their terminal degree. This pattern is explained by the greater service and administrative duties taken on by senior faculty. Transitioning to more administrative positions and duties at the university and national levels may impact scholarly output (i.e., securing grants, publishing, etc.). Often, in taking on more administrative duties, there is reduce percent effort in the areas of research and teaching. Yet, as summarized by the data, the unit is well within the parameters in terms of number of books, articles, citations, grants, and awards, particularly for a unit of our size.

II.2 Impact of Scholarly Work

What is the overall impact of your department's/program's scholarly work? Where do you aspire to be in overall impact of scholarship? Provide context and comment on the data provided.

In answering, please consider the following:

- Who in your department is publishing their work?
- Where are they publishing their work?
- How does your department's contribution to scholarship compare to the national median?
- Point out trends and major features related to your department's publications. Please do not submit a list of publications.
- If your discipline is based upon creative productivity, please consider "publication" in terms of the venues that make creative products available to the public.
- If your discipline measures impact in terms of citations, please discuss current citation rates and your efforts to increase citation rates.
- Be sure to comment on the three main AAU indicators that appear in the graph below – publications per faculty member, awards per faculty member, and citations per faculty member.
- To what extent do your faculty participate in or contribute to interdisciplinary teaching or research?

The data below come from the [Academic Analytics 2016 Standard Database](#) (release AAD2016.09.948, release date 7/15/2018) and show your performance compared to the **national median** for comparable departments (2016-17 academic year). The data coverage includes:

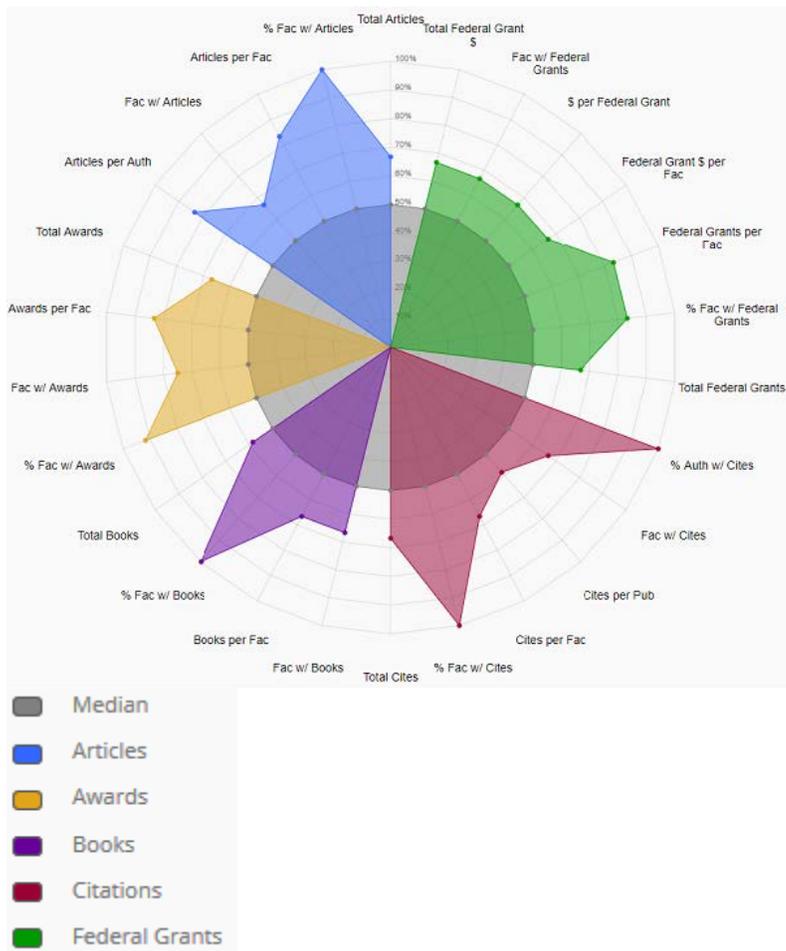
Academic Analytics 2016 Data Coverage

| | |
|-------------------------|---------------------------|
| Faculty: | Academic Year 2016 - 2017 |
| Journal Articles: | 2013 - 2016 |
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| Grants: | 2012 - 2016 |

Typically, deans and department chairs have access to [Academic Analytics](#); please contact them with questions, or email OIRP@ku.edu.

For specific information about the KU faculty included, the comparative departments, and the date ranges in which faculty citations, articles, awards, books, grants, annual grant dollars and other items were collected, access the [Academic Analytics](#) system and navigate to the AAD2016.03.844 release.

Program Productivity Radar - All Variables



The information below comes from *PRO* and provides your faculty's self-reported data on their scholarly productivity, often representing somewhat different data than is available in *Academic Analytics*. These *PRO* data are generated using the "Department Summary" report for your department/school, and the report only includes the tenured/tenure-track faculty appointed to your department/program for the time period specified.

DISCIPLINE SUMMARY SHEET
RUN DATE: January 1, 2010 - December 31, 2017
DISCIPLINE OF GERONTOLOGY

- 9 Number of tenured/tenure-track faculty in department (during any part of the year)
- 163 Number of articles published in refereed journals
- 15 Number of articles in press in refereed journals
- 3 Number of published books
- 0 Number of books in press
- 17 Number of published chapters in books
- 6 Number of chapters in books in press
- 36 Number of other published works (such as non-refereed articles; reviews; tech reports, software)
- 0 Number of published reprints (Division of Humanities only)
- 7 Number of other in press works
- 0 Number of major creative works (artistic works or exhibitions)
- 0 Number of permanent collections containing works
- 0 Number of minor creative works (artistic works or exhibitions)
- 378 Number of presentations/lectures (total)
 - 129 Invited Presentations/Lectures
 - 249 Presentations/Lectures
- 33 Editorial Work, Membership on Editorial Boards
- 32 Number of honors/awards received/ongoing

Click [here](#) to see full details of publications, editorial work and honors/awards received.

Narrative

Gerontology, *per se*, is primarily a research unit, but one with both academic and generative functions, whereby a faculty member's research interest(s) need not be limited by discipline or type (basic, applied, intervention, evaluation). As highlighted in Academic Analytics, the unit has a myriad of strengths, but also areas that require some attention. The following narrative summarizes the research productivity of our core faculty.

Publications

All Gerontology faculty are expected to engage in research and to disseminate their scholarly findings. Our faculty publish in a variety of outlets including the top Gerontology journals and university presses in each faculty member's respective sub-fields. Some of these journals include: *Journal of Health and Aging*, *Journals of Gerontology: Psychological and Social Sciences*, *Journal of Aging Studies*, *Journal of Health and Aging*, *Research on Aging*, *BMC Geriatrics*, and *The Gerontologist*.

Evaluating the scholarship of Gerontology faculty can be difficult to interpret, particularly when considering data through third-party evaluative tools, such as Academic Analytics. Yet, for purposes of this report, we find that Gerontology faculty are performing relatively well when compared to our peer programs/institutions. Data show that faculty rank above the 80th percentile in three (articles per author, articles per faculty, percentage of faculty with articles) of the five publication metrics. This is highlighted with our faculty having published close to 170 articles in peer-referred journals, with another 40 publications in non-peer referred journals. In continuing (and surpassing) this level of productivity, we will work collaboratively with our faculty and their 'home' departments to make certain that the necessary support is provided to remain successful.

Citations

The indexes of citation rate metrics are becoming of greater importance, particularly when addressing the impact of scholarly productivity. With varying sub-disciplines represented in Gerontology, there is no clear indication as to how much weight is given to each metric by department. According to Academic Analytics data our faculty are well above the 50th percentile in on all citation metrics. We are slightly below the 70th percentile in cites per faculty, faculty with citations, and % faculty with citations, with citations per faculty as our lowest metric. Despite such, these metrics suggest that the unit's scholarly work is being acknowledged, cited, and making a valuable impact in Gerontology and the sub-fields (e.g., Sociology, Psychology) of our faculty.

With these data, what must be considered is that the variability in disciplines and areas of research, within our unit, may allow for some scholarly work to be cited more than others. Yet, while highly valuable, what may be defined as less conventional research may not be cited at the same level as those faculty members whose research is seen as more mainstream (e.g., Alzheimer's Disease, Medicare). We should also keep in mind that some faculty, with more specialized areas of research, may be better at developing mechanisms in citing and having their research cited by other scholars. Because Gerontology's core faculty are not evaluated (e.g., Tenure & Promotion, annual evaluations), the citation metric may not be as heavily weighted in assessing productivity. This, however is not to say that citations are not a valued metric within the unit or Gerontology discipline.

Books and Book Chapters

Publishing book chapters, books, and encyclopedia entries are other reliable outlets in disseminating research to a broader audience. As shown, our faculty are strong in publishing books and book chapters, as reflected in the number of published books (3), book chapters (17), and books in press (6). Our faculty have published books with some of the most reputable companies such as Routledge, Springer, McGraw-Hill, and Sage. Because Gerontology faculty represent a number of disciplines, publishing a book(s) (or book chapter) may be more appropriate for communicating scholarly work to a larger audience such as policymakers, advocacy groups, healthcare personnel, and the general public.

Interdisciplinary Scholarship

Gerontology is uniquely identified as an interdisciplinary PhD program. Faculty are hired through a 'home' academic department (e.g., Psychology, Sociology, Communication Studies), with a direct affiliation with the Gerontology unit. Given the intellectual breadth of the discipline, our scholarship reaches many corners of the university and beyond. Our program allows for collaboration across disciplines, while adding to the scholarly products within the Gerontology field. Some of these areas of interdisciplinary scholarship include, but are not limited to, health disparities, work and retirement, cognitive decline and dementia, nursing and healthcare issues, age stereotypes and communication, caregiving, and health care policy. The interdisciplinary character of our program similarly allows for collaborative opportunities and interdisciplinary research and teaching with faculty from the University of Kansas' Medical Center. Comparably, the Dual-Title PhD degree provides an academic environment for faculty and students to collaborate through inter-departmental research teams, which leads to multidisciplinary training for our students and invaluable networking opportunities.

Sources

-  [Gerontology Dept Summary 2010-17_070218](#)

II.3 Grant Comparisons

How do your faculty compare with peers and aspirational peers in grant awards and grant expenditures?

The table below provides historical data trends taken from KU's data systems (KU's Academic Information Management System, or AIMS), and which are also included in the AIMS Program Review Summary attached to this template (see Sources below).

Notes: **Faculty research expenditures** by department are summarized directly from the Office of Research Sponsored Research Annual Reports, available at their website at [Office of Research website](#). Amounts per tenured and tenure-track faculty member are calculated using budgeted faculty counts for the fall semesters.



AIMS - Academic Information
Management System
Student and Faculty Measures

College of Liberal Arts and Sciences - Division of Social and Behavioral Sciences

Department: **Sociology**

Research Activity and Graduate Student Support

| Research Expenditures | | | | | | | | |
|--------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Measure | FY 2010 | FY 2011 | FY 2012 | FY 2013 | FY 2014 | FY 2015 | FY 2016 | FY 2017 |
| Total Expenditures | \$545,336 | \$491,146 | \$538,399 | \$577,439 | \$734,453 | \$719,429 | \$640,168 | \$295,486 |
| Direct Expenditures | \$473,191 | \$425,692 | \$468,406 | \$516,000 | \$629,964 | \$640,958 | \$516,395 | \$240,783 |
| Indirect (F&A) Expenditures | \$72,145 | \$65,454 | \$69,992 | \$61,439 | \$104,488 | \$78,471 | \$123,773 | \$54,702 |
| Total Exp \$ per Ten/Ten-Trk Faculty | \$27,267 | \$25,850 | \$28,337 | \$30,392 | \$38,655 | \$37,865 | \$30,484 | \$14,071 |

The data below come from the [Academic Analytics 2016 Standard Database](#) (release AAD2016.09.948, release date 7/15/2018). The data coverage includes:

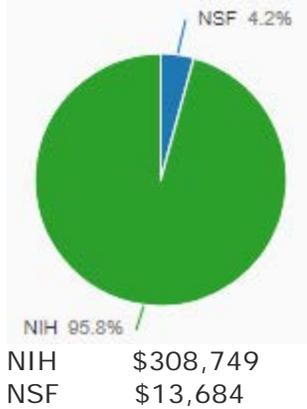
Academic Analytics 2016 Data Coverage

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|-------------------------|---------------------------|
| Faculty: | Academic Year 2016 - 2017 |
| Journal Articles: | 2013 - 2016 |
| Awards: | No Limit |
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| Conference Proceedings: | 2013 - 2016 |
| Grants: | 2012 - 2016 |

Typically, deans and department chairs have access to [Academic Analytics](#); please contact them with questions, or email OIRP@ku.edu.

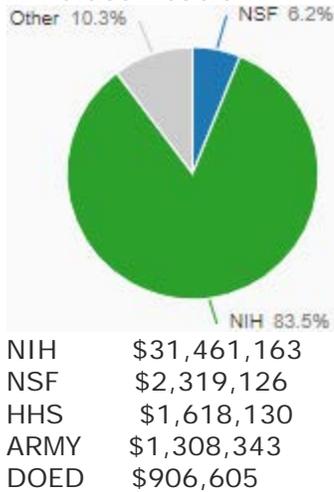
The figure below shows your performance in receiving grant money (active grants received in 2012-2016 calendars year based on the project or budget start/end dates as of June 2017) from 13 federal agencies and 2 non-federal funding sources (American Heart Association; American Cancer Society), which were used in the [Academic Analytics 2016 Standard Database](#) for grants comparisons. Data are presented as annualized amounts based on the total amount of the grant divided by the number of years derived from the start/end dates, and indirect costs are included.

Program Funding



The following pie chart and table display where faculty at comparable departments at other universities have received their funding.

Program Funding for AA Classification



Narrative

As noted in previous sections, data shown are unfortunately being presented interchangeably between Gerontology and Sociology. The AIMS data represent Sociology, which will not be summarized here. This narrative, however will focus on the Academic Analytics specifically for Gerontology. Accordingly, our faculty measure slightly below the 70th percentile in the total number of federal grants held by faculty. Faculty have been successful in securing grant dollars from two main sources: the National Institutes of Health (NIH) and the National Science Foundation (NSF). Within the NIH system, faculty have received funding from the National Institute on Aging, the National Cancer Institute, and the National Institute of Nursing Research. Compared to our peer programs, our faculty are not faring as well in securing extramural funding. We are similarly not as successful in the total amount received, in comparison to our peer programs. While current data reflect only federally secured funds, it should be recognized that faculty are just as successful in receiving extramural funds from sources that are not considered in Academic Analytics. These sources have included the Veterans Administration, Volkswagen Foundation, and the American Heart Foundation, to name a few. The benefit of seeking (and securing) funding from these other sources allows projects to be funded at a higher rate. Considering the current funding climate, applying for (and receiving) grant dollars, whether it be at the federal level or through a foundation, is encouraged, and are equally valued products of our faculty members' scholarly portfolio.

Sources

-  AIMS Program Review - Sociology (Page 8)

II.4 Process and Success for Honors and Awards

What is your process and success for nominating department faculty for national and international honors and awards?

The data below come from the [Academic Analytics 2016 Standard Database](#) (release AAD2016.09.948, release date 7/15/2018)(2016-17 academic year). The data coverage includes:

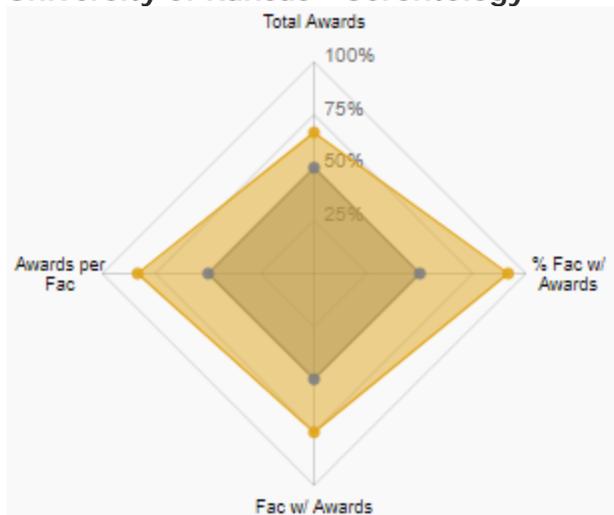
Academic Analytics 2016 Data Coverage

| | |
|-------------------------|---------------------------|
| Faculty: | Academic Year 2016 - 2017 |
| Journal Articles: | 2013 - 2016 |
| Awards: | No Limit |
| Books: | 2007 - 2016 |
| Citations: | 2012 - 2016 |
| Conference Proceedings: | 2013 - 2016 |
| Grants: | 2012 - 2016 |

Typically, deans and department chairs have access to [Academic Analytics](#); please contact them with questions, or email OIRP@ku.edu.

The 2016 database includes 6,600 honorific awards from 990 governing societies. The general principle for the inclusion of an award in the [Academic Analytics database](#) is that the award must be open to all people in a (sub-) discipline or to a large subset (e.g., age, gender) at the national or international level. NIH MERIT, NSF CAREER, and NEH awards are represented as grants and count as both an award and a grant in the 2016 database. For specific information about the KU faculty included, the comparative departments, and the date ranges in which faculty awards were collected, access the [Academic Analytics](#) system and navigate to the AAD2016.03.844 release.

Department Radar - Awards University of Kansas - Gerontology



Narrative

The Gerontology unit has a relatively strong record in receiving awards and honors. Academic Analytics data show that faculty rank between 70-90% in all awards and honors metrics. Many of our faculty are nominated for honors and awards through their respective departments. Typically, the more senior faculty either self-nominate and/or nominate other faculty for certain awards and honors. This strategy has resulted in some success, particularly within his/er respective departments.

Faculty have, and continue, to be recognized for their accomplishments through a number of organizations and award mechanisms. Drs. Tamara Baker, David Ekerdt, Mary Lee Hummert, Kristi Williams, and Amber Watts have been awarded Fellow status with the Gerontological Society of America (GSA). The Gerontological Society of America is a premier scientific organization that advances the scientific and scholarly study of aging. Being awarded fellowship status is the highest class of membership within the society. It acknowledges outstanding and continuing work in the field of gerontology. Fellowship recognition can come at varying points in one's career and can acknowledge a broad scope of activity, research, teaching, administration, public service, practice, and notable participation within the society. More recently, Dr. Mary Lee Hummert similarly received Fellow status through the International Association on Language and Social Psychology. This level of recognition also extends to NIH and NSF awards received, along with other honorific awards as recognized by KU.

Other honors among our faculty include being awarded the Byron A. Alexander Graduate Mentor Award and the W.T. Kemper Fellowship for Teaching Excellence. Other core faculty have similarly been awarded local honors and fellowships through either the college (CLAS) and/or university. Although faculty are being recognized for their achievements locally, more efforts are needed that encourage both students and faculty to apply (self-nominate and nominate) for more honorific awards that is, by standards of KU, a highly regarded metric of success.

II.5 Community Engaged Scholarship

If community engaged scholarship is relevant for your discipline, how do you define it? Could you provide examples of engaged scholarship from your faculty?

Narrative

Community engaged scholarship is “a form of scholarship that cuts across teaching, research [and creative] activities, and service. It involves generating, transmitting, and applying knowledge for the direct benefit of external audiences in ways that are consistent with university and unit missions.” This allows faculty to apply their academic expertise to engage in mutual partnerships within the community. Gerontology faculty have always had a strong community presence, where there is a mutual and beneficial exchange in knowledge and resources. This allows faculty to translate their research into education, practice, and policy.

Our faculty are actively involved in community engaged scholarship, and for brevity only a few examples will be highlighted.

- Dr. Amber Watts works to help adults diagnosed with Alzheimer’s disease. Her Lifestyle Empowerment for Alzheimer’s Prevention (LEAP! Rx) Program is a holistic approach to adoption and maintenance of healthy lifestyles for community dwelling older adults. Her program of research partners with referring physicians who use the electronic medical record to identify patients who could benefit from participation in LEAP! Rx. This similarly capitalizes on relationships with a network of YMCA coaches trained and resourced to support an exercise program tailored for older adults in a low cost and easily accessible setting. Her work expands to the community in providing Alzheimer’s Facts and Prevention Strategies to the local community.
- Dr. Tamara Baker aims to help underserved minority populations. She designs and implements intervention programs that address barriers to optimal symptom management among older diverse raced and marginalized populations. She has received federal funding to specifically investigate social, psychological, and cultural factors that influence health outcomes, by working with community-based intervention programs. A goal of her community engaged research is to impact health policy and health care, while addressing the needs and potentially reducing health disparities among underrepresented populations. More importantly, she has worked closely with a senior center (Palestine Senior Center) in Kansas City, where she has not only recruited Black men for her research, but also provided information on healthy living and health aging.
- Dr. Kristi Williams’ scholarly work focuses on designing community-based interventions that improves care for older adults. This is done by improving communication between nursing home staff and residents with dementia, promoting self-care of assisted living residents using cognitive training, and supporting family members caring for persons with dementia (using in-home monitoring and professional feedback).

II.6 Raising the Stature of Current Faculty and Scholarly Productivity

What are three steps your department can take, without additional resources, to raise the stature of your current faculty and scholarly productivity?

In fields in which these metrics are particularly relevant, please consider how to raise your stature in consideration of the AAU Metrics, which are: citations per faculty member, awards per faculty member, National Academies memberships, and Federal expenditures per faculty member.

Narrative

Considerable initiatives have been identified to raise the stature of core faculty and scholarly productivity. In this section, we are asked to provide steps to increase productivity that would not require additional resources. In using the information conveyed via Academic Analytics, we see three primary areas of focus: increasing grant submissions of the grants, awards per faculty, and increasing the number of citations per publication.

Increase grant submissions

- Identify barriers – including institutional and disciplinary – to grant writing and submission among faculty members
- Determine incentive models for grant proposal submission
- Identify potential interdisciplinary collaborators (particularly among programs where students are enrolled in the Dual-Title program)
- Provide faculty with funds, for graduate student assistance, in writing grant proposals
- Create a more formal mentorship program that creates incentives for faculty with expertise in the areas of grant writing, research design, and statistics to support other faculty members
- Organize mini grant proposal and scholarly writing workshops
- Create informal, themed, research symposia to facilitate collaborations and help fund joint projects
- Encourage faculty to be affiliated with an appropriate KU research center, which allows them identify, apply, and compete for appropriate external funding, fellowships, and awards

Awards per faculty

- As an agenda item for monthly faculty meetings, faculty are to identify (and present) regional, national, and sub-disciplinary honors and awards
- Encourage faculty to self-nominate and nominate other faculty for awards and honors
- Establish collaborative initiatives, with faculty members' respective departments, to determine the best practice(s) in encouraging faculty to apply for more prestigious awards

Increase citation rates

Although the unit is doing relatively well in the number of faculty and authors that have a citation, there is a need for improvement in the number of citations per publication. This is becoming an important evaluative metric for faculty, particularly in the Gerontology discipline. Because the unit does not conduct tenure, promotions, or annual evaluations of faculty, we follow the direction of each faculty member's respective departments in determining the influence/weight of citation rates. In the Psychology department, for example faculty have the option to include the H-index, G-index, and/or age-weighted citation rate information in their annual review and/or Tenure & Promotion materials. Faculty are also encouraged to indicate the impact rating for the journals in which they are publishing. Discussions have taken place regarding the utility of the H-indices and other metrics that reflect scholarly impact. Although not required, faculty are invited to include this information in their annual review materials. Examining these data show faculty that citation rates, and these metrics of scholarly impact, are well regarded within academic community.

III.1 Assessment of Student Learning

What evidence demonstrates that students are meeting your program learning goals and objectives? What changes do you think are most likely in the degree programs based upon your assessment of student learning?

Narrative

The Gerontology PhD and Dual-Title PhD programs share a set of learning objectives for graduate-level training (refer to Gerontology Graduate Student Assessment Rubric). Performance standards for doctoral students are that they: 1) acquire a good understanding of Gerontological theories and basic research methods, and 2) gain practical and substantive experiences in their chosen area(s) of research. This is designed to enable students to engage in conceptually rich research, while obtaining the skills needed to design and execute research projects. To meet these standards, our doctoral students (PhD and Dual-Title) must adhere to a clearly articulated timetable as they progress through the program.

Goals and Objectives of the Gerontology PhD and Dual-Title PhD Degrees

1. Conduct original, publishable research in the field (Gerontology).
2. Demonstrate a broad knowledge of theory and research across several sub-disciplines in the field.
3. Demonstrate in-depth knowledge of at least one area of expertise.
4. Understand how to conceptualize research questions, and how to apply appropriate quantitative/qualitative methods for data analysis and interpretation.
5. Follow ethical guidelines for work in the field.
6. Write and speak effectively to professional and lay audiences about issues in the field.
7. Demonstrate knowledge in the scientific, methodological, and theoretical foundations for the practice of Gerontology.

Assessment of success in reaching these learning outcome goals is accomplished through the engagement in regular evaluation of the quality of each student during key benchmarks in the program (e.g., oral defense, dissertation defense), and through systematic evaluations of classroom teaching, research performance, community engagement, and presentation of scholarly work (at national scientific meetings/conferences).

Planned Goals and Outcomes

The following section outlines goals to improve and clearly define student 'learning outcomes'.

1. Students prepare annual progress reports of research activities and products.
2. Implement a Dissertation Mentoring Agreement to be completed in consultation with the student's Gerontology advisor. The Mentoring Agreement must then be updated and resubmitted annually as a component of their plan of study. This agreement not only outlines the student's timetable for finishing his/her dissertation, but also summarizes concrete consequences for failing to uphold the contract. This agreement also holds faculty (Gerontology) accountable for timely feedback and guidance to each student.
3. Assemble Gerontology faculty members for a meeting (during the late spring semester) to evaluate all graduate students (PhD and Dual-Title). The purpose of this meeting is to discuss the progress (or lack thereof) of each student. All members who have taught and/or worked directly with the student (i.e., advisor, lab, research) will be required to provide a brief evaluation based on her/his experience(s) with the student. If multiple faculty members have similar concerns, a meeting will be scheduled with the student, her/his advisor (gerontology and advisor from primary discipline [Dual-Title students]), director of the Gerontology unit's graduate students, and the director of Gerontology, to develop a plan to improve the student's performance. This may be paired with the student's Dissertation Mentoring Agreement.

III.2 Pedagogical Innovations to Improve Student Learning

What pedagogical innovations have you established to improve student learning for majors and non-majors? If you have data indicating effectiveness, please provide them.

Narrative

Describe the pedagogical innovations you have established to improve student learning for majors and non-majors in doctoral level courses:

All Gerontology courses are cross-listed and taught in the 'home' department of the faculty member teaching the class. With these courses, changes are often dictated by the faculty member's respective department. While student learning is often varied, what we have tried to improve these outcome with one of our required core courses; Gerontology Graduate Proseminar. This course is designed for intense analysis and discussion, and is considered a primary foundation course in providing graduate education and training in Gerontology. The course involves in-depth reading and interpretation of texts, learning from invited scholars in the field, writing assignments designed to demonstrate students' understanding of the material, student led discussions, and an exchange of ideas between students and the professor, which are all key to this model.

Many of our core faculty have similarly designed classroom assignments/exercises that are intended to improve student learning. For example, Psychology of Aging's curriculum is designed as a 'hands-on' course, whereby students are not only introduced to traditional and contemporary Gerontology theories, but they also participate in aging simulation activities, 1:1 interviews with older adults, and intellectual exchange in small group discussions. In this course, graduate students have the opportunity to lead class discussions on the course content, and how it relates to their specific area of research (e.g., use of music therapy among dementia patients).

Planned Pedagogical Innovations

1. Core gerontology courses would be assigned its own course code (e.g., GERON 990). This would simplify the process of identifying Gerontology classes. It would also allow for gerontology-identified courses to show up on students' transcripts. Currently, these classes are listed under the faculty member's 'home' department (e.g., PSYC 990). The current director has been in discussion with the college's Dean on this goal.
2. Establish a service learning course for Gerontology students. This can seamlessly be included into such courses as Proseminar, Psychology of Aging, or Sociology of Aging. A collegial relationship has already been established with the Senior Resource Center of Douglas County, whereby the Executive Director has expressed an overwhelming interest in collaborating with the university. This would provide the opportunity for our graduate students to gain a more applied experience in working with community-based older adults in the Douglas County area.
3. Streamline course selections for graduate students. In a recent focus group conducted amongst the PhD and Dual-Title Gerontology students, it was mentioned that there a number of courses listed that would fulfill the degree requirements, but are not available to our students. For example, a few students were interested in taking the Introduction to Elder Law course, however were not allowed to enroll because they were not law students. To ensure that our students can take courses specific to Gerontology/aging studies, efforts are needed to inform instructors teaching these courses about the Gerontology PhD and Dual-Title programs. This may allow for a more inclusive learning environment for our students.

III.3 Curricular Changes

What are three curricular changes that you plan to implement to increase the impact on students?

Narrative

1. As introduced in Section III.2, we plan to streamline the course selection for our graduate students. This will ensure that *all* students take certain courses as required, as opposed to elective courses. These courses may include: Gerontology Proseminar, Biology of Aging, Psychology of Aging or Social Gerontology, Palliative Care, Health Aspects of Aging (taught in Health, Sport, and Exercise Sciences), Design and Analysis in Developmental Research, and Social Work and Aging. These courses would provide a foundation to all of our students, thus allowing for a more comprehensive learning experience.
2. Introducing a service learning course. Because of the interdisciplinary nature of the program, it is important that our students have the opportunity to participate in some type of service learning project/course. The possibility of including a service learning component to the curriculum would engage our students in meaningful and relevant service with a community partner. This could ultimately enhance academic learning, promote civic responsiveness, and strengthen communities. This type of course learning would challenge our students to apply disciplinary knowledge within the context of real-world situations. It would involve an instructor working collaboratively with a community partner organization to develop and implement a course-based service project. The service project would be designed to advance a goal defined by the partner organization, while enhancing the students' learning experience.

III.4 Undergraduate Students

What can you glean about your department from the following responses as collected by the Senior Survey?

This is a PhD granting unit only.

III.5 Graduate Students

What can you glean about your department from the following responses as collected by the Grad Student Satisfaction Survey?

These data are included in the AIMS Program Review Summary attached to this template (see Sources below).

**AIMS - Academic Information Management System
 Student and Faculty Measures**

College of Liberal Arts and Sciences - Division of Social and Behavioral Sciences

Department: **Sociology**

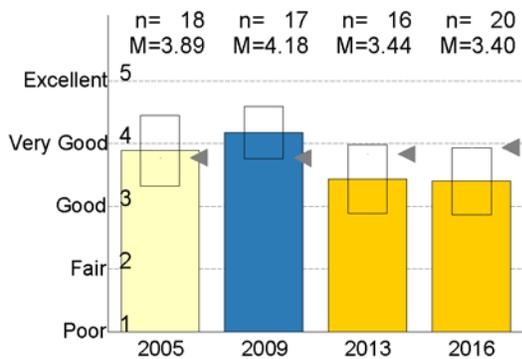
Graduate Student Satisfaction Measures

Comparative results from the Graduate Student Surveys

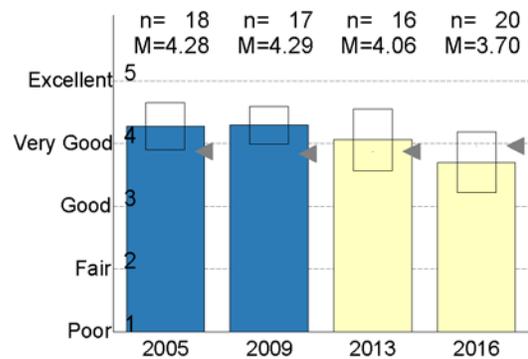
Mean response charts with 95% confidence intervals for each survey year

University mean: ◀ Bar color legend:
 ■ below 25th percentile
 ■ between 25-75th percentiles
 ■ above 75th percentile

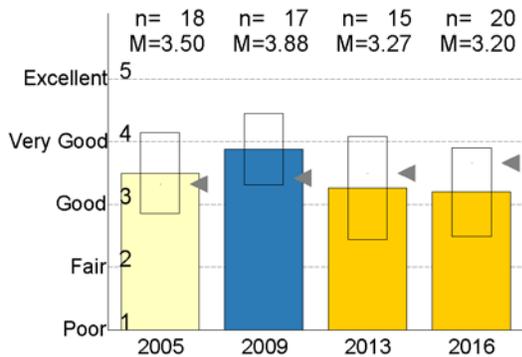
Overall program quality



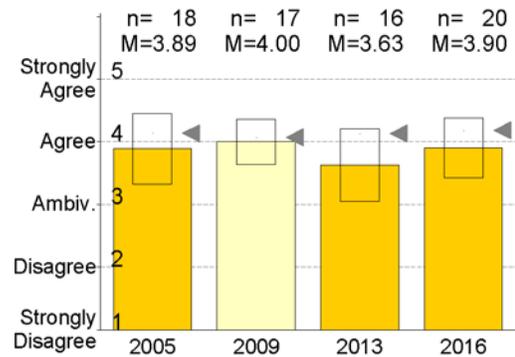
Quality of graduate teaching by faculty



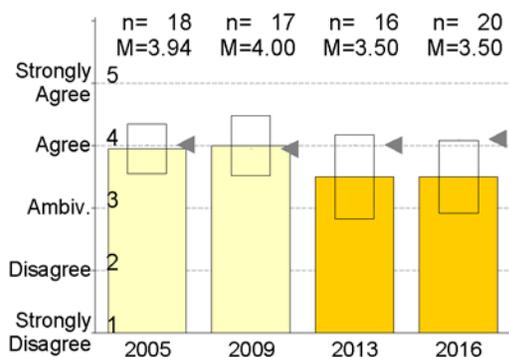
Quality of academic advising and guidance



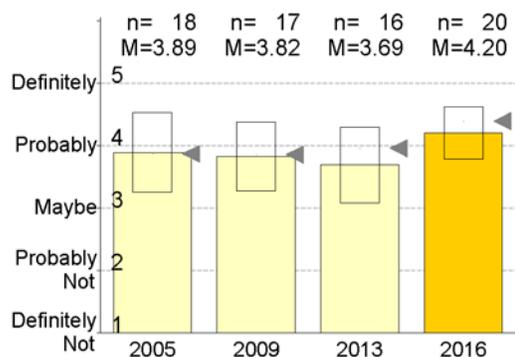
Overall, climate of program is positive



Program content supports my research/prof goals



Select KU if starting over?



**AIMS - Academic Information Management System
 Student and Faculty Measures**

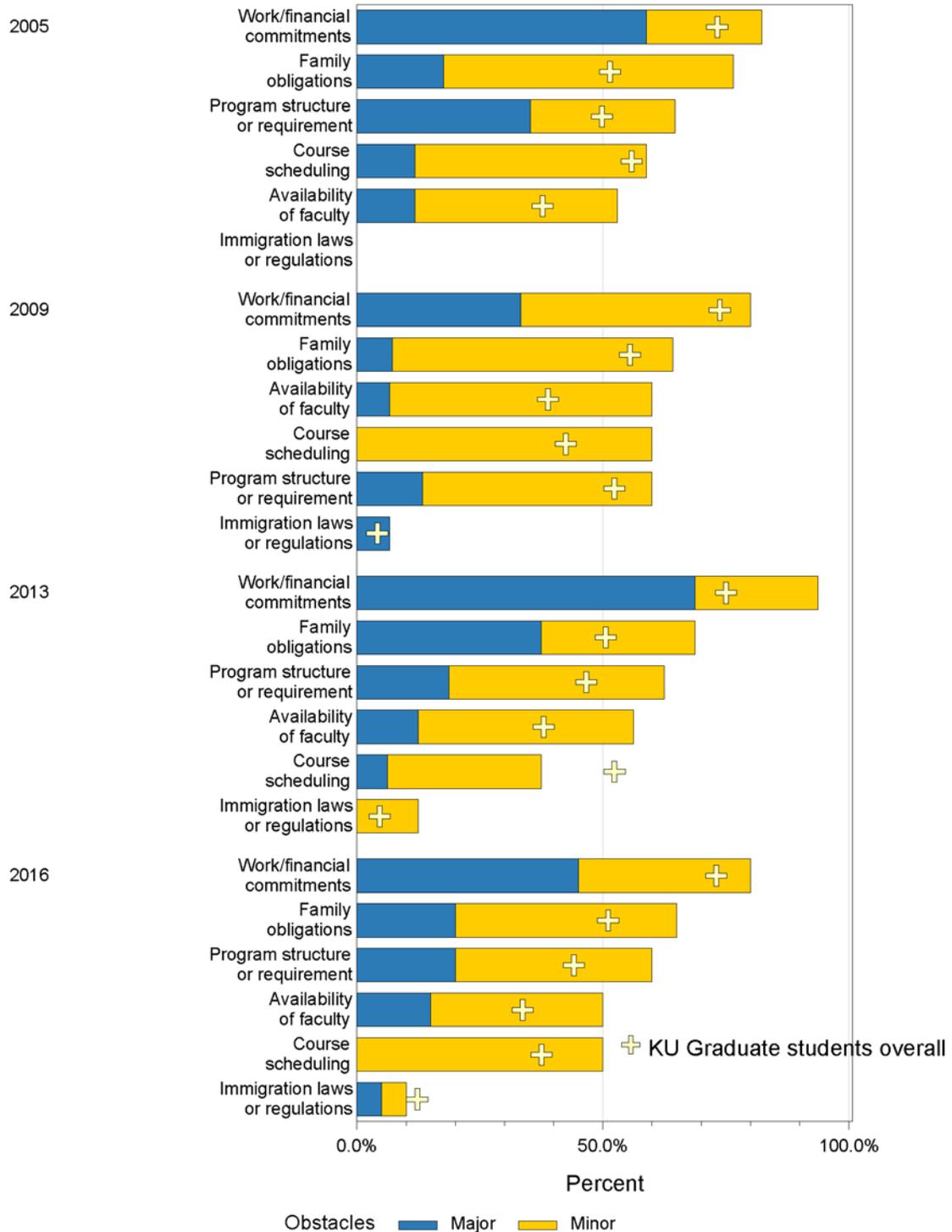
College of Liberal Arts and Sciences - Division of Social and Behavioral Sciences

Department: **Sociology**

Graduate Student Satisfaction Measures

Comparative results from the Graduate Student Surveys

Factors that are obstacles to academic progress in unit



Narrative

As previously noted, data from presented in this section are show for the Sociology program, and not that specific to Gerontology students. It is hoped that for future reference, the data from the Grad Student Satisfaction Survey can be collected specifically from Gerontology students, and that is separate from the Sociology department.

Responses to this survey were not collected specific to our (Gerontology) students. This is unfortunate, as we would have appreciated learning more about their experiences at KU and in the program. Despite this lack of formal data, the current director conducted a focus group, among the Gerontology graduate students, to learn about their experiences in the program, and to gain feedback on the current curriculum, climate of the unit, and future initiatives. A few of the questions asked during this exchange included: What attracted you to the Gerontology discipline?; What are you looking for in a Gerontology program?; Did you consider obtaining a PhD specifically in Gerontology, why or why not? (asked of Dual-Title students only); How did you learn about the PhD/Dual-Title Gerontology program at KU?; What has been your experience in the program?; What is your feedback on the curriculum (PhD and Dual-Title)?.

Some of the feedback to these questions included that the courses be more streamlined, that more volunteer opportunities be available to students, to offer more Gerontology courses, and that more opportunities be made available for students to collaborate on projects and/or meet in a structured environment to discuss topics as they relate to the Gerontology field (e.g., a journal club). Overall, students reported being satisfied with both programs.

As a consistent theme throughout this report, AIMS data are shown for the Sociology department despite Gerontology being a separate unit within the KU system. To respond to the AIMS data (as shown), the following narrative is provided directly from the Sociology department's self-study in response to this question.

Sociology Department's Narrative

"We were, to say the least, taken aback by the results of this survey. Our perception has been that our students appear quite satisfied with our program. We are concerned that the sample size of the survey is low, with about half of our students responding and, as with any voluntary survey, those who have strong feelings are more likely to respond. Nevertheless, the level of satisfaction for these graduate students is lower compared to the students in other programs at KU, and we take these results very seriously. We see four key findings from this survey:

- For a majority of those responding, KU was not their 1st choice. They attended our program because they were not admitted to their program of choice.
- Students who answered the survey tend to believe that the academic ability of their cohort is lower than the respondent's themselves. If this in fact, true, we do not believe there is an easy fix. However, as our department's reputation improves through the strong hires we have made, and if we can successfully recruitment of top performing applicants, this will increase the overall satisfaction among graduate students.
- Respondents indicate that they are not satisfied with the quality of graduate teaching. This feeling it seems is **not** about the quality in classroom instruction *per se*, but with the perceived lack of cooperative research opportunities with faculty members. We can cite a number of exceptions to this claim but there may be reasons for this perception. Many of our faculty and a majority of our graduate students are doing research based on qualitative methods which tends to be a one-person research activity and may be less prone to the faculty-student cooperation. We are taking steps to address this. We also anticipate that the faculty-student collaborations are being fostered as new research agendas are developed. For example, Drs. Agadjanian and Menjívar' s newly formed Center for Migration Studies and Dr. Staples' Surveillance Studies Center, both located within the Institute for Public Policy and Social Research (IPSR), are generating grant-funded research projects that support graduate students and collaborations. Finally, our plan to change

our course requirements to enhance research skills for students early on in the program will encourage faculty to bring students into their projects.

- Financial insecurity may also undermine student satisfaction. While we are able to offer multi-year funding packages to doctoral students, stipends are relatively low and funding often runs out just as students are working on completing their dissertations. Many students at this stage have or are beginning families and often take jobs teaching at area schools, and this delays their progress and undermines their satisfaction. We are working to address these issues. For example, through the use of our endowment funds, we will offer a “matching” first-year fellowship for an under-represented doctoral student on an alternating-year starting in AY 2017. Moreover, we were able to recruit our top applicant in AY 2017 thanks to the Dean’s Doctoral Fellowship (this fellowship is not guaranteed every year, however). Finally, the vast majority of sociology graduate students receive the maximum number of terms as a GTA allowed by the department, and many others received additional funding as GRAs, GTA in outside departments, or secure external tuition assistance (employer matching, ASA fellowships, etc.), and as indicated above, new grant funded positions will extend total funding years for students. Changes made to our program will reduce their time to degree, and we are focusing efforts on securing dissertation fellowships from both the university and externally (e.g., two of our students were awarded NSF Dissertation Fellowships this past year), and we will use our endowment funds to help offset the cost of dissertation research.”

Sources

-  [AIMS Program Review - Sociology \(Page 29\)](#)
-  [AIMS Program Review - Sociology \(Page 30\)](#)

IV.1 Effectiveness of Degree Programs

How do the number of majors, number of degrees awarded, and time to degree for your undergraduate and graduate programs reflect the effectiveness of your degree programs?

Majors and degree counts data come from KU's Academic Information Management System (AIMS), and are included in the AIMS Program Review Summary attached to this template (see Sources below).

*Note: Major counts and degrees awarded are summarized from official census snapshots of the data in Campus Solutions. Underrepresented minority counts include students self-reporting their race/ethnicity as American Indian, Black, Hawaiian/Pacific Islander, or Hispanic. Beginning with the FY 2016 reports, data items related to underrepresented minority students were revised to include students self-reporting two or more races, if one of those races is American Indian, Black, Hawaiian/Pacific Islander, or Hispanic. For undergraduate degree recipients, mean and median calculations of time to degree include only those students who started at KU as new freshmen. For graduate degree recipients, years to degree calculations are based on time elapsed from the first semester enrolled as a degree-seeking graduate student in the degree program to the graduation term. Data which may not accurately reflect student elapsed time-to-degree (less than two semesters for a masters degree, less than two years for a doctoral degree, or greater than twenty years for any graduate degree) are excluded. Leaves of absence recorded in Campus Solutions have been subtracted from time to degree totals. No minimum time limits are applied to SJD and DMA recipients. **Beginning with the FY 2017 reports, additional calculations for mean and median years to degree from first doctoral enrollment in department have been included for doctoral degree recipients.***

**AIMS - Academic Information
Management System
Student and Faculty Measures**

College of Liberal Arts and Sciences - Division of Social and Behavioral Sciences

Department: **Sociology**

Majors and Degree Counts

Sociology -- Graduate Information

| Sociology Graduate/1st Professional Major Counts | | | | | | | | | | | |
|--|--------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Level | Measure | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 |
| Graduate/Prof | Masters | 15 | 12 | 17 | 19 | 12 | 10 | 6 | 3 | 0 | 0 |
| | Doctoral | 26 | 26 | 26 | 26 | 34 | 31 | 35 | 37 | 40 | 38 |
| | Total | 41 | 38 | 43 | 45 | 46 | 41 | 41 | 40 | 40 | 38 |
| | <i>Relative Index</i> | 107.9% | 100.0% | 113.2% | 118.4% | 121.1% | 107.9% | 107.9% | 105.3% | 105.3% | 100.0% |
| | % Minority | 4.9% | 2.6% | 4.7% | 8.9% | 2.2% | 2.4% | 4.9% | 2.5% | 7.5% | 10.5% |
| | % Underrep Minority (see FAQs) | 2.4% | 0.0% | 2.3% | 6.7% | 0.0% | 0.0% | 2.4% | 2.5% | 7.5% | 10.5% |
| | % International | 14.6% | 10.5% | 9.3% | 13.3% | 17.4% | 9.8% | 9.8% | 10.0% | 10.0% | 13.2% |
| | % Female | 56.1% | 55.3% | 60.5% | 55.6% | 58.7% | 56.1% | 53.7% | 55.0% | 50.0% | 50.0% |
| | % KS residents | 34.1% | 28.9% | 34.9% | 31.1% | 28.3% | 29.3% | 29.3% | 27.5% | 30.0% | 34.2% |
| | Mean Verbal GRE | 156.3 | 156.6 | 155.6 | 155.7 | 156.5 | 157.5 | 157.4 | 158.1 | 158.1 | 158.3 |
| | Mean Quant. GRE | 150.5 | 150.5 | 149.7 | 149.9 | 149.8 | 150.4 | 150.6 | 151.1 | 151.2 | 151.8 |
| | Mean Essay GRE | 5.0 | 4.9 | 4.7 | 4.6 | 4.7 | 4.7 | 4.6 | 4.6 | 4.5 | 4.4 |
| | % reporting scores | 70.7% | 81.6% | 83.7% | 91.1% | 87.0% | 95.1% | 95.1% | 97.5% | 97.5% | 100.0% |
| | # Minority | 2 | 1 | 2 | 4 | 1 | 1 | 2 | 1 | 3 | 4 |
| | # Underrep Minority (see FAQs) | 1 | 0 | 1 | 3 | 0 | 0 | 1 | 1 | 3 | 4 |
| | # International | 6 | 4 | 4 | 6 | 8 | 4 | 4 | 4 | 4 | 5 |
| | # Female | 23 | 21 | 26 | 25 | 27 | 23 | 22 | 22 | 20 | 19 |
| | # KS residents | 14 | 11 | 15 | 14 | 13 | 12 | 12 | 11 | 12 | 13 |

**AIMS - Academic Information
Management System
Student and Faculty Measures**

College of Liberal Arts and Sciences - Division of Social and Behavioral Sciences

Department: **Sociology**

Majors and Degree Counts

Sociology -- Graduate Information

| Sociology Graduate/1st Professional Degree Counts | | | | | | | | | | | |
|---|--------------------------------|-----------------------|----------|----------|----------|----------|----------|----------|----------|----------|--------|
| Level | Measure | FY 08-09 | FY 09-10 | FY 10-11 | FY 11-12 | FY 12-13 | FY 13-14 | FY 14-15 | FY 15-16 | FY 16-17 | |
| Masters | FY Degrees | 10 | 2 | 2 | 10 | 5 | 5 | 3 | 3 | 2 | |
| | <i>Relative Index</i> | 500.0% | 100.0% | 100.0% | 500.0% | 250.0% | 250.0% | 150.0% | 150.0% | 100.0% | |
| | % Minority | 20.0% | 0.0% | 0.0% | 10.0% | 0.0% | 0.0% | 0.0% | 33.3% | 0.0% | |
| | % Underrep Minority (see FAQs) | 10.0% | 0.0% | 0.0% | 10.0% | 0.0% | 0.0% | 0.0% | 33.3% | 0.0% | |
| | % International | 0.0% | 50.0% | 0.0% | 40.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | |
| | % Female | 60.0% | 50.0% | 100.0% | 70.0% | 60.0% | 40.0% | 33.3% | 100.0% | 100.0% | |
| | Mean Years to Degree (YTD) | 2.5 | 2.2 | 1.8 | 2.0 | 2.4 | 2.0 | 2.1 | 1.7 | 1.7 | |
| | Median Years to Degree (YTD) | 2.3 | 2.2 | 1.8 | 1.7 | 1.9 | 1.7 | 1.7 | 1.7 | 1.7 | |
| | # Minority | 2 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | |
| | # Underrep Minority (see FAQs) | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | |
| | # International | 0 | 1 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | |
| | # Female | 6 | 1 | 2 | 7 | 3 | 2 | 1 | 3 | 2 | |
| | Doctorate | FY Degrees | 4 | 3 | 5 | 0 | 1 | 1 | 4 | 8 | 5 |
| | | <i>Relative Index</i> | 80.0% | 60.0% | 100.0% | | 20.0% | 20.0% | 80.0% | 160.0% | 100.0% |
| | | % Minority | 0.0% | 0.0% | 0.0% | | ▼ | ▼ | 0.0% | 12.5% | 0.0% |
| % International | | 25.0% | 33.3% | 0.0% | | ▼ | ▼ | 25.0% | 0.0% | 0.0% | |
| % Female | | 100.0% | 100.0% | 60.0% | | ▼ | ▼ | 75.0% | 62.5% | 40.0% | |
| Mean Years to Degree (YTD) | | 10.5 | 10.3 | 11.1 | | ▼ | ▼ | 6.7 | 8.2 | 6.5 | |
| Median Years to Degree (YTD) | | 9.8 | 10.3 | 11.9 | | ▼ | ▼ | 5.9 | 8.0 | 6.9 | |
| Mean YTD from First Doc Enrl | | 7.2 | 9.2 | 8.7 | | ▼ | ▼ | 5.2 | 6.7 | 6.1 | |
| Median YTD from First Doc Enrl | | 6.6 | 9.5 | 9.3 | | ▼ | ▼ | 4.9 | 6.9 | 6.3 | |
| # Minority | | 0 | 0 | 0 | 0 | ▼ | ▼ | 0 | 1 | 0 | |
| # International | | 1 | 1 | 0 | 0 | ▼ | ▼ | 1 | 0 | 0 | |
| # Female | | 4 | 3 | 3 | 0 | ▼ | ▼ | 3 | 5 | 2 | |

Narrative

The narrative for this section is specific only to Gerontology. No summarization will be provided on the Sociology department's AIMS data.

The Gerontology program has been able to attract students with interdisciplinary interests as it relates to the study of aging. As previously noted:

- All students receive extensive training in research methods.
- Average time to degree for the program's graduates has been 3.8 to 4 years.
- Graduates have been placed in reputable academic, postdoctoral, research, and service positions.
- The Dual-Title program is available as an innovative option that allows students to meet the challenge of undertaking graduate education in the emerging and multidisciplinary field of

Gerontology. This design is advantageous for the recruitment of talented graduate students, and adds to the depth and breadth of graduate training and subsequent employment opportunities.

As will be discussed in the next section of this report, finding the right size of a graduate degree program requires careful assessment of the demand for the PhD program, the resources available to support graduate students admitted into the program (PhD and Dual-Title), the research needs and interests of core faculty, and the expectations for the job market.

Timing of degrees depends on if the student is enrolled in the PhD program or the Dual-Title PhD program. The average time to degree for a Gerontology PhD student is 3.8 to 4 years. All of our PhD students have been full-time and granted GTA or GRA funding. Currently, the program has only one GTA position. Continued discussions with the College are in order to increase this to at least two appointments. Again, this is specific to the PhD program.

With those enrolled in the Dual-Title program, time to degree depends on the student's primary discipline (e.g., Psychology, Sociology). With each program, there are a number of academic obligations (courses, research, clinical internships) required of the students, along with the requirements of the Gerontology program. Information as it applies to Psychology is discussed in more detail as the majority of the Dual-Title students are [clinical] psychology graduates. Specific to Psychology, time to degree approximately 5.9 years. This may, however be a little misleading since students cannot receive their degree until they complete a year-long clinical internship. Therefore, the 5.9 years reflects five years in the PhD program, plus one year on internship, which is APA accredited.

To date, the program has conferred three Dual-Title PhD degrees (with Psychology and Communication Studies), with three currently enrolled (Social and Clinical Psychology), and one Dual-Title applicant (in Sociology).

Sources

-  [AIMS Program Review - Sociology \(Page 13\)](#)
-  [AIMS Program Review - Sociology \(Page 14\)](#)

IV.2 Need and Demand for Programs

Considering the number of majors and the number of graduates in each of your degree programs, what can you say about the need and demand for your programs?

There are a variety of data to which you could refer in generating your response to this question. Potential data sources include, but are not limited to:

- **Major counts** in Item IV.1
- **Degrees awarded** in Item IV.1
- *Other data within the AIMS Program Review Summary attached to this template (see Sources below)*
- *Employment projections from the Bureau of Labor Statistics*

*It is suggested that you consider placement information about your graduate students, which are gathered for your doctoral graduates from the Doctoral Completion Survey (DCS) and have been posted below. The data comes from students who graduated between FY 2012 and FY 2017 who responded to the DCS Survey with information on their employment outcomes. **If the information on a particular student is incomplete or if you have updated data, please revise the table as necessary to include the most up-to-date and accurate information.***

| Name | Job Search Status | Employment Type |
|-------------------------|---|--|
| Koss,Catheryn Sophia | Seeking position but have no specific prospects | U.S. 4-year college or university other than medical school |
| Leszko,Magdalena | Have signed contract or made definite commitment for a postdoc or other work | U.S. university-affiliated research institute |
| Smith,Erin Kate | Have signed contract or made definite commitment for a postdoc or other work | Industry for profit |

Narrative

Over the next few decades, most nations will see unprecedented growth in the number and proportion of older adults. This shift in age structure will raise many new issues to be faced by society, increasing the demand for educators and researchers with a specialty in the physical, psychological, social, and policy fields. To meet these needs, KU offers a high-quality training (Gerontology) program that is cost-effective and unique among the Regents institutions in Kansas.

Currently, there are no reported statistics from the Bureau of Labor Statistics on employment projections specific to Gerontology. Although these data are not available, the projected growth of, and the growing needs of adults 65+ years of age, speaks to the considerable need for professionals in the field and demand of Gerontology PhD programs and/or those in a specific discipline (Psychology) seeking to further advance their skills (via the Dual-Title PhD program) in working with older adults. Recent data show that the types of careers held by Gerontologists in the United States are diverse and varied; from positions within the government and not-for-profit agencies, to nursing, public health, and broader academic settings. The unique skills, background, and training of doctoral level programs in Gerontology provide alumni with valuable interdisciplinary skills and knowledge that facilitates a wide variety of career options, as reflected by our former graduate students.

Specific to the Dual-Title degrees in Psychology and Gerontology, data from the US Department of Labor suggests job growth in the Psychology field, particularly those who have a doctoral degree. The job outlook for Psychologists between 2016-2026 is 14%, which is faster than average. This growth is reflected in the number of graduate applicants, specifically in the Clinical Psychology PhD program. The (adult) Clinical Psychology program receives an estimated 150-200 applicants each year, with only 5 to 6 students being admitted to the program. The strong student demand of the program allows for faculty to be more selective. Specific to the Dual-Title Gerontology program, faculty in the Psychology department, for example are more likely to select students with a (research) focus/interest in aging. Psychology Professor, Dr. Tamara Baker, for example has attracted a number of students to the Clinical Psychology

PhD program because of her scholarly work on older adults from diverse race and ethnic populations, and health disparities research. Of the three students currently enrolled in the Dual-Title Gerontology program, two are advised by Dr. Baker (with the third student being advised by another Clinical Psychology faculty member). She currently has another two Clinical Psychology students, with an interest in Gerontology, who will be applying to the Dual-Title program in 2019. Similarly, Dr. Amber Watts, Assistant Professor in Clinical Psychology, has a number of students who are similarly interested in Gerontology, and who have expressed interest in applying to the Dual-Title program. Therefore, the Dual-Title Gerontology program is proving to attract a number of academically astute students not only in their 'home' academic department, but also in the Gerontology unit.

Having nationally recognized Gerontology faculty allows for a strong pool of students with 'dual' areas of research focus and expertise. For a point of context, there are a number of graduate students, at the university with interests or even a specialty in aging, who are not in the Dual-Title program. They take our courses; we advise them formally and informally (within and across disciplines); we serve on their committees; and we even employ some of them on our research projects. With this growing interest, initiatives are being discussed to better advertise the Dual-Title program, which is another key goal of the unit.

Data from the Doctoral Completion Survey, as posted in the table, are not an accurate reflection of employment of our former graduates. The following updated table provides a more accurate account of the employment status of our students.

| | PhD Year | Dissertation Title | Employment |
|--|-----------------|---|--|
| Kristine N. Williams | 2001 | Improving Nursing Home Communication | E. Jean Hill Professor of Nursing, University of Kansas |
| Beth A.D. Nolan | 2003 | Predicting Aggressive Behavior Based On Memory Functioning: A Longitudinal Study Of Persons With Dementia Of The Alzheimer's Type | Director of Research, Grants and Policy, Teepa Snow Positive Approach to Brain Change, Eland, NC |
| Marie Y. Savundranayagam | 2004 | Identity Maintenance Processes Of Spouse Caregivers: Implications For Caregiver Burden | Assistant Prof., University of Western Ontario |
| Chiung-Ju Liu | 2006 | Comprehension Of Health-Related Written Materials By Older Adults | Associate Prof., IU/PU |
| Julie F. Sergeant | 2006 | Expectations To Move And Residential Mobility Of Older Adults | Section Director, Kansas Dept. of Health and Environment, Topeka, KS |
| Susan Klaus | 2006 | Job Satisfaction And Intent To Stay In Birth Cohorts Of Nurses | Senior Director, Patient Care Services Research, Children's Mercy Hospital, Kansas City, MO |
| Gillian G. Woods | 2007 | Written Emotional Disclosure For Lay Caregivers Of Older Adults | Counselor, Senior Health Clinic, Washington Regional Medical Center, Fayetteville, AR |
| Deepthi Mohankumar | 2009 | Prospective End-of-Life Decision-Making: A Study of Asian Indian Hindu Younger and Older Adults | Senior Medical Writer, IQVIA (contract health research), Redmond, WA |
| Ellen Rozek (dual title with Psychology) | 2013 | The Effect of Loneliness on Executive Functioning in Young and Older Adults | Assistant Prof., University of Wisconsin, La Crosse |

| | | | |
|---|------|---|--|
| Erin Kate Smith | 2014 | The Impact of Residential Satisfaction, Psychological Well-being, and Personality on Voluntary Later-life Migration | Performance & Data Manager, AAA, Montgomery County, MD |
| Magdalena Leszko | 2014 | Intimacy As a Mediator of the Relationship between Caregiver Burden and Marital Satisfaction | Asst. Prof. University of Szczecin, Szczecin, Poland |
| Catheryn S. Koss | 2016 | Advance Care Planning in the Marital Context: Dyadic Analyses of Advance Directive Completion by Older Married Adults | Assistant Prof., Sacramento State University |
| Nichol Castro (dual-title with Psychology) | 2017 | An Analysis of Semantic and Phonological Associations Using Network Science | Postdoc, School of Psychology, Georgia Institute of Technology |
| Weston Wiebe (dual title with Communication Studies) | 2018 | Older Adults' Written Accounts of Recent Intergenerational Conflict: Initiating Factors and Management Styles | Assistant Prof., College of the Ozarks, Lookout Point, MO |

IV.3 Certificate Effectiveness

How do your certificates enhance the effectiveness of your degree program? Should these certificates be continued or discontinued?

Narrative

A graduate certificate in Gerontology was in place until the establishment of the Dual-Title option (circa 2011). Even prior to the Dual-Title program, there was very little enrollment in the certificate program. In promoting the Dual-Title degree, thought was that any graduate student wanting additional training in Gerontology would enroll in the dual-title option. Since that time, the certificate option ended, with no further discussion in restarting the program.

V.1 Faculty Service to the Discipline

Comment on the extent to which your faculty serve the discipline, particularly journal editorships and elected or appointed positions in professional or discipline organizations.

For information on your department faculty's editorial work and membership on editorial boards from the PRO system, refer to Item II.2.

Narrative

Gerontology is a service-intensive unit with faculty actively volunteering within the college, university, community, and profession. Faculty have acted as Editors (Editor, Associate Editor, or Co-Editor) for a number of peer-reviewed journals. All of the senior faculty have served as either Editor-in-Chief and/or on Editorial Boards of Gerontology-based journals or journals within the faculty member's area of scholarly expertise. Journals where faculty currently hold (or held) Editor-in-Chief positions include *Ethnicity & Health*, *Gerontology and Geriatric Medicine*, *Journals of Gerontology: Social Sciences*, and *Journal of Alzheimer's Disease* (Associate Editor). Faculty have served (or currently serve) on the editorial boards of *Psychology and Aging*, *Research on Aging*, *Journal of Aging*, *The Gerontologist*, *Generations*, *Journals of Gerontology: Social Sciences*, *Journals of Gerontology: Psychological Sciences*, *Innovation in Aging*, *Clinical Gerontologist*, *Research in Gerontological Nursing*, and *Geriatric Nursing*.

A few of our core faculty have been elected to serve on the Board of Directors (Trustees) for a number of national gerontology-disciplined organizations including Senior Service America Inc., National Hartford for Gerontological Nursing Excellence, American Society of Aging, Shepard's Centers of Aging, Kansas State Nurses Association, Jayhawk Area Agency on Aging, and KUCR. Faculty are also well engaged in leadership roles specific to the Gerontology discipline.

The Gerontological Society of America (GSA):

- President (David Ekerdt)
- Chair-Elect, Chair, and Past-Chair, Behavioral and Social Sciences section (David Ekerdt)
- Secretary (Tamara Baker)
- Chair-Elect, Behavioral and Social Sciences section (Tamara Baker)
- Secretary, Emerging Scholar & Professional Organization (Amber Watts)
- Executive Council (Kristi Williams, Tamara Baker, David Ekerdt)

Faculty have also been instrumental in serving on numerous committees within the GSA organization. Other Gerontology disciplined organizations where faculty have held leadership positions include the National Hartford Center for Gerontological Nursing Excellence, the Association for Gerontology in Higher Education, and the American Society on Aging.

With each position/elected appointment, it should also be recognized that our faculty have similarly held a number of leadership positions (chair, executive board) within organizations of her/his primary discipline and/or scholarly work (e.g., The American Pain Society, American Sociological Association, International Association on Language and Social Psychology). Given the number of core Gerontology faculty, this level of service is extremely impressive.

V.2 Faculty Service to the Department and University

Comment on the contributions of your faculty to key university standing committees (e.g. governance, CUSA, UCPT, UCCC, etc.)

Narrative

Gerontology faculty often provide service to the CLAS and university that is comparable to other programs and units within the KU system. The culture of service among our faculty often corresponds with the demands of the faculty member's 'home' department. Specifically, our faculty have indicated serving on a number of departmental, college, and/or university-wide committees including the University Committee on Sabbatical Leave, Departmental Tenure & Promotion Committees, Executive Council of Graduate Faculty, College Undergraduate Studies Committee, and the University Committee on Promotion & Tenure. Good service and leadership has also been provided to the CLAS through work on the College Academic Council, chairing CUSA, service on the College Academic Misconduct Committee, and serving on the General Research Fund review committee and College Committee on Sabbatical Leave, to name a few. This list of service roles, however does not reflect all of the search committees and other review work (grants, journals, scholarships, etc.) that faculty volunteer quite a bit of their time.

VI.1 Faculty Teaching Loads

How do your faculty teaching loads compare with peer institutions in your field?

The data below are taken from KU's Academic Information Management System (AIMS). They are included in the AIMS Program Review Summary attached to your template (see Sources below).

Faculty teaching load data are summarized from the AAU Data Exchange. Based on Classification of Instructional Program (CIP), each KU program is compared to AAU institutions with comparable instructional programs for years in which data are available.



**AIMS - Academic Information
Management System
Student and Faculty Measures**

College of Liberal Arts and Sciences - Division of Social and Behavioral Sciences

Department: Sociology

Comparative Faculty Workload Information

| Tenured and Tenure-Track Faculty Only | | | | | | | |
|---------------------------------------|----------------|-----------|-----------|-----------|-----------|-----------|-------------------------|
| Level | Measure | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | 5 Year Weighted Average |
| SCH per FTE | KU ratio | 248.4 | 104.3 | 214.8 | 237.9 | 80.0 | 174.6 |
| | AAU ratio | 259.7 | 239.3 | 219.3 | 213.7 | 219.5 | 229.9 |
| | KU as % of AAU | 95.6% | 43.6% | 97.9% | 111.3% | 36.4% | 75.9% |
| Org. Sect. per FTE | KU ratio | 2.0 | 1.7 | 1.5 | 1.5 | 1.3 | 1.6 |
| | AAU ratio | 1.7 | 1.9 | 2.1 | 1.6 | 1.5 | 1.8 |
| | KU as % of AAU | 117.6% | 89.5% | 71.4% | 93.8% | 86.7% | 88.9% |

Narrative

The AIMS data, as presented in this report, are shown exclusively for the Sociology department. As noted in Section 1.1, faculty members' primary appointments are in number of departments (Sociology, Psychology, Nursing, Communication Studies) throughout the KU system. Therefore, a summarization on faculty teaching loads is presented for both Sociology and Psychology, as more than half of Gerontology's core faculty are appointed by one of these two departments.

Narrative from Psychology's Self-Report

During our external review in 2009, the review team considered our typical 2/2 teaching load to be high in comparison to our peers. The data provided here reflecting our AAU peer's is perfectly consistent with the feedback that we received in 2009. The bottom line is that in Psychology departments in the AAU, the typical teaching load is 2:1, whereas in our department the load is 2:2. Our research productivity likely would be higher with a three rather than a four-course per year load. Another striking difference between our department and most other departments both here at KU and in the AAU more generally is that we have tenure or tenure-track faculty teaching the high majority of our student credit hours. The Psychology department continues to provide about 70-75% of our student credit hours through the teaching of faculty as compared to closer to 50-55%, which is the average in the CLAS. So, given the current budget climate and given the need to raise student enrollments, there is no good way to reduce our teaching load so that we may fall more in line with AAU averages. Also, we believe that it would undermine the teaching-oriented culture of 59 which we are proud to rely more heavily on lecturers and other kinds of teaching faculty to cover our courses. In summary, despite our desire to move to a 2:1 teaching load, we do not expect to see any change in our relatively high teaching load in the next seven years.

Narrative from Sociology's Self-Report

The comparative faculty workload information provided here highlights our department's continued commitment to teaching and instruction at all levels. Tenured faculty are dedicated to both undergraduate and graduate education, with tenured faculty teaching both introductory and advanced courses. On average, each tenure track FTE is responsible for approximately 394 Student Credit Hours (SCH) per faculty FTE. Overall, the department is consistently comparable with AAU metrics in both Student Credit Hours (SCH) per FTE and sections per FTE.

Tenure/tenure track faculty continue to teach high levels of student credit hours. In comparison to AAU peer institutions, the department is nearly identical in SCH per FTE with 85.5% KU/AAU ratio over the 5-year average. Of note, this average is slightly influenced by one anomalous year with a lower Fall SCH. This anomaly is a product our hiring a non-tenure track Lecturer to teach our large introductory class that year. Removing this year and recalculating a 4-year average puts the department more in-line with peer institutions (96% KU/AAU ratio). Similarly, the department averages 1.8 course sections per FTE, which is the equivalent to peer institutions.

Total faculty present similar SCH and sections ratios, but places the department slightly lower in SCH than peer institutions. This suggests that other departments are more frequently relying on more non-tenure track faculty to teach courses. When comparing the number of sections per FTE, the sociology department has a slightly higher number of sections (2.8 vs. 2.2, respectively).

Sources

-  [AIMS Program Review - Sociology \(Page 7\)](#)

VI.2 Graduate Student Recruitment

How are you cultivating a strong graduate student applicant pool? How are you using PROSPECT to build a strong pool of applicants? What other efforts have you made to increase the quantity and quality of graduate applicants?

The data below are taken from KU's Academic Information Management System (AIMS), and the table is in the AIMS Program Review Summary attached to this template (see Sources below).

**AIMS - Academic Information
 Management System
 Student and Faculty Measures**

College of Liberal Arts and Sciences - Division of Social and Behavioral Sciences

Department: **Sociology**

Graduate Admissions Yield

Academic Department: **Sociology**

| Graduate Admissions Yield | | | | | | | | | |
|---------------------------|----------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Level | Measure | Su/Fall 2010 | Su/Fall 2011 | Su/Fall 2012 | Su/Fall 2013 | Su/Fall 2014 | Su/Fall 2015 | Su/Fall 2016 | Su/Fall 2017 |
| Masters | Applied | 25 | 24 | 23 | 17 | 18 | 4 | 0 | 0 |
| | % Minority | 12.0% | 12.5% | 13.0% | 5.9% | 11.1% | 25.0% | | |
| | % Underrep Minority | 12.0% | 8.3% | 8.7% | 5.9% | 11.1% | 25.0% | | |
| | % International | 24.0% | 20.8% | 30.4% | 11.8% | 38.9% | | | |
| | % Female | 40.0% | 33.3% | 47.8% | 52.9% | 66.7% | 75.0% | | |
| | # Minority | 3 | 3 | 3 | 1 | 2 | 1 | 0 | 0 |
| | # Underrep Minority | 3 | 2 | 2 | 1 | 2 | 1 | 0 | 0 |
| | # International | 6 | 5 | 7 | 2 | 7 | 0 | 0 | 0 |
| | # Female | 10 | 8 | 11 | 9 | 12 | 3 | 0 | 0 |
| | Mean Verbal GRE | 154.2 | 156.5 | 153.9 | 155.0 | 156.4 | 148.0 | | |
| | Mean Quant. GRE | 148.7 | 151.3 | 152.1 | 151.8 | 155.4 | 141.0 | | |
| | % reporting scores | 96.0% | 91.7% | 78.3% | 100.0% | 88.9% | 100.0% | | |
| | Admitted | 16 | 21 | 16 | 10 | 14 | 0 | 0 | 0 |
| | % Minority | 12.5% | 14.3% | 12.5% | 10.0% | 14.3% | ▼ | | |
| | % Underrep Minority | 12.5% | 9.5% | 6.3% | 10.0% | 14.3% | ▼ | | |
| | % International | 25.0% | 14.3% | 12.5% | 0.0% | 28.6% | ▼ | | |
| | % Female | 43.8% | 33.3% | 50.0% | 60.0% | 71.4% | ▼ | | |
| | # Minority | 2 | 3 | 2 | 1 | 2 | ▼ | 0 | 0 |
| | # Underrep Minority | 2 | 2 | 1 | 1 | 2 | ▼ | 0 | 0 |
| | # International | 4 | 3 | 2 | 0 | 4 | ▼ | 0 | 0 |
| | # Female | 7 | 7 | 8 | 6 | 10 | ▼ | 0 | 0 |
| | Mean Verbal GRE | 156.1 | 157.5 | 157.6 | 158.1 | 158.8 | ▼ | | |
| | Mean Quant. GRE | 151.4 | 151.6 | 153.2 | 152.9 | 155.3 | ▼ | | |
| | % reporting scores | 100.0% | 90.5% | 87.5% | 100.0% | 92.9% | ▼ | | |
| | Enrolled | 9 | 8 | 5 | 3 | 4 | 0 | 0 | 0 |
| | % Minority | 11.1% | 12.5% | 0.0% | 0.0% | 25.0% | ▼ | | |
| | % Underrep Minority | 11.1% | 12.5% | 0.0% | 0.0% | 25.0% | ▼ | | |
| | % International | 33.3% | 12.5% | 40.0% | 0.0% | 0.0% | ▼ | | |
| | % Female | 44.4% | 25.0% | 60.0% | 66.7% | 75.0% | ▼ | | |
| | # Minority | 1 | 1 | 0 | 0 | 1 | ▼ | 0 | 0 |
| | # Underrep Minority | 1 | 1 | 0 | 0 | 1 | ▼ | 0 | 0 |
| | # International | 3 | 1 | 2 | 0 | 0 | ▼ | 0 | 0 |
| | # Female | 4 | 2 | 3 | 2 | 3 | ▼ | 0 | 0 |
| | Mean Verbal GRE | 155.4 | 154.7 | 158.0 | 159.7 | 160.5 | ▼ | | |
| | Mean Quant. GRE | 152.7 | 150.6 | 154.3 | 154.3 | 152.8 | ▼ | | |
| | % reporting scores | 100.0% | 87.5% | 80.0% | 100.0% | 100.0% | ▼ | | |
| | Applied to Admitted Yield | 64.0% | 87.5% | 69.6% | 58.8% | 77.8% | 0.0% | | |

**AIMS - Academic Information
Management System
Student and Faculty Measures**

College of Liberal Arts and Sciences - Division of Social and Behavioral Sciences

Department: **Sociology**

Graduate Admissions Yield

Academic Department: Sociology

| Graduate Admissions Yield | | | | | | | | | |
|----------------------------------|---------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Level | Measure | Su/Fall 2010 | Su/Fall 2011 | Su/Fall 2012 | Su/Fall 2013 | Su/Fall 2014 | Su/Fall 2015 | Su/Fall 2016 | Su/Fall 2017 |
| Doctorate | Applied | 22 | 18 | 27 | 21 | 27 | 28 | 28 | 24 |
| | % Minority | 4.5% | 5.6% | 18.5% | 9.5% | 7.4% | 10.7% | 14.3% | 16.7% |
| | % Underrep Minority | 4.5% | 5.6% | 14.8% | 4.8% | 7.4% | 10.7% | 10.7% | 16.7% |
| | % International | 40.9% | 22.2% | 22.2% | 42.9% | 40.7% | 17.9% | 28.6% | 20.8% |
| | % Female | 68.2% | 50.0% | 51.9% | 66.7% | 51.9% | 60.7% | 35.7% | 62.5% |
| | # Minority | 1 | 1 | 5 | 2 | 2 | 3 | 4 | 4 |
| | # Underrep Minority | 1 | 1 | 4 | 1 | 2 | 3 | 3 | 4 |
| | # International | 9 | 4 | 6 | 9 | 11 | 5 | 8 | 5 |
| | # Female | 15 | 9 | 14 | 14 | 14 | 17 | 10 | 15 |
| | Mean Verbal GRE | 149.4 | 151.9 | 153.5 | 153.1 | 151.2 | 154.5 | 154.0 | 155.0 |
| | Mean Quant. GRE | 148.6 | 146.8 | 148.8 | 152.3 | 151.1 | 151.4 | 150.6 | 150.9 |
| | % reporting scores | 90.9% | 94.4% | 92.6% | 100.0% | 96.3% | 96.4% | 89.3% | 83.3% |
| | Admitted | 10 | 8 | 9 | 7 | 7 | 20 | 16 | 14 |
| | % Minority | 10.0% | 0.0% | 0.0% | 14.3% | 0.0% | 10.0% | 18.8% | 14.3% |
| | % Underrep Minority | 10.0% | 0.0% | 0.0% | 0.0% | 0.0% | 10.0% | 12.5% | 14.3% |
| | % International | 30.0% | 37.5% | 44.4% | 28.6% | 42.9% | 15.0% | 12.5% | 21.4% |
| | % Female | 70.0% | 50.0% | 77.8% | 57.1% | 71.4% | 50.0% | 31.3% | 57.1% |
| | # Minority | 1 | 0 | 0 | 1 | 0 | 2 | 3 | 2 |
| | # Underrep Minority | 1 | 0 | 0 | 0 | 0 | 2 | 2 | 2 |
| | # International | 3 | 3 | 4 | 2 | 3 | 3 | 2 | 3 |
| | # Female | 7 | 4 | 7 | 4 | 5 | 10 | 5 | 8 |
| | Mean Verbal GRE | 152.3 | 153.3 | 156.9 | 161.0 | 154.0 | 156.8 | 156.0 | 158.1 |
| | Mean Quant. GRE | 150.3 | 149.4 | 152.9 | 157.9 | 155.9 | 152.8 | 151.1 | 153.9 |
| | % reporting scores | 90.0% | 87.5% | 100.0% | 100.0% | 100.0% | 95.0% | 100.0% | 100.0% |
| | Enrolled | 4 | 3 | 3 | 2 | 3 | 5 | 8 | 9 |
| | % Minority | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 25.0% | 11.1% |
| | % Underrep Minority | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 25.0% | 11.1% |
| | % International | 0.0% | 33.3% | 33.3% | 0.0% | 66.7% | 0.0% | 0.0% | 22.2% |
| | % Female | 100.0% | 33.3% | 66.7% | 50.0% | 66.7% | 60.0% | 25.0% | 66.7% |
| | # Minority | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 |
| | # Underrep Minority | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 |
| | # International | 0 | 1 | 1 | 0 | 2 | 0 | 0 | 2 |
| | # Female | 4 | 1 | 2 | 1 | 2 | 3 | 2 | 6 |
| | Mean Verbal GRE | 148.0 | 153.5 | 154.7 | 162.5 | 150.7 | 162.8 | 158.8 | 159.3 |
| | Mean Quant. GRE | 147.3 | 144.5 | 145.3 | 154.5 | 154.0 | 155.0 | 150.5 | 155.1 |
| | % reporting scores | 75.0% | 66.7% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Applied to Admitted Yield | 45.5% | 44.4% | 33.3% | 33.3% | 25.9% | 71.4% | 57.1% | 58.3% | |

Narrative

Again, data from AIMS are presented for the Sociology department. The following narrative however, will not address these figures, but rather focus on the Gerontology unit's graduate student recruitment efforts.

In 2008, the Gerontology PhD program participated in an expedited external review, one that was requested in the context of a specific challenge to the program, namely, the recruitment of new students. The review team credited the quality of the faculty, quality of student training, and the commitment of CLAS to the program. Among other recommendations, the review team encouraged an expansion in the number of core faculty, development of "adequate and dependable" sources of funding for graduate students, suggestions for the marketing and promotion of the program, and development of a "dual-title degree".

Since that time, our admissions pool has slightly expanded, with our first enrolled student in the Dual-Title program in 2011. In prior years however, applications were down, as acknowledged in the expedited external review. This may have been due to a number of reasons: applicants not being qualified, misunderstanding the specifics of the program, and/or a lack of faculty to serve as Gerontology advisors. The program has also experienced the loss of core faculty. This severely restricts the number of students recruited, particularly for the PhD program. The Dual-Title program, however offers a slight advantage in student recruitment, as the faculty advisor in the student's primary department can also serve as the primary Gerontology advisor. Again, the number of the Dual-Title students (or those interested in applying) is increasing at a faster rate than those enrolled in the PhD program.

Marketing the Gerontology Program

In past years, the program was extensively advertised. Multiple ads were placed in Gerontology and disciplinary specific publications and websites, notices were placed on relevant listservs, and through the Association for Gerontology in Higher Education, information letters were mailed directly to 150+ programs advertising our program. This level of advertising however, has declined. This may be due to budgetary reasons and possibly not having the 'person' power to initiate these activities (as noted, the unit no longer has an administrative assistant). Yet, despite these obstacles, considerable efforts continue as we move forward in increasing the number of enrolled, and qualified, students.

Generally, enrollment in the Dual-Title program has been done by word of mouth. This has been advantageous in recruiting a higher caliber of extremely talented students. This can also be said for our PhD program. Within the past several years, we have a growing number of international applicants and enrolled students. Even with the slight uptick in the number of students, we are still wanting to work with CLAS staff (e.g., Chief of Staff & Communications) to learn of more effective strategies in marketing our programs.

Overall, we need to be more vigilant in advertising/marketing our programs locally, nationally, and globally. This may be done by revamping our website, meeting with faculty/department chairs teaching Gerontology courses, on campus information seminars about the programs, providing (updating) print materials, and/or exhibiting at national meetings.

In acknowledging the need to better market our programs, ads have more recently been placed in GSA circulations. Also, for the 2018 GSA annual scientific meeting, a full-page ad has been placed in the program booklet. It is expected that this sort of promotion will garner interest in the programs.

Plan of Action

There are a number of planned action items to address the cultivation of the graduate student pool.

Goal #1: To apply for the Graduate Recruitment Support Award through KU's Graduate Studies unit. The Graduate Recruitment Support Award is intended to support departments that are currently implementing or have concrete plans to implement strategies that actively target and recruit high quality graduate students, thus emphasizing applicants from underrepresented groups to diversify the graduate student group in the disciplines. Proposals are reviewed based on the quality of the plan submitted, which

includes the likelihood that the effort will help to diversify the student body and draw uniquely promising applicants. As mentioned, Graduate Studies will assist with the administration of the recruitment activities, including soliciting and administering the application and review process. This funding pool will allow the unit to be more strategic in recruiting and increasing the number of students applying to the PhD and Dual-Title PhD programs, while also addressing the quality of the applicant pool (nationally and internationally).

Goal #2: Establish a pipeline for (underrepresented) undergraduate students to consider a terminal graduate degree in Gerontology. Progress toward this goal is two-fold. Having Psychology of Aging, as a core elective for the undergraduate Psychology curriculum will allow students to not only be introduced to the Gerontology discipline, but to also encourage interest in pursuing a career (PhD) in the area. It is anticipated that student interest in the program will increase, thereby establishing a potential pipeline.

Goal #3: Annual Program Speaker Series. This will allow students, faculty, staff, and the surrounding communities to be informed of the growing Gerontology discipline, while engaging in intellectual dialogue.

Goal #4: Gerontology alumni to recruit students. It has been suggested that we start an annual newsletter (and/or departmental brochure) to help in our recruitment efforts. This would be sent to our alumni, and other local and national organizations and businesses. This strategy would not only allow us to maintain contact with our alumni who are placed in various academic positions, but also provide them with the opportunity to refer promising students to our program.

Sources

-  [AIMS Program Review - Sociology \(Page 15\)](#)
-  [AIMS Program Review - Sociology \(Page 16\)](#)

VI.3 Diversity in Recruitment

How are you recruiting undergraduate and graduate students, and how are you cultivating a diverse undergraduate and graduate student applicant pool?

How are you recruiting and retaining a high quality and diverse faculty?

There are a variety of data you might choose to refer to in responding to this question. Potential data sources include, but are not limited to:

- **Major counts** in Item IV.1
- **Degrees awarded** in Item IV.1
- **Graduate admissions yields** in Item VI.2
- *Other information in the AIMS Program Review Summary attached to this template.*

Additionally, information on your budgeted faculty and their demographic characteristics is posted below. This table is also available in the AIMS Program Review Summary attached to this template (see Sources below):

**AIMS - Academic Information
Management System
Student and Faculty Measures**

College of Liberal Arts and Sciences - Division of Social and Behavioral Sciences

Department: **Sociology**

Budgeted Faculty

| Fall Semester | | | | | | | | | | | |
|---|--|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Level | Measure | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 |
| All Department Faculty | Tenured and Tenure Track Faculty | 22 | 20 | 19 | 19 | 19 | 19 | 19 | 21 | 21 | 19 |
| | Other Faculty | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 |
| | Reg. Instructors/Lecturers | 4 | 5 | 1 | 2 | 3 | 5 | 1 | 5 | 5 | 3 |
| | Temp Instructors/Lecturers | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 |
| | Total Department Faculty | 26 | 25 | 20 | 21 | 24 | 25 | 22 | 28 | 26 | 23 |
| | Total Dept. FTE | 21.1 | 19.8 | 17.6 | 17.9 | 19.8 | 19.8 | 19.0 | 22.2 | 22.1 | 19.4 |
| | <i>Relative Index</i> | <i>109.0%</i> | <i>102.4%</i> | <i>90.8%</i> | <i>92.3%</i> | <i>101.9%</i> | <i>101.9%</i> | <i>98.0%</i> | <i>114.6%</i> | <i>114.0%</i> | <i>100.0%</i> |
| Tenured and Tenure Track Faculty | Tenured Faculty | 14 | 12 | 12 | 14 | 14 | 16 | 16 | 18 | 19 | 17 |
| | % of Tenured Faculty that are Women | 42.9% | 50.0% | 50.0% | 50.0% | 50.0% | 50.0% | 50.0% | 50.0% | 47.4% | 41.2% |
| | % of Tenured Faculty that are Minority | 7.1% | 8.3% | 8.3% | 21.4% | 21.4% | 25.0% | 25.0% | 27.8% | 26.3% | 23.5% |
| | Non-tenured Faculty on Tenure Track | 8 | 8 | 7 | 5 | 5 | 3 | 3 | 3 | 2 | 2 |
| | % of Tenure-track Faculty that are Women | 75.0% | 75.0% | 71.4% | 80.0% | 40.0% | 33.3% | 33.3% | 33.3% | 50.0% | 50.0% |
| | % of Tenure-track Faculty that are Minority | 25.0% | 37.5% | 57.1% | 40.0% | 20.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| | Total Tenured/Tenure Track Faculty | 22 | 20 | 19 | 19 | 19 | 19 | 19 | 21 | 21 | 19 |
| | Total Tenured/Tenure Track FTE | 19.9 | 17.6 | 17.1 | 17.1 | 17.5 | 17.5 | 17.5 | 19.5 | 19.5 | 15.9 |
| | <i>Relative Index</i> | <i>125.2%</i> | <i>110.8%</i> | <i>107.6%</i> | <i>107.9%</i> | <i>110.2%</i> | <i>110.2%</i> | <i>110.2%</i> | <i>122.8%</i> | <i>122.8%</i> | <i>100.0%</i> |
| Demographic Information for Ten/TenTrk Faculty | % Full-time | 95.5% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 94.7% | 95.2% | 95.2% | 94.7% |
| | % Female | 54.5% | 60.0% | 57.9% | 57.9% | 47.4% | 47.4% | 47.4% | 47.6% | 47.6% | 42.1% |
| | % Minority | 13.6% | 20.0% | 26.3% | 26.3% | 21.1% | 21.1% | 21.1% | 23.8% | 23.8% | 21.1% |
| | % International | 18.2% | 15.0% | 5.3% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| | % with Terminal Degrees | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| | Mean age (for N>4) | 49.3 | 48.8 | 50.3 | 51.3 | 51.8 | 52.8 | 53.8 | 54.8 | 55.8 | 55.4 |
| | Median age (for N>4) | 52.0 | 49.5 | 53.0 | 54.0 | 55.0 | 56.0 | 57.0 | 56.0 | 57.0 | 55.0 |
| | # Full-time | 21 | 20 | 19 | 19 | 19 | 19 | 18 | 20 | 20 | 18 |
| | # Female | 12 | 12 | 11 | 11 | 9 | 9 | 9 | 10 | 10 | 8 |
| | # Minority | 3 | 4 | 5 | 5 | 4 | 4 | 4 | 5 | 5 | 4 |
| | # International | 4 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Narrative

As noted in previous sections, data from AIMS are presented for the Sociology department. The following narrative however, will not address these figures, but rather focus on the Gerontology unit's diversity in recruitment efforts.

Diversity is a very broad term that represents characteristics of gender, sex, economic status, race, ethnicity, religious affiliation, etc. For purposes of this report, areas of race, ethnicity, and sex will be addressed. Considering the size of Gerontology's graduate student cohort (PhD and Dual-Title), the program is well represented in the percentage of international and diversity in the number of under-represented students. Through the years, and even more recently, our students have represented Poland, Africa, El Salvador, India, and Korea. National recruitment however, we are not faring as well, particularly in recruiting Black and Hispanic American students, as the majority of our students in the PhD and Dual-Title programs self-identify as White. To potentially increase the number of PhD applicants, along with attracting a more diverse faculty, we may look into reaching out to historically Black and tribal colleges, and/or advertising our program in the *Black Collegian*, *Diversity Inc.*, etc.

As with race, the majority of our students, for both programs, are female. This is however, consistent with national data showing that in the social and behavioral sciences, the percentage of females receiving a PhD are higher compared to males (50.7% vs 39.8%; 151.3 females per 100 males). Regardless of these statistics, we are committed to making sure that all students are given an equal opportunity to learn about and apply to our programs.

Gerontology Faculty

Although our students represent a relatively (so to speak) diverse sample, we unfortunately cannot say the same for our core gerontology faculty. Because we do not have faculty appointments/line, we rely more so on efforts initiated by our faculty members' 'home' departments in recruiting diverse faculty. Of our core faculty (as referenced in Section 1.1), all but one faculty member is female. Similarly, all but one of our faculty is White, with only one African American faculty member. We will continue to collaborate with our affiliated departments to provide input in faculty recruitment efforts. As we continue to identify faculty with an interest in aging research/studies at KU, we will emphasize that our unit provides a climate that is inclusive, where all faculty feel that they can be successful.

Sources

-  [AIMS Program Review - Sociology \(Page 4\)](#)

VI.4 Appropriate Size of Bachelor's and Master's Programs

Given your teaching loads, the number of faculty, demand for graduates, multi-year funding available for students, and the need to mentor students, what is the ideal size (number of students and/or graduates) for your bachelor's and master's programs? Given current resources, what can you do to achieve the ideal program size?

Please answer this question for your programs at the bachelor's and master's levels.

Narrative

The Gerontology unit is only a PhD granting program, therefore narratives on the appropriate size of Bachelor's and Master's (terminal) programs are not included in this report.

VI.5 Appropriate Size of Doctoral Program

What are the goals of your doctoral program with respect to size, quality, and time to degree and how do you plan to reach those goals?

Please take into account the quality of your students, the financial support your students receive, the number of faculty members available to mentor students, time to degree of students, and the recent job placement of graduates.

You may also want to refer to the placement of your graduate students in Item IV.2.

Narrative

The goal of the Gerontology PhD and Dual-Title programs is to, of course, recruit and admit more students, with a cohort of 2 to 4 new PhD graduate students, and 2 to 3 new Dual-Title students each year. For now, these cohort sizes reflect the number of core faculty that would be able to advise (and fund) a PhD student and Dual-Title students. This would allow us to accept higher caliber students, to whom we could offer multi-year funding.

VI.6 Faculty-Student Mentoring

Describe the nature of faculty-student mentoring and annual review of student progress, primarily at the doctoral level, that helps students succeed.

Core Gerontology faculty mentoring/advising table (table excludes committees)

| | Number of Gerontology students currently mentoring |
|------------------|--|
| Tamara Baker | 5 graduate; 4 undergraduate |
| David Ekerdt | 1 graduate |
| Mary Lee Hummert | 1 graduate (recently returned faculty position after serving as Vice Provost for Faculty Development from 2006-2017) |
| Tracey LaPierre | 4 graduate; 3 undergraduate |
| Amber Watts | 8 graduate; 3 undergraduate |

Narrative

Our program follows an intensive apprenticeship model, in which students are mentored throughout their development as independent scholars. The exchange of ideas among its graduate students, a strong culture of student mentoring and support, and faculty-student collaboration helps us to support the shared expectation of continuous involvement in research that is the primary expectation of our PhD programs. The success of our training model is apparent in the research productivity of our students. For example, a number of our current (and former) students have successfully published as first authors in journals such as *Gerontology and Geriatric Medicine*, *Journal of Language and Social Psychology*, *Journal of the American Geriatrics Society*, *Journal of Health Psychology*, and *Research on Aging*. Our students have similarly been just as successful in presenting at national conferences such as the Gerontological Society of America, Society of Behavioral Medicine, American Society on Aging, American Psychological Association, and the 21st IAGG World Congress of Gerontology and Geriatrics. They have also been recipients of a number of local and national awards and honors (e.g., GSA SRPP Student Poster Award, Lori Irving/Mitch Handelsman Graduate Student Teaching Award, Excellence in Gerontology Graduate Student Award, E. C. Buehler Teaching Fellowship). Our students are not only achieving in publishing and presenting their scholarly work, but they are also holding positions with national organizations (e.g., GSA ESPO secretary). Success of our students (and the program) is also reflected in academic and industry positions post-graduation. Many of these opportunities and successes are guided by the mentorship of our faculty. This is clearly reflected in the subsequent table outlining the level of student advising/mentoring of our core Gerontology faculty.

As shown, our core faculty are actively engaged in mentoring a number of graduate and undergraduate levels. Although we are a PhD granting program, the undergraduates that we mentor (via RA positions, independent study, etc.) are those who have an expressed interest in working with older adults and/or attending graduate school with an emphasis in aging studies. These are also the students that we would encourage to consider KU's Gerontology graduate program, thus establishing the pipeline of students as described in Section 6.2. What is not shown however, are the number of advising, Master's, and dissertation committees that our faculty serve on of students across the KU campuses.