

**British Association of American Studies
2017 Membership Survey - Raw Data**

Part One - About You

Age	Count
18-24	3
25-34	43
35-44	29
45-54	20
55-64	8
65+	8
Total	111

Gender (eg Male / Female / Non-binary / Prefer not to say)	Count
Female	49
Male	55
Prefer not to say	5
Total	109

Ethnic Background	Count
British	2
Eastern European	1
English, Irish and Scottish	1
Latin American	1
Mixed	1
Prefer not to say	6
Scottish	3
Swedish	1
White	45
White - British	31
White - Eastern European	1
White - European	1
White - Irish	1
White - non-British	2
White - North American	1
White - Other	3
White - Scottish	3
White - Scottish/British	1
Total	105

Sexuality	Count
Bisexual	4
Gay	6
Heterosexual	71
Lesbian	1

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Prefer not to say	8
Total	90

Religion	Count
Agnostic	3
Anglican	1
Atheist	4
Buddhist	1
Church of England	3
Catholic	3
Christian	15
Episcopalian	1
Jewish	3
None	45
Prefer not to say	5

Disability	Count
Registered disabled: No	104
Registered disabled: Yes	2
Total	106

Academic Title	Count of Gender (eg Male / Female / Non-binary / Prefer not to say)
Dr	63
Female	27
Male	34
Prefer not to say	2
Not applicable	31
Female	17
Male	11
Prefer not to say	3
Professor	13
Female	5
Male	8
Total	107

Employment Title	Count
Professor	11
Reader	4
Associate Professor	3
Senior Lecturer	19
Assistant Professor	1
Lecturer	15
Research Fellow	3
Research Associate	1
Teaching Fellow	3

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Teaching Assistant / Associate Tutor / Associate Lecturer	13
PhD or MPhil Candidate	21
MA or MRes Student	0
Other	7

Research area (select any that apply)	Count
Art History	1
Cultural Studies	1
Cultural Studies / History / 20th Century America	3
Cultural Studies / History / 20th Century America / Performing Arts	1
Cultural Studies / History / Gender / 19th Century America	1
Cultural Studies / History / Gender / Race / 19th Century America / 20th Century America / Childhood	1
Cultural Studies / History / International/Foreign Relations / 20th Century America	1
Cultural Studies / History / Literature	1
Cultural Studies / History / Literature / 19th Century America / 20th Century America / Disability	1
Cultural Studies / History / Literature / 20th Century America	1
Cultural Studies / History / Literature / Gender / LGBTQ+ / 20th Century America / 21st Century America	1
Cultural Studies / History / Literature / Politics / Gender / Race / 19th Century America / 20th Century America / 21st Century America / Immigration	1
Cultural Studies / History / Literature / Politics / Gender / Race / Pre-Colonial America / Colonial America / Early Republic / 19th Century America / 20th Century America / 21st Century America / Indigenous Studies	1
Cultural Studies / History / Literature / Politics / Screen Studies / Visual Culture / Race / 20th Century America / 21st Century America	1
Cultural Studies / History / Literature / Politics / Visual Culture / 20th Century America	1
Cultural Studies / History / Literature / Race / 20th Century America / 21st Century America / Southern Studies	1
Cultural Studies / History / Literature / Screen Studies	1
Cultural Studies / History / Literature / Visual Culture / LGBTQ+ / 20th Century America / Intellectual history	1
Cultural Studies / History / Politics / International/Foreign Relations / 19th Century America / 20th Century America	1
Cultural Studies / History / Politics / Screen Studies / Visual Culture / 21st Century America	1
Cultural Studies / History / Politics / Screen Studies / Visual Culture / Race / 20th Century America	1
Cultural Studies / History / Politics / Visual Culture / 20th Century America	1
Cultural Studies / History / Politics / Visual Culture / Gender / LGBTQ+ / Race / 20th Century America	1
Cultural Studies / History / Race / 19th Century America / 20th Century America / 21st Century America / Music / Media	1
Cultural Studies / History / Race / 20th Century America / 21st Century America	1
Cultural Studies / History / Race / 20th Century America / 21st Century America / Music / Media	1
Cultural Studies / History / Screen Studies / 20th Century America	1
Cultural Studies / History / Screen Studies / Visual Culture / Gender / Race / 20th Century	1

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America / 21st Century America	
Cultural Studies / History / Visual Culture / 20th Century America	1
Cultural Studies / History / Visual Culture / Gender / Race / 20th Century America	1
Cultural Studies / Literature / 19th Century America / 20th Century America	2
Cultural Studies / Literature / 20th Century America / 21st Century America	2
Cultural Studies / Literature / 20th Century America / 21st Century America / Sport	1
Cultural Studies / Literature / 21st Century America	2
Cultural Studies / Literature / 21st Century America / Gothic Studies	1
Cultural Studies / Literature / Colonial America / Early Republic / 19th Century America	1
Cultural Studies / Literature / Colonial America / Early Republic / 19th Century America / 20th Century America / 21st Century America	1
Cultural Studies / Literature / Early Republic / 19th Century America	1
Cultural Studies / Literature / Gender / Race / 20th Century America / 21st Century America	1
Cultural Studies / Literature / LGBTQ+ / 20th Century America / 21st Century America	1
Cultural Studies / Literature / Race / 20th Century America / Education	1
Cultural Studies / Literature / Screen Studies / 19th Century America / 20th Century America / 21st Century America	2
Cultural Studies / Literature / Screen Studies / Visual Culture / Art History / 19th Century America / 20th Century America / 21st Century America	1
Cultural Studies / Literature / Screen Studies / Visual Culture / Art History / Colonial America / 19th Century America / 20th Century America / 21st Century America	1
Cultural Studies / Literature / Screen Studies / Visual Culture / Race / 20th Century America / 21st Century America	1
Cultural Studies / Literature / Visual Culture / 21st Century America	1
History	8
History / 19th Century America	2
History / Colonial America / 18th century america	1
History / Gender / Race / 20th Century America	4
History / Gender / Race / Pre-Colonial America / Colonial America / Early Republic / 19th Century America	1
History / International/Foreign Relations	1
History / International/Foreign Relations / 20th Century America	2
History / International/Foreign Relations / 20th Century America / 21st Century America	1
History / Literature / Screen Studies / Visual Culture / Art History / Race / 19th Century America / 20th Century America / 21st Century America	1
History / Literature / Visual Culture / 19th Century America / Transatlantic Studies	1
History / Politics / 20th Century America / 21st Century America	2
History / Politics / International/Foreign Relations / 19th Century America / 20th Century America	1
History / Politics / International/Foreign Relations / 20th Century America / 21st Century America / Law and legal history	2
History / Politics / LGBTQ+ / 20th Century America	1
History / Politics / Race / 20th Century America	1
History / Politics / Screen Studies / Visual Culture / Race / 20th Century America	1
History / Politics / Visual Culture / Race / 20th Century America / 21st Century America	1
History / Race / 19th Century America	1
History / Race / 19th Century America / 20th Century America	3

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History / Race / 20th Century America	2
History / Race / Colonial America / Early Republic / 21st Century America	1
History / Screen Studies / Race / 19th Century America	1
History / Visual Culture / Gender / Race / 20th Century America	1
History / Visual Culture / Race / 20th Century America	1
History / Visual Culture / Race / 20th Century America / 21st Century America / Intellectual history	1
International/Foreign Relations / 20th Century America	1
Literature	7
Literature / 19th Century America	1
Literature / 19th Century America / 20th Century America	1
Literature / Colonial America / Early Republic / 19th Century America	1
Literature / Gender / 19th Century America	1
Literature / Gender / 19th Century America / 20th Century America / 21st Century America	1
Literature / Screen Studies / LGBTQ+ / 20th Century America / 21st Century America	1
Literature / Screen Studies / Visual Culture / 20th Century America / 21st Century America	1
Total	109

Contract of Employment (select all that apply)	Count
Fixed-term	4
Fixed-term / Full-time	1
Fixed-term / Hourly-wage	1
Fixed-term / Hourly-wage / Part-time	1
Fixed-term / Part-time	1
Full-time	8
Full-time / Hourly-wage	1
Honorary or unpaid	4
Honorary or unpaid / Hourly-wage	1
Hourly-wage	12
Part-time	4
Part-time / Hourly-wage	3
Permament	40
Permament / Full-time	11
Temporary	5
Temporary / Full-time	1
Temporary / Hourly-wage / Part-time	2
Total	100

If on a temporary or fixed-term contract, how long is it?	Count
1-3 months	2
4-6 months	9
6-9 months	3
9-12 months	3

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12-18 months	1
24 months	2
36 months	0
36+ months	0

How many teaching and research have you had in the last five years?	Count
0	24
1	36
2	19
3	3
4	4
5	0
6	0
7	1
8	0
9	1
10	1
11+	0

How many teaching only have you had in the last five years?	Count
0	41
1	17
2	11
3	6
4	3
5	0
6	1
7	1
8	2
9	1
10	0
11+	0

How many research only have you had in the last five years?	Count
0	71
1	7
2	3
3	0
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11+	0

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Postgraduates: Which of the following apply to your funding status?	Count
Fully funded (i.e. tuition fees & maintenance grant)	17
Partially funded (i.e. tuition fees only)	3
Unfunded	9
Total	29

Part Two - About Your Workplace

Region of workplace	Count
East Midlands	20
East Midlands / West Midlands	1
East of England	3
Ireland	1
London	10
North East England	4
North West England	5
Northern Ireland	1
Scotland	8
Scotland / North East England	1
South East England	19
South England	4
South West England	3
Southeast Asia	1
USA	3
Wales	2
West Midlands	6
Yorkshire and the Humber	7
Total	99

What department are you currently in?	Count
American Studies	28
American Studies, History, Politics & IR	1
Area Studies	2
Communication Studies	1
Comparative literature	1
Education	1
English	20
English and Comparative Literature	1
Europe & Americas (British Library)	1
History	25
Humanities	3
Institute of the Americas	1

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Literature, Film, and Theatre Studies	1
Media & Performing Arts	1
Performing Arts	1
Politics & IR	4
Popular Music	1
Rhetoric & Communication / Cybersecurity	1
Russian	1
Unaffiliated	1
War Studies	1
Total	97

Gender of Head of Department	Count
Female	31
Male	52

Does your department or institution have a policy on: Equality Monitoring?	How would you rate it?
Very good	6
Good	11
Ok	37
Poor	4
Very poor	4
Total	62

Does your department or institution have a policy on: Caring leave?	How would you rate it?
Very good	3
Good	9
Ok	16
Poor	2
Very poor	0
Total	30

Does your department or institution have a policy on: Mentoring for new staff?	How would you rate it?
Very good	6
Good	24
Ok	24
Poor	7
Very poor	3
Total	64

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Would you know how to raise concerns about discrimination in your institution?	Count
Don't know	10
No	15
Yes	72
Total	97

Have you perceived discrimination or bias in HE?	Count of Gender (eg Male / Female / Non-binary / Prefer not to say)
No	43
Female	13
Male	29
Prefer not to say	1
Yes	53
Female	30
Male	19
Prefer not to say	4
(blank)	13
Female	6
Male	7
Total	109

Are there instances of discrimination you want to draw attention to?
Our seminar series has been overwhelmingly white and male. On the order of 80% male, 20% female and 98% white.
But have seen examples of all-male, all-white panels that may reflect institutionalised bias.
generally against women, people of color, and scholars who use feminist, or women of color theories
Misogyny
The discrimination I've seen has been casual more than systematic - which is not to excuse it. Things like comments on clothes worn by female job candidates, for example. Women in leadership roles who suggest policy initiatives or procedures being perceived as "demanding" or "over professionalized". I've not seen these same comments applied to men. There is also an under-representation of BME faculty, which I think begins at undergrad recruitment and just gets worse.
Xenophobia
Gender wage gap
There were a number of incidents which made me feel uncomfortable. In all events, I was talking to senior staff members or the male head of the department. One was a comment from a post-doc regarding my outfit (jeans and black tshirt). She told me that as postgrads we should set ourselves aside from students by dressing smart. Another one was a comment by head of department thanking me for talking to him in English (I am German). It really bewildered me and I did not know what I should say....
Macho management culture that led to direct silencing of female colleagues in meetings. A lack of female colleagues in senior management positions or as Professors.
Unconscious bias in hiring process, particularly when commenting about research conducted by women and minorities. Conscious bias sometimes shown against the way said candidates present themselves, which other senior members of staff did not condemn or dissuade.
These instances are purely anecdotal but I have experienced age-based discrimination in both classroom and conference settings.
At my previous institution there was definitely a "lad culture" that was deeply alienating to me when I

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arrived as a young female postgraduate. Male students would routinely be invited to the pub with male academics - and it was hard not to feel that teaching and public engagement opportunities were handed out on a less than transparent and equal basis. I'm very new to my current institution, but I can already see myself falling into cleaning up after male colleagues who prioritise their research above their teaching and cultivate a "scatterbrained academic" image which is acceptable and even expected of men but would never be tolerated in a woman.
I've experienced and/or been aware of class, race and gender discrimination
Male colleagues promoted more quickly than female, despite fewer accomplishments Child free staff discriminated against, assumption being that they should do more work (longer hours, more tasks) than those with families.
Discrimination against people with mental health problems. My experience was that supervisors were unprepared to deal with these properly, and were more concerned with the effect this had on deadlines than finding an alternative more supported way of working. Part time and fixed term contracts have a disproportionate negative impact on anyone falling under an 'equality' category as well as those from less economically privileged backgrounds. This is no news to anyone, and yet it persists.
I have been lucky enough not to have experienced direct discrimination, nor to see it happen to others. However, I have seen plenty of instances of "mansplaining," of female colleagues patronised by male colleagues, and of female colleagues' opinions and views disregarded. I'm also aware of a tendency for admin roles to be offered to colleagues based on a sense of their suitability which is often, it would seem, influenced by a gendered sense of the particular role. For example, roles considered "student support" are often offered first to female colleagues while roles like teaching director or research director are often offered first to male colleagues. That is not to say that those colleagues take on the roles, and we have had diversity in these areas, but that has come more by default than by a sense of any change in thinking.
I've been lucky enough not to directly experience direct discrimination, nor to see it happen to others. However, I have seen numerous instances of male colleagues patronising female colleagues, "mansplaining", and the marginalisation of arguments offered by female colleagues. I'm also aware that quite often certain types of admin roles are offered, often without thought, to men or women, based on what appears to be some kind of subconscious bias about what roles are "appropriate" or "the best fit" for certain colleagues.
I have been aware of senior male colleagues being passively aggressive to young female colleagues.
Both in the UK and elsewhere, slow promotion of women compared to men at the same level of scholarship
Most frequently around promotion and recruitment. Examples include all male recruitment panels- which rely on the HR representative being female. Sexual harassment is rife in most HEIs I have worked in or have experience of. It is seldom discussed in public and the onus to deal with the problem is very much placed on individuals who are victims of sexual harassment. Sexual harassment and low levels of promotion of women are particularly problems in departments where the management is entirely or predominantly male.
Colleagues seem much less interested in ageism, and hiring committees sometimes openly discriminate against people based on age.
There is soft misogyny in the U.K. Also, politically, non U.K./ non EU graduates get the shaft due to visa requirements. Many depts won't short list candidates from outside the EU.
I am a 50 year old white male who has been passed over for employment opportunities on the basis of my age, gender and race.
Age discrimination during a current redundancy consultation.
Promotions, appointments Research leave
promotions and appointments research leave pay
White bias and male bias persist
Discrimination against mothers and those over 60
Parents, especially mothers, often have a hard time because of events scheduled outside childcare hours, and no childcare at conferences e.g. BAAS!
There's a prima facie case for extra efforts to enroll first generation university students, particularly those from underrepresented categories of income, race and ethnicity, and, also, gender

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Do you have policy suggestions to improve equality?
Diversity needs to be made a priority at all levels of academia, and those making hiring decisions and decisions about seminar speakers, etc. need to understand the ways in which inequalities are systematically reinforced. When I raised the issue of diversity in our seminar series I was told that the speaker series comes down to "who's available" - that response puts onus on respondents rather than those who are reaching out to them, as if the category of available people is entirely neutral and not dictated by who is and isn't asked to participate. (Our speaker series is heavily funded and draws almost entirely from outside Cambridge, meaning that the list of "available people" is vast.)
Actively support marginalised groups in academia - mentoring programmes, affirmative action
While I feel I can talk to my peers, I am pretty sure that no one in the department otherwise cares.
Certain senior male colleagues should be removed from leadership roles. I think that there should be more implicit recognition of this as an institution and a direct policy to appoint more women leadership positions and as Chairs.
For PGs, ensure that opportunities are competitive and equally advertised, so that less-connected PGs have the same opportunities as those already well-rooted in an institution/ organization.
All I can suggest is establishment of visible networks and mentorship programmes where they don't already exist, and conscious attempts to increase diversity e.g. banning all-male panels, providing conference materials in a variety of accessible formats, and operating affirmative action in hiring practices. This applies as much to BAME, LGBT+ and disabled academics as well as women.
Supervisors should undergo mandatory training on using a range of supervision techniques, and should also be regularly externally monitored. Students shouldn't be made to feel like they are weak or liable to be outcast if they raise an issue with the supervision relationship, and the current system doesn't adequately provide for this.
Affirmative action including targets for recruitment of women and BME academic colleagues
Submissions of all kinds should be done as first initial and last name.
A total overhaul of the education and funding system, dismantling the REF and stopping TEF
Link monitoring to HEFCE/QAA ratings/funding
Compulsory monitoring and reporting -- factored in to QAA/HEFCE ratings
Anonymous selection for academic posts (at least until interview) Equality training for managers-to be made compulsory
Better Training on E&D; lead from HEFCE to make E&D central to REF and TEF.
More attention to childcare issues
crèche at conference

Have you experienced, witnessed or been aware of sexual harassment in the workplace?	Count
No	67
Female	24
Male	38
Prefer not to say	5
Yes	29
Female	20
Male	9
Total	96

You are not obliged to do so, but if you wish, you may give details below:
I have been told by friends/colleagues about male lecturers and postgraduates discussing female postgraduates in sexual manner.

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sexual harassment by male graduate students and male faculty
Witnessed, not myself victimised
Mainly innuendo and jokes relating to the way that I dress, my personal life, and sexual preferences.
I have been made aware of two occasions but neither affected me directly. To the best of my knowledge, both instances were handled appropriately.
Don't feel I can as it's not my story to tell
I have not personally witnessed sexual harassment, but I am aware that it constitutes a significant problem for undergraduates, postgraduates, and staff. I would wholeheartedly support BAAS taking an even stronger stance on the issue.
This depends on what you define as sexual harassment. Several female PhD students were essentially bullied or ignored by male supervisors. One of these supervisors had made sexist remarks in a staff-student meeting about a female member of staff, and as such the department was aware of his behaviour towards women and should have had preventative measures in place for his supervision of female students. One of the students did not finish her PhD, largely as a result of this. A senior member of staff also questioned my judgement regarding assessment of an essay. This wouldn't be unusual only they challenged what they perceived to be my personal bias, without referring once to the very detailed feedback I had given that was carefully in line with the marking matrix.
At my institution (and in my School): one alleged accusation of sexual harassment was made by a female student against a male lecturer. The male lecturer resigned and no further action was taken.
I have witnessed sexual harassment and inadequate attempts to deal with it as an academic member of staff. As a postgraduate researcher I would say it was routine.
pressure from HOD to not take 1 year maternity leave because it would affect my publications adversely
I was copied into particularly egregious email exchanges between a former, male colleague and a female colleague
Harassment is of long standing and may well still go on, but far more insidious are other modes of intimidation and prejudice, such as heads of dept. discouraging or actively holding people back from promotion whilst grooming others for same and for managerial roles. These I have witnessed and deplored.
Bullying by head of dept, only the women staff suffered at his hands.
At the age of 65 I experienced this from my head of Dept, but he was jealous of my success and his failure - it was sexual but he was never going to bother me. But other women had problems and they were younger
Head of dept (male) bullied me and other women and I had to bring him into line (used the Union)
It was a long time ago--20-30 years ago. In one case it was raised with the perp and I think worked out satisfactorily with the help of the union.

How much scope do you have to shape your research and teaching interests at your institution?	Count
A lot	40
A little	22
Average	11
Not very much	16
None	6
Total	95

Part Three - About the Health of American Studies at Your Institution

How would you describe the current research health of your discipline?	Count
Very good	11

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Good	34
Ok	22
Poor	6
Very poor	0
Total	73

What are the key strengths and the key concerns within your institution/department?
Our doctoral program is not the strongest either at Cambridge or in terms of American history programs more broadly. I think Cambridge struggles to attract top-performing American students because the funding timelines are so late. By March most students who are applying to schools in both America and the UK know where funding is coming from and need to commit somewhere, and if they don't find out about Cambridge funding until July they're not going to take the gamble. If the program wants to become successful it needs to attract top American students who will return to America and teach there and promote the strength of the program among their own faculties.
Strengths: research. Weaknesses: student recruitment/retention/engagement.
Key strength of the department is the knowledge of the staff in the field. There are not many of us but those that are here are truly excellent researchers. Concerns exist however with regards to future employment opportunities and the lack of post-doctoral positions.
Strengths: interdisciplinary research, critical-creative practice, nineteenth-century studies. Concerns: pressure to obtain grant funding when it isn't always appropriate for people's projects, opportunities for and treatment of PhDs and ECRs.
niche specialism
Big department, too focused on history and IR
Renaissance Studies, Postcolonial Studies, Shakespeare Studies
Strength is research, concerns are TEF/NSS results
Strengths include scope for individual research, individual research funds, supportive colleagues. Weaknesses include lack of infrastructure for grant capture, lack of research profile of institution, lack of postgrads / research culture
funding, no investments in Postgraduate training or teaching schemes no travel support no career support
Strengths: Excellent colleagues who are great researchers and teachers Concerns: Poor management, academic and teaching standardisation, cost cutting
Key strengths: interdisciplinary focus, student-oriented teaching Key concerns: little to no funding for American Studies, little support for further research, smaller numbers of undergraduate intake
Strengths: Dedicated, hard working students and members of staff with a variety of expertise, good links across disciplines, and new and burgeoning projects. A healthy intake of new PhDs in the field. Concerns: Over-burdening of staff, PGRs and staff often under extreme pressure from teaching, research and administration, poor job opportunities for recently graduated PGRs.
Race and rights, print culture, foreign policy, contemporary literature, Canadian literature
Strengths: flexibility of teaching provision within small programme Concern: admissions numbers onto American Studies degree programme
Interdisciplinary study is low in priority in my department; overall, the department needs to reward contemporary and more theoretically inventive approaches rather than assume the research to be unsubstantiated and inferior.
Key strengths would be collegiality and what seems to be a good level of institutional research support. Key concern would be workload - particularly in terms of rising teaching/marking/admin levels but no corresponding decrease in research expectations.
Strengths - good collegial feel and support from management. Concerns - massive number of staff on precarious contracts, with little security.
We are a small department struggling with recruitment. Our strength is the quality of our teaching - we typically get very high NSS scores, and the small size of the department means we cultivate close

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relationships with our students. However, focusing on teaching can mean our research is neglected, and institutional support for research is not fantastic.
Open to different types of research beyond book/article formats. Keen to develop impact. Plenty of support in applying for research grants.
Strengths - autonomy within the institution Concerns - autonomy leads to being forgotten; concerns over heavy teaching loads compromising research
Balancing the voices in the archive; digital humanities; ephemeral materials; supporting the wider research community.
In terms of strengths, we're an American Studies department with a good range of interests which means we're able to protect our identity as American Studies and offer a wide range of options for our students. Collectively the School leans more towards social and cultural history as well as literary studies so I fear sometimes we downplay the importance of politics and policy in our option ranges (although that may be my particular bias). Of concern are recent developments which make it harder, if not impossible, for American Studies students to take modules in other Schools and for students outside American Studies to take modules with us. This is a change from previous years and worries me in that it seems to undermine our ability to really support interdisciplinarity in our own institution. MA recruitment is currently a concern for our School, although I suspect we are not alone in this.
Where American Studies is concerned, my institution does not offer any American Studies degrees, but there is research strength in Film, English, Politics, History, and Archaeology. One problem is that, without a cross-disciplinary centre, many members of staff don't know about the work going on in other departments. However, even without a research centre of any kind, in my department the American Studies scholars work together effectively and supportively.
Key strengths (my department): research, collegiality; student satisfaction. Key concerns: undergraduate recruitment; restructuring and forced staff redundancies
Key strengths include the balance of research and teaching in our institution. A key concern is generating external income, which overwhelms the progress of strong research. We also struggle to attract PGR students.
I don't know/ not party to that discussion
Research: strength Funding: concern (both in terms of student income & research grants)
Attitude towards part-time non funded students
Being on a temporary, rolling contract means very little involvement with departmental decision-making
Provision of high quality teaching in light of the upcoming TEF. Mentoring of women and BME colleagues are who underrepresented especially as senior levels
Stern report; recruitment
My situation is not ploicable to AM Studies. However, my institution is a Historically Black College and the diversity of the students is a real strength.
Research and student satisfaction as strengths; TEF a concern, and continuing recruitment for American Studies degrees
strengths: positive responses to original ideas, lots of new ideas and opportunities for interdisciplinary work. weakness: lack of funding
Excellent teaching and research staff undermined by vindictive and poorly informed senior management
Key concern: rising levels of teaching combined with rising expectations of research. Admin loads rising
key strengths - very hard working non complaining staff willing to constantly work overtime key concern - financial survival
Too much coverage of some research and teaching areas and not enough of others
materialist criticism, recovery research, postcolonialism, creative/critical work are the key strengths -- those of us working on areas before 1900 are concerned that these areas are not considered growth areas important to know about, to create impact opportunities on.
recruitment; future of MA provision
Funding and dealing with inevitable merging of former single subject Schools; student numbers and external grant capture
Lack of support for interdisciplinarity in both teaching and research (despite much being said, little is done). Increasing workload and prevalent bullying -- esp. with regard to REF, where American Studies is

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no longer recognised as a discipline
The loss of departmental status for American Studies. We are now a programme split across administrative and disciplinary units, which is detrimental to collegiality, cohesion and student experience .
Concerns: UG recruitment; unrealistic grant capture targets; lack of adequate administrative support; Strengths: quality staff; good library support and sabbatical system.
Funding; potentially distortive side effects of REF are threats to research. Paranoia around student satisfaction metrics and unrealistic grant capture targets are also problems. Generally, however, research and teaching are quite well supported
Balancing high quality assessment and feedback with the other demands - research, admin etc.
East Asian and Southeast Asian History
Staffing - dept halved in size on 5 years
Not being forced into an impact orientated agenda _all thier research is bein g manipulated for money
Staffing- lots of jobs lost especially in Literature

Where there are concerns, at what level are they?	Count
Postdoctoral level	4
Postgraduate	8
Postgraduate / Postdoctoral level	4
Undergraduate	15
Undergraduate / Postdoctoral level	1
Undergraduate / Postgraduate	11
Undergraduate / Postgraduate / Postdoctoral level	8
Total	51

Please explain answer below:
student recruitment/retention/engagement
Clear lack of postdoctoral positions in the department. At the minute I don't think we have a single post-doc in the School of History.
No representation for PhD cohort in cases of unprofessional conduct by supervisors.
Universities increasingly recruiting casual, short-term staff rather than full time lecturers. These positions are teaching only and don't allow time to put together research portfolio needed to advanced in one's career.
There is little funding and little interest in supporting postgraduates at my department
As a small and new university, the profile for research / postgrad provision is still developing
The decline in quality in undergraduate teaching now continues to erode MA levels. Lectures and students are similarly frustrated with the situation. Postgrads are seeing this as an unwelcoming turn of events that will affect them massively and are turning away from academic jobs.
The concerns above reflect undergraduate level teaching provision. As for postgrad, I'm concerned about the way in which MA programmes are undervalued and lack organisation. I'm also concerned about the lack of job opportunities for PG students
Smaller numbers of undergraduate intake; Little funding.
The job market is extremely challenging at present, and hence the pressures, expectations, and time-demands on both PGs and Postdocs are extreme. Your research alone is no longer enough, and you need to gain as much experience as possible, with less and less certainty that there will be jobs in the field. This crisis feeds into the endemic mental health crisis in academia.
Faculty not funding enough staff to meet demand for popular postgraduate courses.
Casual contracts are abhorrent

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Relates to sufficient student admissions to keep American Studies viable as a separate programme
The course remains very traditional, having only just introduced option modules on gender and sexuality.
I'm thinking especially of workload here.
Teaching for both UG and PG is done by precarious teachers and it's very hard to teach effectively when in such a position.
Undergraduate recruitment and retention is a problem. We currently do not have a postgraduate programme - something we are trying to rectify.
Growing undergraduate enrolment is not being met with increased staffing.
They are rather most clearly felt at the level of permanent staff.
Being outside London, and having no recourse to PhD funding or block grants, it is very difficult to attract PGR students.
See above
Being a part-time PhD has challenges due to timelines and work commitments to fund studies
the drop off in women and BME candidates begins at pgr level. In U.S. history especially there is a masculine culture and very few permanent appointments of women.
The ever-changing landscape of HE and the marketisation of the sector has made recruitment the primary concern of our department.
Undergrads more demanding than ever (and less prepared for independent thought).
under financial duress to take increasing amount of students regardless of aptitude
Financial pressures of meeting UG recruitment at higher tariffs; sustainability of MA programmes
These issues infiltrate every level of what we do, as well as entry into the profession
The issues affect all levels of the university
See above about the way AmStuds is organised in my university
Recruitment issues in Am studs, which affects funding ultimately
That's where the volume is.
Funding is disappearing
PGs only get money for projects linked to a BOSS GUY with a grant - no freedom of enquiry
Much less pg funding, less variety for ugs. And less admin support (though more managerialism)

How have the REF 2014 process and results affected you or your department?
I wasn't in the department in 2014 but it did very well in the REF, much better than most others in the university, which has given it some sense of security, although this has not mitigated concerns about students recruitment.
It has changed the department in terms of the staff employed, but for the better in my opinion.
Everything is tailored towards REF 2021 - we're already internally reviewing and selecting submissions. We did reasonably well in 2014, so there's pressure to improve.
Warwick English and CL Studies has come top of the country, but this has been used to justify and explain away existing problems.
Individual research funds allocated to our unit have provided support for research
I am actually not really informed about the ref.
A small amount of praise for not doing terribly, followed by a return to a "how can we do better" departmental line immediately after.
Not sure (not in full-time employment during REF 2014)
There is now an aggressive focus on 3*/4* outputs.
No clear or discernible outcomes.
I don't know. I am new!
Only one member of staff was submitted with the result that our place in the university rankings plummeted - this has presumably had an impact on our recruitment.

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Made Impact a much more serious concern. Improved the Department's standing in the institution.
The department wasn't entered, so very little effect.
I wasn't here for REF2014 but colleagues have told me of a culture of bullying, intimidation, and threats, where colleagues were, in effect, told their jobs were in imminent danger if they did not meet the university's requirements. This time round, so far, that has been absent, although it lurks under the surface of the language of "support and preparation" for REF2021. A successful submission to the Area Studies panel in 2014 has encouraged the Faculty to support a broader submission to Area Studies this time round. On the one hand, this has the possibility to strengthen the university's submission to the benefit of all of us, but on the other hand I worry about a possible lack of distinctiveness for American Studies within that which might be used to downplay our importance within the university generally.
We have thoroughly reviewed our performance in REF2014 and made changes to our research monitoring as a result.
My department performed well, though the way in which it was handled caused acrimony (e.g., the exclusion of certain faculty members from the submission). The department was congratulated for its improved position, though we have seen little real benefit.
We have been able to strategise and plan for REF 2021 far better.
don't know
We did well & it's given us a bit of authority in the university
Not known
Positive PR; shifting priorities of colleagues (toward public engagement)
Not much in hindsight; considerably in workload leading up to REF
No effect.
Negatively. We didn't do as well as we should have.
confusion
Not significantly
Not me so far, but others, are being quietly taken off research tracks. Sabbaticals are no longer granted via a rota but via a competitive process and some people get none, others get a lot. Conference funding is also granted in a less transparent way. Only impact that is part of an impact case study is being funded, and impact ideas are not very imaginative, rather staid and safe.
Not significantly
We were told by our VC that REF is not a measure of research excellence. Somehow. That was before Arts and Humanities Schools were forced to merge
We were dissolved as a department (prior to REF but as a direct result of anticipated units of assessment) and now have to work across/between the schools of history and english -- we were made a centre but faculty split into 2 schools and finding harder to work as a unit
Some pressure - has made the focus a little mad - it is all money
Not, as far as I can tell
REF 2014 success lead to creation of Institute of the Humanities with Am Studs as a named core theme.
Exceptional REF 2014 results in history and English underpin investment in new Institute for the Humanities with Am Studs a designated area
We did OK and so it has ben generally positive in terms of additional staffing and profile.
Not at all = we did well
Me - not at all. Others spineless
Not at all, we did OK.

Do you have any comments relating to American studies that you would like us to take forward in the consultation process for REF2021?

Need for boards to continue to take account of interdisciplinary work that might not neatly fit into departmental names or HEFCE descriptors.

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The interdisciplinary nature of the American Studies field should be acknowledged more in REF.
I am concerned that the Stern report guidelines to make outputs not portable penalises early-career researchers, who publish as much as possible to secure permanent contracts.
We are all concerned about the impact side of REF, and anxious to create case studies that are genuinely impactful, rather than cynically gaming the system. However, it can be difficult to relate American studies topics to genuine impact in the UK.
The question of portability is obviously crucial for PhDs and ECRs. A strict stance on portability would overwhelmingly disadvantage those trying to establish themselves in the field. While there is certainly an argument for a degree of non-portability for permanent staff, expanding this to cover non-permanent academics would be ludicrous.
For those who are in hourly paid positions, we are not a part of the conversations around REF2021. Despite asking many people, I have no idea how REF will affect me as an American Studies professional in the UK, with publications in US journals that are subject specific and not accessible in the UK.
Cross-referral rules will be all important; it is unlikely that we - or many other AS units - will be submitting to Area Studies
need for increasingly visible cooperation between institutions - and funding set aside for this
I put up with a fair amount of anti-Americanism from more traditional colleagues who find American literature vulgar or minor and from various postcolonialists or contemporary specialists who believe that students should pass over the American classics quickly before turning to supposedly more progressive works. However the larger problem is not about American Studies per se but the fate of literary studies generally. Students don't read enough, they rarely move out of their comfort zones, we are encouraged to give them 2.1s anyway, even PhD students are incurious about the larger field, and the university executive team think it is wise to belittle the mere writing of books and articles in favour of catering to a public which they imagine doesn't read or think. Impact is expected to play into an insular sense of British 'heritage' (a word which erases minorities and migrants from history).
Clarity on cross-referral to Americanists on History/English panels, and if enough units are going for Area Studies submission
American Studies is a diverse and plural field and REF2021 needs to be alive to the manifold and nuanced aspects of the work we do.
Have an American studies expert on all relevant panels to enable fair assessment
to recognise state/regional journals more
I want it to be a category for submission
American lit experts on the panel would be a start....
T0o many here -involved in this
There were so few American studies submissions (though UEA was an in an Area Studies one) that I suspect we will be disaggregated into lit and history.

In what ways, if at all, has the announcement of the Teaching Excellence Framework, and the public discussion that has since followed, affected you or your department?
New starters are required to complete PG Certificate in Learning and Teaching in Higher Education.
Although we received gold, I do not agree with the TEF as it is a reductive way of measuring teaching excellence.
Almost constant discussions about NSS results (ours went down last year). New policies seem aimed at improving Survey results rather than actually improving teaching or student experience e.g. working out if we can look like we're increasing contact hours, without really asking if this benefits students.
It has affected teaching pay for hourly paid tutors and poisoned the atmosphere in the department due to worries for the future of our discipline.
A great deal. Appointment of new staff specifically to improve student experience in relation to TEF.
Additional pressure. Already a policy re HEA fellowship
Possibly to early to tell.
None yet. As a future ECR, I am concerned TEF will prevent me from finding any employment beyond casual teaching.

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It was a concern I had to speak to in my most recent job interview.
I've been peripherally involved in raising awareness of the problems that TEF raises, particularly regarding the threat of marketization/ privatization of HE
Has brought concern to ensure staff are HEA accredited
Nothing yet, because the focus on research is so strong.
It has lead to a beneficial reform of my department's approach to marking and moderation.
Many staff are nervous about the fact their teaching has not changed in many years. I am using it as inspiration to be bold and innovative.
I feel fortunate to be at the start of my career, as I am already undergoing teaching training and have been encouraged to reflect on my ongoing pedagogical development since I started teaching as a TA 5 years ago. However, there are others in my department who are finding it frustrating to rejig their teaching approaches, or to undergo supplementary training, to anticipate the demands of the TEF.
Little or not at all.
Increased focus on all members of staff gaining teaching qualifications in advance of any TEF.
Some discussion, but not a great deal.
Thus far the TEF has had little direct impact on the things that we do. However, there have been plenty of discussions, and as the TEF develops I expect that it will have a significant impact on things like contact hours and the types of classes we offer. I'm also concerned that universities will become so hyper-sensitive to student comments that trying to do anything that students don't like will become harder.
We are looking at virtually every aspect of our teaching in relation to the TEF.
It has mostly prompted a kind of resigned contempt in my department, particularly as we see reversals to recently made policies by management in response to the TEF. In short we anticipate a greater burden of administration and stress as a result of the TEF
A number of colleagues have transferred to Teaching-only contracts.
Again, I've not been a part of that conversation, and despite asking, am not aware how this has affected my departments.
More bureaucracy; more bullshit; fewer opportunities to do good teaching
Marking time has been reduced to allow for quicker feedback
In the US we have long been subject to something similar to TEF (depending on the state). There are some positives and many negatives. Often the only results are used by politicians to beat up on HE.
It has sped up the process by which all colleagues are expected to have an HEA Fellowship or ETQ
Senior management are clueless.
Created huge anxiety and yet more meetings.
more confusion
Not significantly
Grade inflation, gaming the system to get better NSS scores, less and less focus on the content of teaching or on asking students to expand their level of expertise. We teach two fewer texts in a first-year UG American literature class to make room for employability exercises.
Gloom
My institution has decided not to opt in for now, which is good news, but down the line is less certain.
More buzz/anxiety around teaching only contracts,fear of NSS boycott but little actual change so far -- yet to kick in perhaps?
so much bloody student feedback - students are bored of it, too
Not yet
Major overhaul of undergrad and PGT specs, assessment and reporting mechanisms were already underway, so relatively little additional impact.
Increased paranoia about student satisfaction
Very little, so far.
Not

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I am retired , but colleagues moan about paperwork, idiotic directives, sudden new policies.

How would you rate the popularity of modules in the field of American history, literature, politics, and culture with students at your institution?	Count
Very good	39
Good	15
Ok	7
Poor	0
Very poor	0
Don't Know	10
Total	71

How would you rate your department's recruitment and/or retention of undergraduate students in American Studies topics?	Count
Very good	12
Good	14
Ok	11
Poor	8
Very poor	4
Don't know	20
Total	69

Are there any issues around the recruitment and/or retention of faculty and related staff? For example, have patterns of recruitment changed over time? Is it different for certain grades or categories of staff? Is there a changing balance between recruiting UK or international candidates?
Harder to get recruited if non American/Canadian, non Scottish or non UK
Balance is changing-we are hiring more Americans, but only white ones and usually mild.
An new position as assistant professor has recently opened at Warwick English.
Sacrifice of intellectual excellence to impact
More international staff are being recruited
n/a
don't know
A very white group of colleagues - too little diversity in every way.
I work in a large (50+) department with a high turnover of staff. My College typically recruits at Lecturer level so it is a 'bottom heavy' department (i.e. the number of ECRs is extremely high). In terms of nationality, the department is highly diverse, but less so in terms of ethnicity or sexuality (it is becoming more diverse where those categories are concerned, year by year).
There has effectively been a freeze on new hires (and worse, a plan for forced redundancies in certain departments) in response to poor UG recruitment. Retention in my department has historically been very good.
We don't seem to be replacing staff that have moved on. As a result, there is more teaching being done by PG tutors and on a sessional/hourly paid basis.
I don't know.
There has been a change in hiring internal candidates over the years. It used to be that getting a PhD in your department wouldn't exclude you from being hired directly into a permanent position. Then there

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was a period of hiring PhDs on fractional contracts, which led to a permanent position for some. Now everyone is hourly paid, and the hiring is done externally.
Despite proactive use of networks, we struggle to attract top-class female applicants, especially for more senior posts. As post-1992 university, retention is sometimes a bit more of an issue than at other institutions.
We struggle to appoint women, despite making genuine attempts
Not known
Entry level, permanent positions are non-existent, and even casual teaching is extremely competitive.
decline in ability to write essays
No
Unsure (not in current position long enough to judge)
Increasing number of non-UK staff. Hard to attract BME.
We have been decimated in recent years and are still in a recruitment freeze
Nobody has been recruited to replace the 4 professors who were here in 2015.
Hard to see any very clear patterns. That said, there are a lot of very good Americanists from Canada looking for jobs these days.
There have been a lot more appointments of female faculty in the past 3 years (given that there were so few previously, this barely redresses the balance) -- this also means that junior female faculty do a huge percentage of the teaching and all of the senior/professor posts are male
No: still a vibrant field
Yes, the turnover rate at my institution is alarmingly high.
I haven't been there long enough to make any informed judgments; currently all of my colleagues are white male British nationals but I don't think this is a long-term or deliberate trend.
I can't say, as I've been here only 3 months.

Part Four - About Academic Careers

What are the key challenges in developing an academic career in your area?
The UK vs. American problem is a big one. I want to do a PhD here because the timeline better fits my life plan, but I'm worried that it will mean I'll be entirely unable to have an academic career in America because my degree will be seen as less worthy (despite the fact that it's from a top UK uni).
Lack of secure jobs. Temporary and adjunct jobs provide no security and particularly affects women perceived as child-bearing age.
Being able to balance pressure to publish research with need to gain teaching (especially lecturing/module leader) experience, while at the same time making inroads into a new research project. Often this is while on temporary, hourly-wage contracts.
REF timelines, length of time it takes for the journal publication process, zero hour contracts
The lack of opportunities, especially at post-doc level. I am also not a fan of the fact that it is, in today's climate, impossible to get an academic position unless you have demonstrated an ability to attract funding.
Lack of permanent teaching contracts. It's almost impossible to attain a full-time teaching contract after completing a PhD.
Few jobs in a highly competitive sector. Assumption that ECRs will be willing and/or able to sacrifice yet more years to develop a CV to be competitive - i.e. to get publications and more teaching experience. Most often while juggling several other part time 'non-academic' jobs to get by. A feeling that you have to know people to get in to academic posts. Lack of awareness of my field of study and an unwillingness to integrate it into more 'traditional' departments/disciplines. Arduous job applications - that all vary from institution to institution and even department to department.
Lack of permanent jobs. Difficulty of getting (relatively) small amounts of research funding to travel to US conferences, and archives.
funding and networking
Lack of jobs and funding. Paying PGR's an extremely low hourly rate and no payment for preparation and marking.

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Finding a job that will pay enough to survive on
Job openings, funding, demand for mobility.
Time for research - gaining a permanent contract
research in the US networking, publications teaching
Increasing workload and expectations in terms of research and teaching. Attitude of senior managers who often are ill-prepared to lead large teams of people. Issues surrounding anxiety and mental health.
The requirements for academic roles are so high, there is never enough time to build a strong enough research portfolio during the PhD - to publish enough, to organise enough events, to set up strong enough networks. Also, departments offer some opportunities for teaching, but it is never possible to gain enough experience teaching all levels of UG and MA courses, as well as lecturing and module design, as a GTA.
An over-saturated field, in which (seemingly) fewer postdoctoral and teaching fellow opportunities have been accompanied by drives to recruit even more PhDs. At ECR level, lack of tenure-track positions, leading to uncertainty and instability.
Lack of postdoctoral positions; subject area not viewed as seriously as others.
Need to have impact
Getting a stable job.
As a postgraduate/early career researcher, main challenge is earning enough to make university work feasible while publishing research to gain a permanent position. (Once appointed) balancing research with teaching, and securing external grant money
I fear that, as someone in a very new field, the sector is still quite closed-minded.
Finding time and funding for archival research is a big concern; as I am currently an ECR I am juggling a fairly heavy teaching load with ongoing research.
Lack of teaching opportunities.
1) Getting a job for someone who has just finished a PhD. 2) If successful in obtaining a short-term post, avoiding the cycle of one short-term post after another. 3) The risk of being pushed (for financial reasons) into a teaching only job, and therefore having no time to research and get out of the cycle mentioned above. 4) Once in a job, the challenge of obtaining research leave.
Lack of permanent positions providing the job security that researchers need to achieve more than teaching
Closure of interdisciplinary departments.
I'm one of three people in the UK working in my particular area, so the ability to meet and exchange ideas with people in my field is limited. The ability to travel abroad can mitigate this somewhat but that can be costly and so financing becomes an issue in developing a career. As a historian, access to US archives from the UK poses a challenge, although not an insurmountable one - but it does make life harder than for colleagues who can research at the British Library, Kew, or other UK archives. Again, financial issues are part of the bigger picture, and I know several students who have been put off starting a PhD because of these additional costs. The increasing difficulty in obtaining a job is also a concern. The increasing need to not only have a PhD but also have teaching experience and, preferably, some publications makes it incredibly difficult for those just finishing their PhDs to get into the job market. The increasing incidence of short-term contracts also makes it difficult since there is no continuity in experience and any potential research time is eaten away by the need to continually prepare new teaching material, adjust to new administrative practices, etc. In terms of developing a career, work load is, for me, an increasing issue. The need to work evenings and weekends simply to manage to get things done is a challenge, and one I doubt I will manage to meet forever. It seems to me that there are increasing demands on academics, whether the REF, TEF, internal administration, engagement, and impact activities, while institutions are not recognising that these all take time. This is, of course, not specific to American Studies, but when colleagues are regularly sending e-mails at midnight, working 6 or 7 day weeks, avoiding taking vacation time (I took 4 days leave last year) there is something more deeply problematic. Yes, we have more discretion over some of the things we do as academics than people in other jobs, but I am increasingly unconvinced that this is worth the cost.
Teaching only contracts available but research needed for full time job.
Building a successful academic career seems more dependent on peer esteem than ever before.

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Unfortunately, I see this as inherently flawed - especially where equality and diversity is concerned - because individual reputation is tied to institutions, family connections, friendship groups, and participation in social networks. If you are not already 'inside' these spheres - and for some that starts from early age as a consequence of having family members who are academics - accessing the academic capital that they offer is much more difficult.
Maintaining a publication record while meeting the requirements of teaching and administration.
The expectation to generate external income, which is a block to progression. This is especially problematic for areas outside the sciences that do not necessarily work with industry or with funding as a matter of course.
My research is based on participant observation in the USA. Having graduated with my PhD, I was unemployed for a few months, before finding retail work for a few months, and then a string (8) of temporary contracts (hourly paid sessional, and full-time 13 week pre-sessional). This has made it impossible to go and do further research, as I would need to find a grant that not only covered expenses for the trip to the USA, but paid enough to save money to subsidize my hourly paid work. Working in Autumn, Spring, and summer, leaves me little time to write, especially when adding in the constant job searching, applications, and lesson prepping for modules that are not my areas of research. There is no mentoring or support when you are outside of an institution, and you cannot afford to go to conferences on an hourly paid wage to network. It's a kind of limbo land where you are too busy trying to earn enough to live, that you cannot launch a career.
Getting a job!
Finding a job. Generally support during the PhD is good but it is a wilderness post-PhD. All costs go up (no more student rates) but there is no institutional support. Even the basics, such as accessing library resources, become challenging with insecure institutional affiliation.
Female postgraduate researchers are sometimes put off by the masculine culture of U.S. history in the U.K. Combined with the intensity of short term, teaching only contracts it is hard for ECR women to develop their profile. They are likely to be interviewed by male dominated panels. At more senior levels there are issues around promotion. These tend to revolve around the kind of administrative jobs and 'nurturing' expectations placed on female academics as documented in the RHS Gender Equality report on 2015. It is more acceptable for male colleagues to be 'selfish' research focused colleagues. The absenteeism of male colleagues often means junior women pick up relatively senior student facing administrative jobs.
Time is always the issue; balancing family and work; and financial aspects of the job are worth mentioning as HE sheds admin staff in the belief that academics can do their work as well as the research and teaching.
Publications take forever to move from accepted to published. Also, there is a paucity of research funds.
Full-time employment: over 100+ applicants is the norm for an entry level T&R Lectureship
my workload as a full time teacher / course leader age, plus my age, gender and skin colour
Poor senior management and no job security.
No jobs! No time to do proper research! Too many competing demands.
having sufficient time to do research with increasing amounts of teaching
UK funding agencies show little interest in US topics.
Finding time to do both teaching and research. Dealing with anti-Americanism.
Interdisciplinary is intellectually exciting, but institutionally difficult.
Not enough academic positions; funding support; pressures of REF
Getting enough publications and grants to be shortlisted for jobs; increasing workload and admin pressures.
a certain snobbish from History dept about AS - whilst I don't want to be lumbered in the Politics Dept
Working in American Studies as such is difficult, as people think it's better to market yourself as history or English. Fortunately my university fosters interdisciplinary work, but that too is a challenge for most.
Getting a full-time permanent position in academia is very difficult unless you are willing to take on temporary contracts and move around the country or commute.
"Casualisation" of academic contracts.

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Explosion of temporary contracts; volatile recruitment landscape; embattled status of Humanities generally
Getting on the first rung of the ladder. And PhD funding.
Getting a job
Getting a job
For us all it is important to travel to the US for research, networking and conferences. But there is absolutely no funding for this, unless you are holding a Big Grant. And for parents it is even worse as most grants do not pay childcare costs, and you have to travel in School holidays.

Do you have any suggestions for the development and sustainability of academic careers in your area?
Salaried contracts for teaching only positions that include the summer, rather than just for 9 months, so that some research can be done.
The way in which PGR's are used to teach - paid just for the hour they teach within nothing for prep or the hours of marking they undertake. This needs to be looked at as it affects both the PGR's and those looking for a full time contract.
Increase full-time contracts. Increase permanent contracts. Increase the length of fixed-term contracts.
More ECR support. Better support for those who choose not to pursue an academic career but still want to be involved in the community.
Zero hour contract model should not have a place in academia.
More funding, more communications about the validity of the subject
Less teaching fellowships, more research support.
More formalised support networks for early career scholars; formal policies from my institution assist with career development; a realistic capture of workload and how long research, teaching and admin tasks actually take.
More job security for ECR and more willingness to hire on potential. Financial and professional uncertainty, alongside constant pressure to produce huge amounts of research in short amounts of time, are likely to drive many ECRs away from academia.
Better support for coping with stress, and maintaining work-life balance. Support networks for those for whom this may be particularly challenging (especially those with dependents).
An end to temporary and zero hour contracts.
Less precarious contracts, less hiring of staff who match a huge number of research interests already in the department. More diversity!
Further guidance for those who are stuck in roles which are short-term only.
Endow chairs, to guarantee positions in the long term?
Increasingly universities seem to be recognising the situation regarding jobs and are providing better guidance and training to PhD students looking to enter academia. This is a definite improvement, although at the same time their employment policies (including part time contracts and short-term contracts) make it harder for those same students to get into a permanent job. And without a permanent, or at least long-term job, it is difficult to sustain an academic career. Support for Early Career researchers taking the steps towards a permanent post are also important and I'm pleased to see organisations like BAAS recognising them as a distinct category. Short of getting the government to provide more money (ha!), I don't know how we address the question of travel to archives and conferences.
The Mentor scheme is a good idea
For institutions to develop more flexible teaching patterns to provide teaching staff with larger blocks of time to concentrate on their research commitments. This would be in addition to the provision of research sabbaticals.
I would like to see a honest conversation about the percentage of PhDs who try to and manage to get hired into permanent positions and the amount on hourly paid contracts. I would also like a "best practice" policy to eliminate hourly paid lecturers, and instead have fractional contracts (GTAs) or teaching fellows (postdocs), which would then house the lecturers firmly within departments instead of being unable to access any institutional support, training, mentoring, etc. I would also like a workable and

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achievable progression, so that departments could only keep you on a teaching fellow for a fixed term of two years before having to employ you, instead of keeping you on hourly paid for 5 years with no benefits or pay increases. There seems to be a lot of people living below minimum wage who are being abused by the system, waiting their turn to get hired, when realistically, there are not/ will not be enough jobs for us all.
Post-PhD professional mentoring would be useful and improved early career support/resources. With temporary contract, if you're lucky enough to get one, it's hard to get access to the full university resources: no longer a student (so access to workshops, advice, etc is not relevant or even restricted) and not a 'proper' staff member so no perks, staff development opps, etc.
ECRs need more time to develop their research, more tailored mentoring and less exploitative research contracts. Mid career academics would also benefit from mentoring
Invest in support staff; rethink the way we use distance learning; do not expect immediate results.
More money, a reappraisal of the star system for rating research publications,
Developing the Early Career support that BAAS has begun is crucial; could BAAS fund a post-doc...?
Don't go into one. Seriously.
funding dedicated to research projects
Ending ridiculous snobbery around the discipline of American Studies.
A public discussion of anti-Americanism as a discourse (that predated the rise of the US as an imperial power, that draws on anti-proletariat or anti-democratic feeling, that is shared by right and left, that clouds any serious critique of actual US policy, that ignores evil in the rest of the world) would be nice. Also, to repeat: the decreasing number of students who will take the literature A level is a big threat to university teaching and research in literary studies, as is a feeling among even university executive teams that nobody needs a humanities education.
Reduce burden of first-position academics in terms of teaching and research requirements in REF, either by cancelling REF altogether, or freeing these colleagues from a full return for 10 years.
More jobshare and part-time opportunities that allow career progression/development and are not just cheap/2nd class contracts
It is about time they relaxed on research - perhaps having a split in research and purely teaching posts (perhaps inevitable after 2020)
Structures that enable interdisciplinary research and teaching and respect for American Studies!
The provision of a proper career path after completing a PhD. It seems to be a very haphazard process, unlike, say graduate programmes in the private and public sector.
Guaranteed paid teaching in all PhD studentships.
ECs need to think hard before choosing topics tied to bog grants for their ph.ds. Far too many people in some fields (eg Af-Am lit)- no vacancies in these, and it cuts out English dept jobs too. Some grant getters are irresponsible in this respect.
ride 2 horses - history /lit
BAAS should consider funding lots of conference attendance/short research visits , especially in the US.

Part Five - About BAAS and Future Priorities

Have you ever applied for a BAAS prize or award?	Count
Travel	24
Essay	8
Book	3
Graduate Teaching Assistant	0
Small Conference Support grant	10

What do you see as emerging subfields or areas of 'growth' in your discipline?

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In terms of US foreign relations: gender studies, transnational approaches, religion.
An even greater focus on digital humanities. As historians we will also need to learn how to use social media as historical sources. Especially at the rate Trump is tweeting...
Latinx Studies, Chicax Studies, Border Studies, Americas Studies
Print culture, climate/environmental humanities, digital humanities.
Post-postmodernism, Ecocritical studies
Television studies, study of popular culture
I belief that focusing on the music scene and song lyrics has significant potential
Environmental History; Gender History; Trans-Atlantic Race Relations
Interdisciplinary approaches: literature and law, literature and human rights, literature and media, literature and social sciences (e.g. risk, security, and climate change discourses).
Comics, violence studies, trans studies, contemporary literatures
I'm very excited about the growth of disciplines like emotional and sensory history.
Still further interdisciplinary connections.
Transnational studies
American religious history, particularly evangelicalism, has become an area of major interest in the last decade or so. Unfortunately legal history remains a less clear "growth" field.
The usual suspects: * Digital Humanities * Medical Humanities * Animal Humanities * Object theories * World Literature / world-systems-style literary models
Literature in relation to animal studies, ecocriticism and spatial theory/justice.
The study of the Broadway Musical
Native American Studies
Not sure really. I've been c focused on archival work
gender history; black intellectual history; archives and knowledge production
Global history; environmental studies; law
Cognitive literary theory and 21st century American philosophy
Memory. Museum Studies, esp. with new Smithsonian institutions
interdisciplinary work between popular music, cultural studies, psychology
visual culture politics
Environment, Native America, hemispheric studies, Latinx studies
Print culture and media studies, the literary study of travel writing, essays, and other journalistic genres, transnational readings of women writers and women's literary networks. The concept of network.
History of Capitalism
DJT and the fallout of the 2016 election will mean that political science, history, border & immigration studies should flourish in the near future.
I feel there's always been a healthy amount of subfields -- they tend to come and go. Clearly anything funded gets a growth (i.e digital humanities/medical humanities in recent years)
Race (black lives matter has given this a new impulse) and Critical Race Theort; queer Studies; Study of religion in the US; Hispanic ought to be a growth area but isn't yet because Brits don't learn languages
Following on from studies of slavery to freedom and it's meaning and different definitions
Health/medical humanities; digital humanities; mobility studies.
Health humanities;
Health and health care.
Contemporary literature (prose).
contemporary lit
Ecocriticism, Latino/a literature, economics and literature.

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Do you have any suggestions for enhancing the future sustainability of American Studies in the UK?
Closer links with teachers and schools to fully explain what American Studies is. My effort on behalf of departments to attract students from different and diverse backgrounds. A change in university management culture that moves away from centralising/closing programmes that don't fit in with their narrow view of what constitutes a successful subject area.
Invest more time and resources in PhDs, ECRs, and research collaborations between established and new scholars.
Focus on global literary networks.
Strengthen ties to postgraduates
Unfortunately this will probably involve pressing the Donald Trump angle as a way of demonstrating that American Studies is relevant and very necessary.
Limit PhD student enrolment to be more in line with employment opportunities in the field. Be more proactive in promoting altac options within American studies, and the transferrable skills of PG education.
Improving connections with schools and cultural institutions; broadening horizons - American studies in a global context; race is certainly covered well, however ethnicity is less so and would help to build a more complex and interesting picture of the US that may appeal more to students who are over-saturated with American-ness (particularly at the moment).
My sense is that American Studies among academics is not under threat - there is massive interest. But where it is under threat is because universities use declining numbers of undergraduates (and maybe postgraduates to a lesser extent) to justify limiting, reducing, or closing American Studies programmes. This then limits job opportunities at UK institutions. Thus I think a focus on undergraduate recruitment is a key place to start. Because the subject does not exist below degree level, I think part of the challenge is to make sure that school/college students are aware that it exists. Lots of institutions do work with schools but I think organisations like BAAS, BrANCH, and BrANCA could be encouraged to do more schools outreach (possibly in conjunction with willing universities) to raise the profile of American Studies among those under the age of 18, who might then consider it as a degree option. Linked to this, events which emphasise the employment opportunities linked to American Studies might also be useful. Undergraduate students want to know that they will be able to get jobs at the end of their degree, so highlighting the immense range of careers open to American Studies graduates might also help make the subject appealing (and maybe reassure parents at the same time). Events which highlight not only research but the non-academic achievements of American Studies graduates might be something to consider.
No, but I do have a feeling that the organisation might try to find (further) ways to reach beyond what I think it sometimes feels is its core constituency - students and staff at universities within established American Studies programmes.
More open pathways between the UK and USA, in terms of research and teaching (bringing scholars over from the USA on year swaps with UK scholars).
We need to generate new funding streams & think about more open access deals for jas.
Increased interdisciplinary work, more international collaborations (looking forward to the London EAAS).
Creative partnerships with international NGOs, multinational corporations, patrons of the humanities, and international professional bodies; perhaps even travel agencies and tourism boards?
Vote for better governments in the US and U.K.
Closer collaboration between Universities, bucking many institutions' "competitor" approach. BAAS used to organise annual "Heads of American Studies" gatherings: reinstating these would offer a useful channel for discussion
more interdisciplinary work in the areas of cultural studies and the sciences, the social sciences, and particularly psychology
Encouraging schools to teach US history and culture more extensively.
More grassroots work with 6th Form colleges to promote the discipline (rather than a particular HEI).
Improved opportunities for our graduate and postdoctoral students to enter academia. We need to be more visible, and join the dots of all the things we do more, not just across the UK, but with other

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member associations across Europe and affiliated associations in the US
More advertisement of the degree to A level students would lead to a greater flow into university. More outreach to 16-18 year olds generally -- blogs and social media outreach to teenagers more generally on current affairs that interest them i.e 'fake news' etc. Encouraging teaching exchanges with European and US scholars. Undergraduate membership could be enhanced/encouraged more
A new US president
I think it would be good if Politics come back into American Studies and into BAAS, as our expertise and that of politics colleagues is much needed post Trump etc.
Making it more applicable to employment prospects. Probably emphasising the multi disciplinary aspects of it more. I think today's students are looking for more of a correlation between study and employment in a competitive world
Focus on employability of American Studies graduates.
Concentrate on raising the intellectual game- in the long term it pays. More British Academy fellows (and not just on the South.)
head for intellectual excellence - it is dumbing dow.
Intellectual quality is the key element - the annual conference needs to be a bit more selective, less emphasis on discos or the like, more sense that one learns something from it. (I know this sounds stuffy!) Much better plenary speakers too - not just jazzy names.

Do you have any suggestions about how BAAS might provide more support to scholars at your career stage?
Funding for American students wanting to study in Britain would be great - our at least more resources. It's a big leap of faith to study a PhD outside your home country, especially when your home country is also your subject area, but I think it can be incredibly rewarding and has an important methodological distance.
Approach funding bodies or universities with PGR's in American studies as I wasn't made aware of BAAS until much later in my PhD process.
Encourage institutions to increase the amount of full-time positions.
Build a greater sense of community across the UK - not just in SE England.
Second project funding grants would be very useful - seed funding to do archival work and get a second project off the ground.
If a department has a number of PGR's working on American Studies, it would be useful to contact us directly as it would have really helped if I had known about BAAS in the early stages of my studies.
More Early Career specific events / support
I think the support network is good
I think BAAS does a good job on this in terms of holding events on these issues and offering funding opportunities. I'd say more of the same - perhaps an event with a focus on Teaching Fellowships as well as a statement from the Chair and Committee on exploitative issues that are effecting scholars fresh out of their PhD.
By working with universities to create employment opportunities for ECRs. By working with PhD candidates and ECRs on research and collaborative projects.
Channel extra funding into Postdoctoral opportunities, which will help to support more ECRs, and to ensure that they are competitive when tenure track positions arise.
A first book institute or writing retreat A cross institution mentoring system
Local meet-ups/seminars
More placement opportunities to work in public institutions
As much support as possible for early career (post-PhD, pre-lectureship) scholars would be beneficial. For new lecturers, perhaps mentoring opportunities (on developing academic career after the first project) would be helpful.
Tailored career and interview advice
Regular PG/ECR reading groups would be a good way to foster community and provide research

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support.
Facilitate engagement between early/midcareer and senior scholars. Senior scholars aren't so active on BAAS social media channels, or at events (beyond those on the exec)
Advice and information about alternative career pathways.
I think BAAS does a good job at all levels. However, I do like the idea of mentoring (see Q.47) which I think I would find very helpful (both as mentor and mentee).
I really appreciate BAAS's particular focus on supporting PGs and ECRs. I also think the various initiatives - the forums held at recent conferences - have been really smart interventions which sometimes helpfully cut across career stage.
I think an hourly paid or even freshly graduated and unemployed network would be nice. A "top ten tips" page on the website might help too. After this conference, I have found out lots of useful information that I didn't know (you do't know what you don't know right).
Targeted assassinations would be useful although I don't know how this fits with BAAS's policy on equality & diversity
A dedicated early career section of the web site, mentoring opportunities, discounted conference rates
A prize for academic leadership in American studies might go some way to reward and recognize colleagues who support and mentor others within and around BAAS. It would help mid career academics with promotion and offer public recognition of good citizenship
More publishing opportunities in American Lit. JAS reads much like a history journal.
ECR workshops at conferences? Grant-writing workshops?
i honestly think that higher education is one of the most inclusive and open-access fields of employment and BAAS should drop the social justice warrior positive discrimination statues and conference practices
more grants set aside for staff at intermediary levels
Improving the standard of papers presented at BAAS conference. I'm reluctant to invest a large part of my annual research allowance in attending panels that seem thrown together rather than carefully assembled.
Grant writing workshops, workshops on how to turn a string of publications and modules taught into a little empire that attracts postgraduates (I'm mid career).
This is harder to quantify, and I think that, where we have scope to help, we should concentrate on the coming generations
Fellowships and scholarships for senior faculty would be good...
Possibly the provision of more seminars and other events, enabling students to network more with each other and to link up with others in the same field, even by using skype or conferencing. Studying for a PhD can seem like a solitary experience and increased networking with colleagues could also provide more knowledge of employment opportunities
I am retired and this questionnaire does not even have that as a category- so you might want to think about that. We are more likely to support you than vice versa.
No =I am retired spend efforts on young
I am retired . (You might have given me a box to tick for that.) There are quite a few of us who are still publishing books and essays, supervising pgs, examining and so on. BAAS might consider some support for activities like the American Intellectual History Group which no longer has financial support from the Mellon fund, and can't support pg members as it did in the past. The death of its leader also cut out the Cambridge support we used to have. (Richard King is now the man who runs this.) It includes half a dozen retirees, but also ECs and pgs.

Do you have any suggestions for making it easier for members to raise issues with the Executive or at the AGM?

Actively approach people to be involved. There's a feeling that there's an 'in' crew and it's difficult to break into that to make suggestions.
Online votes and polls, especially multiple choice polls projected on the screen during the AGM (the audience can vote by pressing a button).
Reminders through the year? At the moment I only think about the exec when I attend the AGM

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Anonymous online form on BAAS website?
It wasn't clear if aob was for anyone there, or if it had to be raised in advance, clarification at the meeting might help.
BAAS members could be encouraged to engage more with the Exec above and beyond the AGM. BAAS Officers might hold a facebook live discussion forum to consult and solicit ideas for new initiatives in their area
I just shout my issues at the nearest exec member while in the pub.
E-voting is a great initiative. A Questions box at registration, from which best Qs are picked to be answered at the AGM?
Encourage emailing in.
I've emailed members of the AGM after reading items in the BAAS newsletters and always got a response, so no, not really, attending the BAAS AGM provides opportunities to speak.
Forum discussions through the website; Executive meetings when they do not happen via Skype could select a location and then offer a Meet the Executive event with students/members drawn from local institutions.
There could be an anonymous comments box that could raise questions to be discussed at each committee meeting
Seems easy enough to me- what is impeding this?
no - why don't they just raise their hand
What are they afraid of? Can't they just stand up and ask a question? Or write to the Chair?

Would you be in favour of a cross-institutional BAAS mentoring scheme?	Count
Yes, as mentor	28
Yes, as mentee	31
No	1
Maybe	13

If you answered yes to the previous question about mentoring, which of the following areas would you be interested in mentoring/being mentored?	Count
Teaching and pedagogy	30
Research	36
Writing	24
Publishing	27
Job applications	23
Grant writing	26
Mental health and work/life balance	18
Academic administration	12
Other (below)	4
Alternative career pathways	
Public outreach	
Early career to PhD mentor, if useful. Mentee: research, jobs, grants, and REF and publishing advice	
Spelling :)	

What specific activities would you like BAAS to give priority to?
Supporting the transition into post-doctoral positions and help with developing the so called 'second project' so popular with hiring committees.

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PhD students' first conferences/speaking events PhD students' first research/travel experiences ECRs - those between PhD and academic jobs
PhD and ECR funding and training.
Conferences and some smaller workshop (one day) activities.
Postgraduate networking
There could be early career workshops or advice for junior scholars.
more on teaching / pedagogy
grant capture support
Mental Health and Grant Writing
Research, publishing, collaborations, mentoring
Mentoring and placements
Writing
I'm really excited about the Women's Network meeting at the upcoming conference - it's always great to meet other passionate, intelligent women - it gives my self-esteem and motivation a real boost. I feel I benefit more from the pastoral and collegial support BAAS provides than from its academic activities (that's just a personal view).
Guidance on book proposals for PhD researchers or postdoctoral researchers. Assistance in forging links between UK and US universities.
Advocacy - strategies for protecting research time
Outreach. Gender and racial imbalances in its membership and the field.
As a younger scholar, the thing I would have liked better advice on is research and publishing
Making the dialogue ongoing throughout the year.
Conference (always great). Outreach to schools & community. Local groups/meetings. Interdisciplinary connections.
supporting PGRS and ECRs. Improving the gender and race profile of academics working in American studies/history/literature in the U.K.
Publications
Sustaining the subject at u/g level Supporting ECRs
events and publications
Improving the quality of the annual conference.
research, teaching, impact, outreach, work with schools (everything, essentially)
Postdoctoral and early career support; publishing opportunities
capturing the interest and drive of 16-20 year olds --
teaching, mental health
Advertising and encouraging participation of undergraduates and graduates in the BAAS.
Postgraduate events, which it already does well.
Research
Intellectual inquiry -what else . Head for the high groundnothing else matters
Intellectual activity of the first quality- more small focussed conferences, less "impact".

What factors influence your decision as to which journal to submit to?
ranking, speed of publication
Whether I know it and whether it has a good reputation
Rating and the types of articles published previously.
subject specificity
Haven't thought about it yet, but I think the support of my supervisor would be most important
Relevance to my specific field, REF rating

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relevance
Esteem and practical issues such as length of articles.
Prestige, peer review
Appropriateness of content; open access.
reputation of both journal and editors
time to turn article around. Topic
Relevance of subject material; quality of the journal; potential turnaround times
is this read by researchers in my field? is the reference style good enough? who can read it?
Prestige and suitability for cv
Reputation
Prestige, quickness of response
Relevance and reputation (both scholarly -though I realise this is always a slippery thing - and for efficiency). My preference is for publishing in area studies journals or with titles with an explicitly interdisciplinary focus.
Subject matter; standing
The quality of the articles in the journal. The relevancy of the topic areas. Who is publishing in the journal? How encouraging they are to new authors
Fit, accessibility, reputation
I prefer journals which publish work from both PGRs/ECRs and established names in the field. I prefer journals with a clear interdisciplinary character and with an aim to interrogate all aspects of the field. I prefer journals which come across as professional and cutting-edge as well as accessible and open.
The readership within my subfield, although I have been told to ignore that and only publish in journals that will count for REF
Word length; thematic focus; reputation
How quickly they turn around the reports. Reputation of journal. Other people's experience
Rating/ranking; prestige balanced with chance of being accepted.
Nature of the study and whether or not it has cross-disciplinary appeal; whether the journal is well thought of.
Prestige and content
Area of focus, reputation
quality and nature of work published cost
Reputation
Supervisor advice.
Likelihood of success, notoriety of journal
Fit with the topic, reputation for good turnarounds and facilitative reviewing journals which publish work closely related to my field.
International reputation
In no particular order - Reputation for quality and speedy peer review; readership within my field.
Peer review, distribution/visibility, reputation
Quality of journal and time it takes to publish. Also whether they muck me about with lots of editing. I do not like to revise and never do!
Word count; content focus
The subject of the article and how well it fits with the journal
Rate of response and quality of feedback advice.
How often I read it! Reputation matters as well.
Contacts and editorial make up. See earlier statement about JAS there is little in my area published in JAS.
It's always a juggling game between where the work fits best, the estimated time from acceptance to publication, and the prestige of the journal. I would say the first factor is probably most important for me.

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Content of my essay / area of research
Impact, what will look good on CV, fit for article.
if the editor hates me I tend to avoid that journal
Impact, article length, previous published pieces, experience of colleagues
Relevance and status.

Are there things that journal editors can do that would encourage you to submit to a particular journal?
Invite me to submit! I always think they are flooded with submissions.
Offer a faster route to publication
Not having ridiculously specific formatting requirements at the submission stage is definitely encouraging.
only accept good essays
Speedy feedback.
Journals that promote their latest issue make it easier for me to see whether my work fits in with what they publish.
Special issues
Have a reputation for being timely and courteous in keeping you informed; open access.
I've had terrible feedback from editors at journals (not JAS!) so wouldn't submit there again. so being nice to those you reject.
Make the process esp. timescale more visible
I don't think it's a journal issue so much as a personal confidence issue - I often don't submit to major journals because I fear my work isn't good enough for them and that even trying would lead to ridicule.
friendly editing for early career researchers
Quick response Reputation for quality feedback
Speed up turnaround time.
Quickness of response and frankness when asking for 'revise and resubmit' (if a journal is asking you to 'R&R' and they know there is less than a 25% chance of acceptance, say, even if you do make revisions, editors should say so)
Commission special issues; ensure a broad-based editorial board
Calls for papers; special issues
Set out clear criteria for what is accepted or not accepted. If an article is not accepted give constructive criticism for improvement. Make the whole process less scary.
Interesting roundtables and discussion forums that compliment pee-reviewed research articles - its clear the JAS does this really well.
Advertise in subject- or level-specific networks; give a clear sense of how long the editorial process usually takes; and give a clear sense that the journal editors welcome submissions from PGRs and ECRs.
no
No
Invite suggestions for specific issues.
Provide estimates on turnaround times; make it easier to comply with institutional policies on open access.
Respond way quicker
Special issue calls.
feedback on submission
Make every effort to solicit feedback from referees that is both prompt and constructive.
yes
Greater transparency about the review process.
Planned special issues well in advance; guest editors on themed topics
The advisory board needs to be sensible. If there are idiots on it, it puts one off. Longer word lengths sometimes matter (e.g. where there is archival material that has to be quoted.)
Put out CFPs with requests for specific topics

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Direct contact?
Special issues (which I think have a higher value).
Broaden their minds and scope.
Being upfront about how long it generally takes to come back with an initial answer! And acknowledging receipt of articles.
Clear journal remit on webpage; explicit acknowledgement of "turnaround" times
Speed of turnover.
constructive dialogue after peer review
Specific response times

Have you had particularly good/bad experiences of publishing with journals and/or the peer review process and, if so, what determined this?
all good so far
With Studies in the Novel good: quick turnaround and light touch editing (I am very particular about editing and copy editing)
Only good
BAD: An occasional editor with chip on his shoulder. Smart arse peer reviewers. Slow feedback -- over a year after submission. GOOD: Excellent comments from peer reviewers. Speedy feedback -- within 3 months.
Excellent communication throughout the process, a clear timescale, constructive but encouraging peer reviews make for a positive experience Poor/no communication, short timescales, failure to follow through on editing tasks, poor copy editing make for a bad experience
as above
three year delay on first article - problems with journal administration
I published with the Journal of Church and State which had an intensive peer review process but which felt supportive from start to finish. I was given an opportunity to respond to reviewers comments on two occasions. Once the paper was submitted, the publication time was extremely fast.
I had very good experience with the BAAS online journal and the Conversation. In both cases, the articles were very short and the editors got back to me quickly with very helpful suggestions. Very friendly. Recently I got a book chapter back and the editor after not responding for 6 months wanted a big rewrite of half of the chapter even after we before had agreed on the chapter as it was. She also changed the reference system from what she send around in the style guide.... not so great.
Yes, overly harsh and, I think, inaccurate reviewers ruined my self confidence for some time
? Unclear question
My repeated experience with three current articles is as follows: one reviewer says publish without any revision, one reviewer rejects with one sentence of explanation, and then the journal sends it to a third reviewer who errs on the side of reject. I appreciate editors sending it to a third reviewer in these instances, but in every case the third reviewer is also told that they are being asked to adjudicate between the first two reviewers, which (in my case) always leads to the decision not to publish. I understand this impulse - it is what I would do - so perhaps third reviewers could be sent the article without context and simply asked to report back on publishability? I remain stunned by the length of time reviewers take to make a decision on an article (16 months in one case; one current article has been under consideration with a journal for 12+ months).
No
I find the peer review process to be tremendously valuable, and it has only ever improved my work. However, when working in an interdisciplinary field as I do, it is difficult to fit my research / writing to the discipline-rigid expectations of some journals.
Bad: Lack of communication, lack of editorial steer. Good: Prompt manuscript return and editorial guidance on how best to respond to the readers concerns or suggestions.
Not yet.

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indifferent, same as everyone i've spoken to.
JAS has always been good for me. The worst was one where the report was more of an ad hominem attack.
No
Peer review takes too long
length of time in terms of feedback and publishing
Good: quick response and thoughtful and constructive review Bad: sense among editor and reviewers that they should function as gatekeepers and discourage newer themes and approached in scholarship.
Had very long wait for peer review in one case (almost 1 year), as a result of my electronic submission and subsequent emails being categorised as 'spam'.
Main problems: process takes too long; peer reviewers who don't like the work and don't have any useful criticism of it. But there are a lot of good experiences, too.
constructive and detailed feedback; contact with the editors; encouragement to develop and push arguments with a view to resubmission.
Have had the full range, from a journal accepting a publication then ceasing to exist to some of the best feedback and constructive engagement with my work that I have had since I was a PhD student
Mostly good. I have published essays in 40 or 50 journals and reviewed for a lot more. I always check their waiting times in advance and after 3 months I prod the editor. I withdraw the essay if they seem to be dragging their feet. And I don't then recommend that journal to my pgs or colleagues. I don't make any major revisions. I just send it somewhere else right away. I find most journals are pretty good. I did have a rejection 2 years ago but the next journal snapped it up in 3 months. I think you need to make sure you aim for the right journal, at the right length, in the right format, and with permissions cleared if necessary.
Good overall
One press that took over year to make a decision.
Good experience; peer-review is not perfect, but it helps the author understand audience and perspective.
Turn around time on submissions is key. Journal editors and peer reviewers should aim to be clear and quick.
Particularly interesting was refereeing for a journal which sent all referees each others' comments once a decision on the essay had been made.
Yes, editors can be monsters (J. of AA History) - most give advice but difficult to counter-argue (ie: no further evidence or asking too much from an article)
I have received some horribly rude peer reviews that were in no way professional. In all cases, I emailed the editor to complain.

In your experience, do you think there are equal opportunities for publishing in academia?
Peer review is blind, in theory It's other professional factors that might limit equal opportunities - if you have a heavy teaching load, admin, pastoral care etc, that takes away from preparing publications
process is unclear - makes it easier for more advanced colleagues to benefit from process. Peer review is a game of luck
Bias against non-US based scholars from US presses and systems
Again, personal connections are so important, more so in book publishing I would suggest.
I would instinctively say yes, but I don't feel fully qualified to say for sure.
Language is a key barrier, with most highly respected journals being published in English therefore privileging native English speakers.
I think that some people will always be published no matter what if they have a name. It will always be more difficult for the first time or unknown student.
I feel that editors could be more conscious of steering authors when it comes to responding to peer review - when you submit your first articles negative feedback can be scary and this might discourage authors from persevering with pieces that are great, but have been reviewed by someone with a narrow focus or particular agenda. I feel this might disproportionately effect ECRs and is gendered in certain

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ways.
Most journals and edited collections will welcome submissions from PGRs and ECRs.
I think double blind reviewing works well but I don't know enough to be sure that some editors might abuse their position
As a PG, patently some supervisors provide more support (and pressure) regarding this than others. Access to journals, writing workshops, and time to write differs depending on institution and personal circumstances.
equal opportunities perhaps- but the framing of the question discourages a focus on the structural barriers to publication such as the different demands placed on junior colleagues.
This is based purely on the fact that I feel I've generally been treated pretty fairly. I would add, though, that I have fairly limited publishing experience.
For the most part was not an option listed above
I have not had problems as a woman writer. But I did establish myself via good journals and a book or two. After that people started asking me to contribute chapters or do editions etc. I think some people do get ahead by having a patron who includes them in their books/editions but in the end lots of essays are the answer - all those editors can't be wrong.
No information about submissions and rejections
Double-blind peer-review means that equal opportunities exist in principle, but getting to the stage of submitting is a different process for different people. Moreover, the content of some academic topics might border on being too controversial or too orthodox for some journals, and decisions can be made before peer-review is even allowed to take place.
If you are a known quantity publication opportunities flow to you. Journals should take some risks publishing junior scholars and out of the mainstream research.
Favouritism is a particular problem in book publishing, in my opinion. You are at a distinct advantage if you know a series editor or have contacts at a publisher - to make sure your proposal doesn't get pushed into the slush pile.
I assume so - I have never had reason to think otherwise.

What could journals do to encourage more submissions from underrepresented groups?
Special issues are always helpful in this regard (JAS should do a queer issue-it's long overdue)
Make contact with institutions directly with opportunities.
More targeted advertising, more publishing of work by underrepresented groups.
Be intellectually excellent
Pay them.
Target them directly - personal emails to individuals, calls for special issues
Put head above parapet and raise this as an issue and gain reputation for trying to tackle it; consider alternative processes - if the model results in uneven results, you need to revisit it. Don't be afraid of coming up with radical solutions.
publications in journals often represent the editorial team itself, a diverse team is more likely to select marginalized topics and authors
Admit to the bias and address it
see answer to #51
Make the process easier and less threatening
Specific calls targeting underrepresented subjects or topics. Active encouragement of scholars working in diverse fields to submit work that might take the Journal in a different direction.
It depends how the label 'underrepresented groups' is defined. A special issue of the journal or a well-designed call for contributors could help.
don't know
Prizes; themed special issues
?
Prioritise topics in underrepresented fields.
I think they do

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I think the problem is not that journals don't encourage submissions, but that academia itself has not been very encouraging to such groups.
Advertise/attend conferences/meet the scholars in person and encourage them to apply.
Editors who can spot bias in peer reviewing and can make the process more facilitative. I actually find British journals better at this than American ones: they tend to evaluate how well an article achieves what it is trying to achieve instead of asking the author to write what the peer reviewer thinks should be written.
mentoring through the publications process.
Special issues
Perhaps improve feedback to the rejected? I sent one in to Journal of American Studies when an undergraduate and the feedback (rejection!) was very helpful.
Prizes and themed issues?
This is a bit of a chicken and egg question -- perhaps peer review panels could be equalities monitored so that approval comes from a variety of viewpoints so that the hierarchies are less self-replicating
Direct approaches?
Special Issues!
See above
Actively soliciting the work of targeted scholars (perhaps asking them to contribute to a roundtable), and including a diversity questionnaire as part of the submission process.
I'm not sure this is the journal's issue. Ensuring that institutions support a wider range of employees is key.
Be less mad
Specifically ask for them

Have you ever submitted an article to Journal of American Studies?	Count
Yes	26
No	27
If yes, was it published?	24

How would you rate your experience?	Count
Very good	10
Good	10
Satisfactory	5
Poor	1
Very poor	1

How might your experience be improved?
I thought the reviews did not recognize the interdisciplinarity of my work enough and asked questions and wanted revisions that were too specific to their disciplines (historians and politics scholars want very different things)
It was 10+ years ago so I don't really remember.
It was almost too smooth! I didn't receive the comments of peer reviewers, which seemed strange.
Don't know yet.
Better communication about expected timeline.
Turnaround times could be swifter, but I am fully conscious of the time constraints we all face
n/a
N/A

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The first (now some time ago) took far too long to review; the second (more recently) was much more professional and swifter.

The rudest peer review I ever received was from the JAS. I received no response from the editor when I flagged this up. I took the article elsewhere (another highly respected journal) and it was published without corrections.

If you have reviewed a book for Journal of American Studies, how would you rate your experience?	Count
Very good	20
Good	9
Satisfactory	2
Poor	1
Very poor	0

How might your experience be improved?

I don't know -it was too long ago

My current review is overdue and no one has chased me - it does make a difference!

Well, I handed in two reviews and did not hear back with any corrections. But they are not published either... so I do not know if I should get back and ask.

The Reviews team is excellent

Again very smooth, though absolutely no feedback.

N/A

Less time between submission & publication

I wasn't sent the book and felt I wasn't supported for a while until someone else took over and provided adequate support

N/A

When I do it again I would prefer it to be closer to my research interests

Faster publication. (That may matter also to the book authors.)

n/a

They were my first reviews and I did not do a great job. The editor gave contradictory feedback.

If you have peer reviewed an article submission for Journal of American Studies, how would you rate your experience?	Count
Very good	14
Good	5
Satisfactory	1
Poor	0
Very poor	0

How might your experience be improved?

The article I reviewed was clearly not finished (e.g. missing footnotes, poorly presented) and should not have been sent out for review

N/A

I'd love to see the other peer reviews. Would be great to see whether I'm the good cop or the bad copy

N/A

The editors were excellent: very professional while also accommodating.

Screening by the editors could be a bit keener- I have read some utterly useless ones, which were a waste of time.

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n/a
I like the idea of seeing other referees reports at the end of the process

Do you have any other comments?
You should have an intellectual agenda 9f your own, not doing it by questionnaire- get some leader
Missing question - WHY haven't I submitted to JAS? Because my impression is it publishes more history, politics and literature, not popular culture, and because I (perhaps wrongly) assume my work might not be of a high enough standard yet - so why go through the rejection process?
I think BAAS is great for early career researchers and provides good support.
no
No