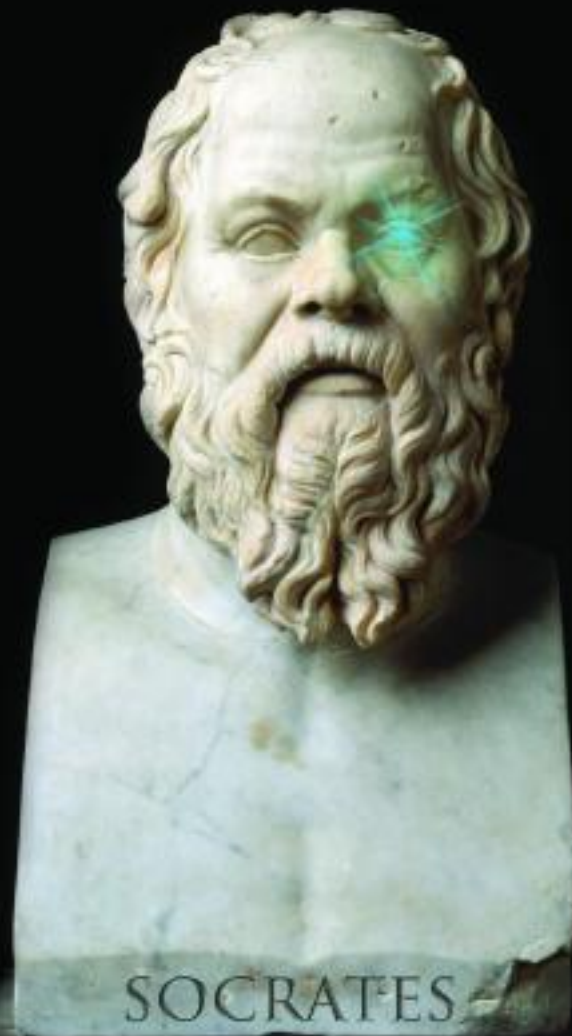


Reinvigorating the Humanities

*Enhancing Research and Education
on Campus and Beyond*



Association of American Universities

Reinvigorating the Humanities

*Enhancing Research and Education
on Campus and Beyond*

Edited by Katherine Bailey Mathae
and Catherine Langrehr Birzer

Association of American Universities

The Association of American Universities (AAU) is an organization of sixty-three leading public and private research universities in the United States and Canada.

The association was founded in 1900 by a group of fourteen PhD-granting universities in the United States to strengthen and standardize U.S. doctoral programs. Those goals have been accomplished. Today, the primary purpose of AAU is to provide a forum for the development and implementation of institutional and national policies promoting strong programs in academic research and scholarship, and in undergraduate, graduate, and professional education.

Library of Congress Cataloging-in-Publication Data

Reinvigorating the humanities : enhancing research and education on campus and beyond.

p. cm.

Includes bibliographical references and index.

1. Humanities — Study and teaching (Higher) — United States — History.
 2. Humanities — Philosophy. 3. Learning and scholarship — United States — History. 4. Educational change — United States — Case studies.
- I. Association of American Universities.

AZ183.U5R45 2004

001.3'071— dc22

2003027437

LOC Control Number: 2003027437

Copyright © 2004 by the Association of American Universities
All rights reserved.
Printed in the United States of America.

Copies of this book may be obtained from:
Association of American Universities
1200 New York Avenue, NW, Suite 550
Washington, D.C. 20005
202-408-7500
Fax 202-408-8184

Book design by Fletcher Design, Inc./Washington, D.C.

Executive Summary

From Socrates' time on, liberal arts education has been understood to produce a general learned competence that allows a student to be both a better human being and a better citizen. The breadth of this liberal arts curriculum stands in contrast to the much narrower vocational curriculum.

More recently, the humanities have been caught in a conflict between over-simplified aristocratic and democratic notions of liberal arts education. Under the former, the liberal arts are viewed as being distinctly not useful; under the latter, they are seen as providing ideas of value to all citizens. Indeed, scholars and university administrators need to bear in mind the value of the humanities in the education of all of a university's students, the usefulness of this knowledge in the professional lives of those students, and society's need for a common base of understanding and an educated citizenry.

Recently, those closely involved with the humanities—scholars, university administrators, academic society officials, and others—have begun separate reexaminations of established traditions and expectations, leading perhaps to defining a new role for the humanities in the university and in society. This report is intended to further prompt that reexamination of the humanities on university campuses, to identify steps that some institutions already have taken, and to propose future action.

Project History

While many universities have considered and adopted ways to improve humanities on their own campuses, the AAU Executive Committee felt that AAU member institutions would benefit from a survey of trends and issues related to the humanities at major research universities and a sharing of successful practices.

At the Executive Committee's request, AAU established in late 2001 the Task Force on the Role and Status of the Humanities. The late John D'Arms provided early written input and guidance, and his

suggestions formed the basis of early discussions with a small group of university representatives. Issues of interest during these early conversations included discipline strength, the erosion of the canon, multi- and interdisciplinary initiatives in the humanities, campus-based humanities centers, recruitment, and data needs. Among the projects proposed were two literature searches (one on the national infrastructure for the humanities and one on the impact of information technology on the humanities) and a survey on humanities activity and best practices at AAU institutions.

The survey of best practices in the humanities at AAU universities was conducted in the summer of 2002. While most responded at that time, some continued to submit material over the next year. All member universities are represented in this report.

Far more examples were provided than could actually be used in this report. Those included are divided between the main body of the report and Appendix 1. Those in the main body describe unique or particularly successful approaches, provide insights into how the program was actually created or implemented, and represent a range of institutions within AAU. Appendix 1 includes additional examples under each recommendation. These too were limited to those which contained unique or particularly successful elements that could be used by other universities.

It also should be noted that two Canadian universities, **McGill University** and the **University of Toronto**, are members of AAU and participated in this project. Although much of this report—particularly the statistical section—is written from a U.S. perspective, the Task Force recognizes that Canadian universities face many of the same challenges and opportunities as universities in the United States. As a result, many of the policy recommendations contained in this report will apply to universities in Canada as well.

A wide range of initiatives are reinvigorating humanities scholarship, teaching, and outreach. The following recommendations were developed by extracting from institutional reports those factors identified as critical to success.

This report is intended to further prompt a reexamination of the humanities on university campuses, to identify steps that some institutions already have taken, and to propose future action.

Recommendations

1. University presidents and chancellors should make the humanities a major focus in institutional strategic planning, and should regularly emphasize to the university and the broader community the fundamental importance of the humanities.
2. University presidents, provosts, and humanities deans should seek out, enlist, and support faculty leadership in building strong humanities programs, and should provide mechanisms for evaluating and selectively funding faculty-driven initiatives.
3. Universities should strengthen the recruitment and placement process for humanities graduate students and should seek ways to encourage undergraduate students to study the humanities.
4. University presidents, provosts, and humanities deans should provide flexible structures for interaction and collaboration across humanities disciplines, and among the humanities and the social and natural sciences and the professional schools.
5. Universities should promote successful programs in the humanities inside and outside the institution, and build partnerships with K-12 schools and other educational and cultural organizations.
6. Universities should seek new opportunities to strengthen foreign language and cultural instruction.
7. University presidents, provosts, and humanities deans should support the development and use of digital information and technology in the humanities.
8. University presidents, provosts, and humanities deans should take responsibility for sustaining the vigor and quality of humanities scholarship and its dissemination and preservation through book publishing and other appropriate communication mechanisms.
9. University presidents, provosts, and humanities deans should provide funding for selected strategic initiatives in the humanities and encourage and support outside fundraising.
10. AAU and the leaders of its universities should work with other universities and organizations in a concerted effort to increase funding for the humanities through the federal government and private foundations.

AAU's Task Force on the Role and Status of the Humanities strongly encourages member universities to form campus-based task forces to plan ways to bolster and reinvigorate the humanities in academic and national life. The Task Force suggests that scholars and administrators explore ways to clarify and communicate the mission of the humanities, enhance research and teaching, and further integrate the humanities into all scholarly pursuits of knowledge, regardless of the discipline. Perhaps it is also time both to revisit John Henry Newman's *The Idea of a University* and to emphasize that universities have a fundamental responsibility to educate people so they can contribute effectively to society.

Context

The humanities at the beginning of the twenty-first century face new challenges and opportunities. For many years, the humanities suffered from both low investment and the absence of structures to support effective engagement around issues of central concern. Funding shortages, employment crunches, and cultural clashes had created obstacles for humanistic work. However, new faculty programs, recruitment of new faculty, and renewed administrative support for the humanities have created a more upbeat atmosphere. Humanities faculty are creating bridges between traditional disciplines, working with information technology to create new tools and new reference materials, and working with their communities to communicate the value of the humanities to the world outside.

The infrastructure upon which the humanities rely for support is based predominantly in the universities. The other two primary sources of support for humanities have been private foundations and the National Endowment for the Humanities (NEH). Support from both is more limited now than it was a decade ago. Funding opportunities for the humanities have decreased at private foundations. NEH, the major source of federal funds for the humanities, had its budget reduced by 36 percent in 1996 and, although Congress gave the agency an 8.33 percent increase in FY2004, bringing it to \$135.3 million, funding still has not been restored to the pre-1996 level. This has had a significant impact on the agency's ability to fund university programs.

As a source of humanities funding, foundations have been praised for their speed and effectiveness. However, many are moving toward more mission-driven programs and, with the exception of the Mellon Foundation, are not maintaining grantmaking levels in basic humanities research.

Universities are attempting to pick up much of the funding slack. Many either have created or are exploring the possibility of creating university-based humanities centers as one way of supporting the humanities. Such centers often foster innovative, interdisciplinary humanities work and create a community of humanities scholars. Other organizations active in supporting the humanities are independent humanities centers, disciplinary associations, state humanities councils, the Library of Congress and other independent research libraries, museums, and private donors. Universities frequently reach out to these organizations and foundations in an effort to build new collaborative relationships, thus helping to ensure funding for innovative humanities scholarship.

Among the new opportunities for the humanities are those created by information technology and the Internet. Universities are seizing these opportunities by developing creative ways to share information. Many of the major research universities are heavily involved in the digitization of library resources and/or art museum holdings; satellite teleconferencing that allows foreign language programming from around the world (news, entertainment, documentaries, and cultural and literary programs) to be incorporated into

language classes; and communication among those involved in the creation, dissemination, and use of electronic texts in the humanities. New digital technologies also allow language courses to be broadcast from one location to another; native foreign language speakers to be “brought” to class through videoconferencing; music classes to be offered through online instruction; and students to author, publish, and disseminate portfolios of their creative works on the DVD-R medium.

Communication among scholars is becoming far easier via e-mail and Internet discussion groups, thus allowing scholars to share knowledge and evaluate each others’ work more easily. Irreplaceable documents are being digitally preserved and made available online to a far wider audience than would otherwise have been able to use them. Universities are working together to combine collections on similar topics into large digital collections, thus increasing accessibility and cross-linking capacities. Valuable resources and reference tools are being created using cross-linking to make searching and browsing easier. Databases allow storage of vast quantities of data and permit complicated analyses of the data to be performed in a matter of minutes.

Books, however, remain the foundation of the humanities, and as a result, libraries play a crucial role. Libraries serve as “laboratories” for historians, literary scholars, and other humanists and are the setting for much of their scholarship. Even in the digital age, books and libraries will continue to be the primary resources for humanists.

AAU Task Force on the Role and Status of the Humanities

John T. Casteen, III, President, University of Virginia (Task Force Chair)

George Rupp, President Emeritus, Columbia University (Task Force Co-Chair, October 2001-June 2002)

Robert Berdahl, Chancellor, University of California, Berkeley

Lee Bollinger, President, Columbia University

William Chace, President Emeritus, Emory University

Rebecca Chopp, President, Colgate University (formerly Dean, Yale Divinity School, Yale University; and Provost, Emory University) (through July 2002)

Robert Connor, President, Teagle Foundation (formerly Director, National Humanities Center)

Edward Hundert, President, Case Western Reserve University

Shirley Strum Kenny, President, Stony Brook University-State University of New York

Steven Knapp, Provost and Senior Vice President for Academic Affairs, The Johns Hopkins University

Don Michael Randel, President, University of Chicago

Hunter Rawlings, President Emeritus, Cornell University

John Sexton, President, New York University

Ruth Simmons, President, Brown University

Catharine R. Stimpson, Dean of the Graduate School of Arts and Science, New York University

Teresa Sullivan, Executive Vice Chancellor for Academic Affairs, The University of Texas System (formerly Vice President and Graduate Dean, The University of Texas at Austin)

Jon Whitmore, President, Texas Tech University (formerly Provost, The University of Iowa)

Pauline Yu, President, American Council of Learned Societies (formerly Dean, College of Humanities, University of California, Los Angeles)

Nils Hasselmo, President, Association of American Universities (ex officio)

AAU Staff

Katherine Bailey Mathae, Federal Relations Officer

Catherine Langrehr Birzer, Policy Analyst

John Vaughn, Executive Vice President

Acknowledgements

AAU would like to thank John T. Casteen, III, President of the University of Virginia; Joan B. Fry, Special Assistant to the President; and Margaret G. Klosko, Assistant to the President, for their assistance in drafting Part One. AAU would also like to acknowledge the substantial contributions of members of the University of Virginia faculty in shaping this report.

David Frohnmayer, President of the University of Oregon; Edward Hundert, President of Case Western Reserve University; and Francis Lawrence, former President of Rutgers University, also provided much valuable input and guidance in the preparation of this report.

AAU would also like to thank Suzy Beemer, David Green, John Hammer, Donna Heiland, Gail Leftwich, Malcolm Richardson, Hadass Sheffer, Winston Tabb, and Steve Wheatley for their kind assistance on this project.

Table of Contents

PART I	The Stage Is Set	3
The Role and Status of the Humanities at AAU Universities	Statistical Analysis	4
	<i>Demographics and Student Enrollment</i>	5
	<i>Disciplinary Majors</i>	6
	<i>Degrees Awarded</i>	6
	<i>Faculty Salaries</i>	12
	<i>Funding</i>	12
	<i>Public Interest</i>	13
	Further Conversations Needed	13
<hr/>		
PART II	Recommendation 1: Provide Presidential Leadership	22
Recommendations and Ongoing Activities at AAU Universities	Recommendation 2: Enhance Opportunities for Faculty	26
	<i>Supporting Faculty</i>	26
	<i>Faculty Recruitment</i>	28
	<i>Faculty Salaries</i>	29
	<i>Tenure and Promotion</i>	29
	<i>The Role of Outreach</i>	33
	Recommendation 3: Encourage Student Participation	36
	<i>Graduate Students</i>	36
	<i>Undergraduates</i>	38
	Recommendation 4: Provide Flexible Structures	40
	<i>Collaborations with Other Units within the University</i>	40
	<i>Humanities Institutes and Centers</i>	42
	Recommendation 5: Promote the Humanities and Build Partnerships	47
	<i>Publicizing the Humanities</i>	47
	<i>Involvement in Policy Development</i>	48
	<i>Outreach Efforts to the Community</i>	48
	<i>Outreach Efforts to K-12 Schools</i>	49
	<i>Collaborations with State Humanities Councils</i>	49
	Recommendation 6: Strengthen Foreign Language and Cultural Instruction	55
	Recommendation 7: Support Digital Information and Technology	59
	<i>Traditional Work</i>	60
	Searching	60
	Communication	62
	Preservation and Access	63
	Data Analysis	64
	Teaching	65
	<i>Non-Traditional Projects</i>	65
	Multimedia Projects	67
	Electronic Journals	68
	Digital Libraries	68

	Recommendation 8: Focus on Libraries and Books.....	70
	Recommendation 9: Provide Funding.....	71
	Recommendation 10: Work with Other Organizations.....	75
PART III	APPENDIX I: Additional Examples	79
Appendices	Recommendation 1: Provide Presidential Leadership.....	79
	Recommendation 2: Enhance Opportunities for Faculty	80
	<i>Faculty Recruitment and Retention</i>	83
	<i>Tenure and Promotion</i>	85
	Recommendation 3: Encourage Student Participation.....	86
	<i>Graduate Students</i>	86
	<i>Undergraduate Students</i>	90
	<i>Dual and Joint Degree Programs</i>	91
	Recommendation 4: Provide Flexible Structures	92
	<i>Collaborations and Changes within the Humanities and Related Social Sciences</i>	92
	<i>Humanities and the Arts</i>	94
	<i>Humanities and the Sciences</i>	97
	<i>Collaborations Between the Humanities and Professional Schools</i>	99
	<i>Collaborations with Museums</i>	100
	<i>Institutes and Centers</i>	101
	Recommendation 5: Promote the Humanities and Build Partnerships.....	108
	<i>Outreach Efforts to the Community</i>	108
	<i>Developing Relationships with K-12 Schools and Teachers</i>	113
	Recommendation 6: Strengthen Foreign Language and Cultural Studies.....	118
	<i>General Instruction</i>	118
	<i>Less Commonly Taught Languages</i>	120
	<i>Building K-16 Bridges</i>	121
	<i>Projects</i>	122
	Recommendation 7: Support Digital Information and Technology.....	123
	<i>General</i>	123
	<i>Institutional Planning</i>	124
	<i>Searching</i>	124
	<i>Data Analysis</i>	125
	<i>Preservation and Access</i>	125
	<i>Teaching</i>	126
	<i>Multimedia Projects</i>	127
	<i>Digital Libraries</i>	130
	Recommendation 8: Focus on Libraries and Books.....	131
	Recommendation 9: Provide Funding	131

APPENDIX II: The Humanities Support Infrastructure	137
Universities	137
The National Endowment for the Humanities.....	137
Private Foundations.....	138
University Humanities Centers.....	139
Independent Humanities Centers.....	139
Independent Research Libraries.....	139
The Library of Congress	139
State Humanities Councils	140
Disciplinary Associations and the ACLS	140
Museums	141
Private Donors	141

APPENDIX III: University of Toronto’s Humanities Campaign	143
--	------------

APPENDIX IV: AAM Position Statement on University Museums	147
and Collections	

APPENDIX V: References	149
Books, Articles, and Web Sites.....	149
Tables, Charts, and Graphs	152
<i>Tables</i>	152
<i>Charts</i>	152
<i>Graphs</i>	152
Additional Sources Used in Digital Technology Section.....	152

INDEX	155
--------------------	------------



PART I

The Role and Status
of the Humanities
at AAU Universities

PREVIOUS PAGE: *In the premiere of Corps of Discovery: A Musical Journey, Show-Me Opera of the University of Missouri sings “The River” while re-enacting a nearly disastrous experience of the Lewis and Clark expedition on the Missouri River.*

Photo courtesy of the University of Missouri-Columbia

The Stage Is Set

In Plato's *Protagoras*, Socrates is awakened by the young, eager Hippocrates, who excitedly informs him that the eponymous Sophist is in Athens. After a few brief questions, Socrates establishes that Hippocrates really has no idea what he would learn from Protagoras, and so Socrates takes the young man to meet the great Sophist to find out. When asked what he teaches, Protagoras responds that someone who studies with him will not learn particular arts — such as astronomy or calculation — but a general, learned competence that will allow him to be a better human being and citizen — what we in the West might call a liberal education.

Like Protagoras's curriculum, the liberal arts offer a broad and humane education rather than one that is narrowly vocational — *paideia*, not *techné*. While we usually define the humanities as relating to the fine arts, literature, and human culture, we can and do extend the category to other non-applied disciplines — including social science, basic science, and mathematics — disciplines pursued for the pure sake of knowledge. Etymologically speaking, these broadening studies, these *studia humanitatis* that relate to human beings and their culture and their minds, should include more than literature, fine arts, and philosophy.

While liberal education has stayed conceptually constant over the centuries, substantively it has changed a good deal. The seven liberal arts of the fifth through tenth centuries — grammar, rhetoric, logic, arithmetic, geometry, music, and astronomy — are obviously not subjects that fill the course catalogues of liberal arts colleges today. However, when it comes to questions of educational philosophy, we are still asking the same questions.

Our questions are usually based on the Senecan-Stoic conviction that education is meant to liberate. This is an idea basic to liberal education, an idea with Classical origins and Enlightenment credentials. In this model, the goal of education is to produce citizens with free habits of mind, persons capable of critically exam-

ining received knowledge and tradition. As Seneca famously said, “The best ideas are common property” (*Epistles* 12,11).

The Enlightenment conviction that education is a basic human right is in contrast and reaction to the aristocratic notion of education.* The elitist approach to the distribution and effects of liberal arts education is a notion familiar to educational philosophies of Classical, British, American, and other cultures, Western and non-Western alike. This notion would have only the well-born receiving the benefits of education in the humanities.

One of the standard definitions of liberal education — that liberal education is a course of study that is not useful and does not serve a vocational purpose — comes right out of the aristocratic tradition of education. The idea is that only the small minority who do not need to work for a living can have any use for the humanities.

Paradoxically, in light of the Enlightenment values on which the United States was founded, some in higher education seem to subscribe to this definition of liberal education. For in America, postsecondary education, although widely available, is decidedly vocational. This is particularly true at public universities that tend to offer more versions of vocational education to undergraduates than do elite private institutions. In some public institutions, the purest forms of liberal education are often offered in so-called “honors colleges.”

There are those who see a demise of the primacy of liberal education coming out of a corporatized academy, with the university's traditional knowledge mission replaced at best by a technology mission or at worst by a money mission. They say the values of what Bill Readings calls *The University in Ruins* are not reason, justice, freedom, and liberal learning, but rather efficien-

While liberal education has stayed conceptually constant over the centuries, substantively it has changed a good deal.

*Interestingly enough, the “aristocratic” view of the humanities is also the proletarian view; it is very common for first-generation college attendees to be strongly dissuaded from liberal arts programs by their parents, who are in no way aristocrats.

cy in meeting the bottom line and in measuring up to the competition. Out of this comes the empty moral descriptor, “excellence,” a favorite of most university administrators. The humanities, which in the eyes of many non-humanists eat income instead of generating it, in this new value system simply do not measure up to standards of efficiency and even excellence.^{1*}

Of course, one can still be an intellectual while valuing the uses of knowledge, but this is not a stance with which many scholars in the humanities are completely at ease — especially on campuses where applied knowledge seems to be more valued than pure knowledge, and where disciplines that are self-supporting — through research grants — have increasing campus prestige.

Because universities see themselves as keepers of the intellectual flame and worry that, in paying attention to the usefulness of what is taught, students will be sent an anti-intellectual message, humanities scholars find themselves caught between aristocratic and democratic notions about liberal education. In their ambivalence about the purpose of education in the humanities, scholars may have lost sight of the nature of the disciplines and their value in the education of all of a university’s students, and of the usefulness of this knowledge in their professional lives.

Faced with such change, scholars try to conserve. However, in their conservatism, scholars may have become passive issuers of complaints instead of active agents of change. As Robert Weisbuch has said, humanists need to learn “how to stop complaining and start proposing” the way scientists do.²

In addition to questions concerning the value of a liberal education, interesting disciplinary issues are swirling about. With increasing diversity on campuses, opinions proliferate about what is and should be normative in the disciplines and the proper role of scholars within the university and abroad. One notable example of controversy lies in the seemingly deep divisions between those who would have liberal education remain “disciplinary,” with definite boundaries between fields, and those who would break down the

boundaries between disciplines. Disciplinarians argue that keeping boundaries between fields of study maintains traditional standards and scholarly excellence. Anti-disciplinarians, on the other hand, believe in the creative influence of disciplinary cross-fertilization and see the salvation of endangered humanities in interdisciplinary collaboration.

Another important influence on the humanities was the “culture wars,” which both dislocated and invigorated the humanities as a good revolution should. Some within the humanities felt that the culture wars produced some of the most interesting and vigorous debates, but those outside the humanities were undeniably alienated and dismayed by specialized jargon, political correctness, and obscure arguments. Moreover, while disputes between traditionalists and post-modernists engendered some bitterness between colleagues and some embarrassment for the academy (e.g., the Sokol hoax), they also produced some real benefits: an appreciation of non-Western culture, a broadening of college curricula, and a more inviting atmosphere for groups previously under-represented in student bodies and in university faculties.

This then is the basis of what many identify as a “crisis” in the humanities. With current economic and world crises filling public consciousness, the crisis in the humanities pales a bit. Perhaps what the humanities are experiencing is not calamity, but a cyclical change in academic values. Charles Homer Haskins draws a historical reference that shows such change:

In the later twelfth century John of Salisbury inveighs against the logicians of his day, with their superficial knowledge of literature; in the university curriculum of the thirteenth century, literary studies have quite disappeared.³

Indeed, what the humanities may be experiencing is a shaking out of old and entrenched attitudes and expectations. Still, shaking out of superannuated structures can rattle a profession. The intention in this report is to put the situation in perspective and to propose ways of making a smooth transition to the next incarnation.

Statistical Analysis

Although some in humanities fields argue that statistical analysis, because it tells only part of the story, is mis-

Humanities scholars find themselves caught between aristocratic and democratic notions about liberal education.

* Bill Readings writes: “Students’ frequent perception of themselves and/or their parents as consumers is not merely wrong-headed, since the contemporary University is busily transforming itself from an ideological arm of the state into a bureaucratically organized and relatively autonomous consumer-oriented corporation.”

leading and therefore not of any probative value when making a case for a crisis in the humanities, others in the business of running academic units welcome data that help clarify the situation. Although some feel that statistics are too blunt an instrument to analyze disciplines whose cornerstones are cemented in subjectivity, others are working diligently to quantify the status of the humanities.

Comparable data about the sciences have helped explain their evolving place in the culture and have helped point the way for those planning for the disciplinary future. Nobel Laureate economist Robert M. Solow points out that while 1,200 pages of *Science and Engineering Indicators* (SEI) are published biannually, “data collection in the humanities [is] still at . . . a primitive stage.” Because engineering and science are considered important to the national economy, he observes, “major institutions, public and private, Congress and the press, want to know how the science and engineering enterprise is doing, how well it is gearing up to meet demands for trained people, how efficiently it is disseminating newly won knowledge about science and technology, how thoroughly it is matching demand with supply for scientists and engineers and for the products of science and engineering research.”⁴ SEI data are regularly used in institutional planning by faculty members and college and university administrators. The federal government, business and industry, the press, and the public also rely on these data to shape public policy initiatives in the sciences.⁵

What of the humanities? Currently, there is no national data set for the humanities. While the National Endowment for the Humanities (NEH) was originally envisioned to have such responsibilities, staff and budget limitations have precluded it from carrying them out. In late 2001, the American Academy of Arts and Science (AAA&S) announced plans to undertake a major effort, supported by foundation funding, to develop a national data set for the humanities that will provide a comprehensive, sustainable description of the state of the humanities and support more informed policy decisions by universities, academic societies, government agencies, and foundations. Humanities data are particularly needed on enrollment, placement, graduate education, and fellowship funding. AAU has agreed to participate actively in this effort.

In the meantime, how are we to judge the status of



Hilary Putnam (Philosophy, Harvard University) speaks to attendees at the Solomon Katz Distinguished Lecture in the Humanities. The lecture series recognizes scholars in the humanities and emphasizes the role of the humanities in liberal education. Putnam was awarded the Solomon Katz Distinguished Professor in the Humanities and was in residence at the UW for the Spring 2002 quarter.

Photo courtesy of University of Washington

the humanities in American research universities? Because there is currently no data set comparable to the SEI for the humanities, data must be drawn from disparate sources. Although these do not necessarily offer a definitive analysis of the status of the humanities, they do provide a general picture of the state of humane studies, and that picture is decidedly mixed.

Demographics and Student Enrollment

According to the U.S. Census Bureau, 281.4 million people lived in the United States in 2000, a 13.2 percent increase from 1990. The 2000 census found that 72.3 million, or 26 percent, were under age 18; 174.1 million, or 62 percent, were age 18 to 64; and 35.0 million, or 12 percent, were age 65 and over.⁶

The number of high school and college-aged youth is rising rapidly. For example, the number of 10 to 14 year olds grew from 17,114,249 to 20,528,072, a 19.9 percent growth, and the number of 15 to 19 year olds grew from 17,754,015 to 20,219,890, a 13.9 percent growth. The number of 20 to 24 year olds, however, declined slightly from 19,020,312 to 18,964,001.⁷

Since the end of the nineteenth century, no other nation has seen more democratization in its universities and colleges than the United States. From 52,000 students enrolled in colleges in the United States in 1870 to a projected 16 million by 2005, higher education has progressed in the civic culture from a privilege to an entitlement.⁸

Over the past fifty years, college and university enrollment has grown significantly. Between 1945 and 1975, the number of undergraduates increased by a dramatic 500 percent and the number of graduate students by 900 percent. In 1965, 6 million students were enrolled in college, but by 1975, that figure had climbed to 11 million.⁹ More young people are enrolled in colleges and universities in the United States than anywhere else in the world.¹⁰

Enrollment has continued to increase in the last two decades, but at a slower rate. In its 2001 *Digest of Education Statistics*, the National Center for Education Statistics (NCES) notes that between 1979 and 1989, enrollment in institutions of higher education increased by 17 percent, and between 1989 and 1999, enrollment increased by 9 percent. In 2001, a record level of 15.3 million students was reached, and “enrollment is expected to increase by an additional 16 percent between 2001 and 2011.”¹¹

Simultaneously, a shift has occurred in the demographic composition of enrollment. The NCES states that between 1989 and 1999, the number of women enrolled in institutions of higher education increased by 13 percent while the number of men increased by only 5 percent.¹²

The proportion of U.S. college students who are minorities also has been increasing. In 1976, 15 percent were minorities, compared with 28 percent in 2000. During this period, the proportion of Asian or Pacific Islander students rose from 2 percent to 6 percent, and the Hispanic proportion rose from 4 percent to 10 percent. The proportion of African-American students fluctuated during most of the early part of the period before rising slightly to 11 percent in 2000 from 9 percent in 1976.¹³

Disciplinary Majors

The distribution of disciplinary majors has also changed over the last four decades. Whereas in 1966, 4 percent of incoming freshmen expressed a preference for majoring in English, that percentage fell steadily over the years to 1.7 percent in 2002; likewise, freshmen interest in math has fallen sharply, with 5 percent in 1966 having declared an intention to major in the field, and only 0.7 percent in 2002. Interest in majoring in business, though it fluctuated between 1966 and 1993, showed an overall increase, reaching

16.6 percent in 2002.¹⁴ Interest in the health professions has also fluctuated, increasing from 5 percent in 1966 to 16 percent in 1993, then falling to 10.6 percent in 2002.¹⁵

Other sources, such as *The American Freshman: National Norms for Fall 2002*, published by the American Council on Education and the University of California, Los Angeles Higher Education Research Institute, are also informative. This study found that student preference for the arts and humanities and for the social sciences has significantly increased since 1996, while interest in technical and professional fields has fallen.¹⁶

Anecdotal evidence received from AAU universities also reflects growing interest in the humanities. The College of Arts and Humanities at the University of Maryland, College Park has seen enrollment increase by 50 percent over the past five years. Similarly, the College of Arts and Sciences at the University of Oregon reports a 75-percent increase in humanities majors from 1989 to 2002. Both institutions asked the same question: Are we unusual, or is this a nationwide trend?

Degrees Awarded

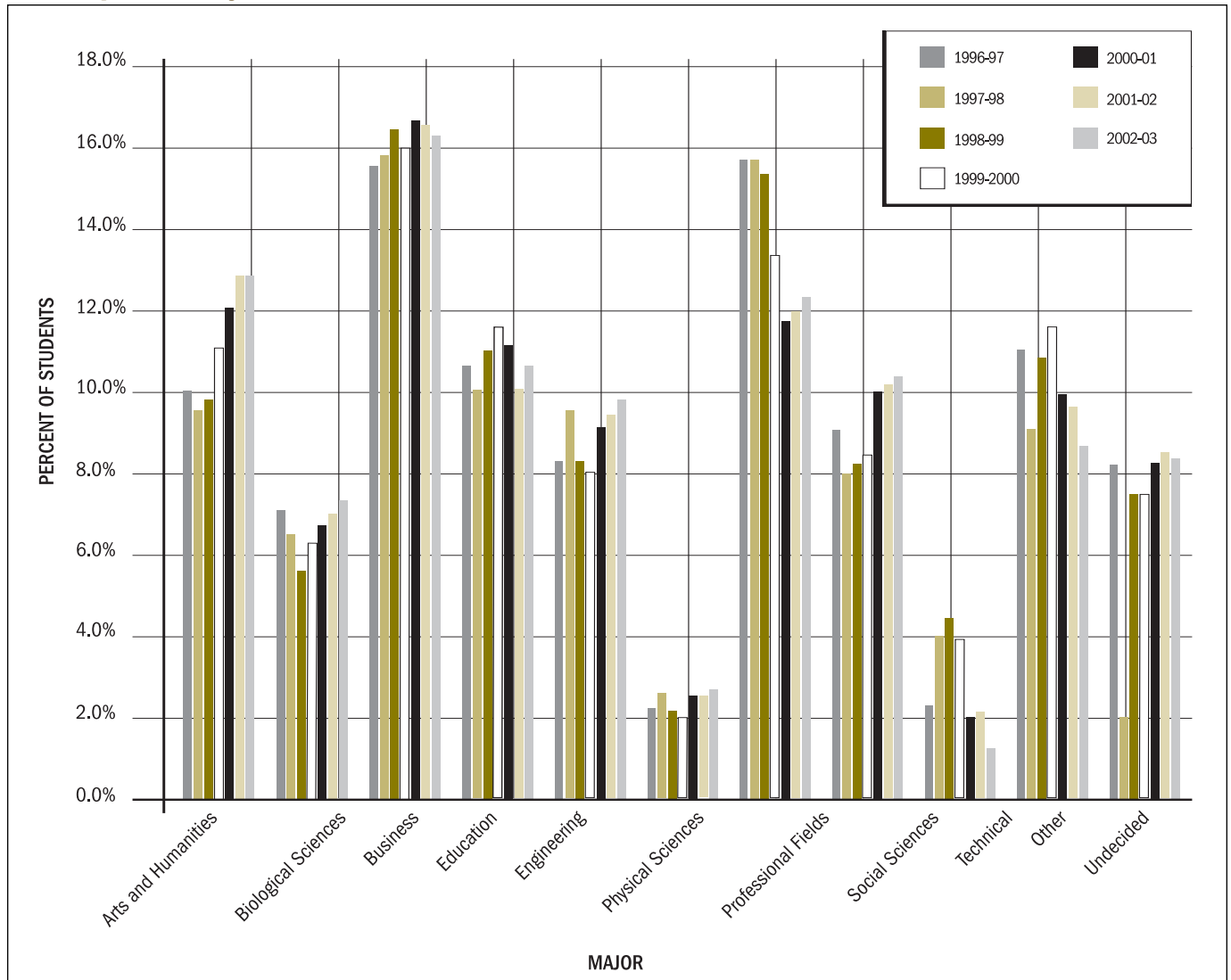
The number of degrees awarded is another indicator of the health of the humanities. Again, because statistics must be drawn from a number of sources, the information often conflicts or is hard to reconcile. In general, these indicators suggest that, with the exception of English, humanities at the bachelor and doctoral levels is holding steady or thriving. Unfortunately, the same is not true at the master's level.

The Department of Education's NCES, for example, collects data on degrees awarded as part of the IPEDS Completions Survey. The following charts based on these data show that while the percentage of master's degrees awarded in the humanities has steadily dropped since the early 1990s, the percentage of doctorates and bachelor's degrees in the humanities has actually risen in recent years. As has long been the case, women continue to earn degrees in the humanities in greater numbers at all levels than men.

Other data gathered as part of the annual *Survey of Doctorate Recipients* reflect the number of doctorates awarded by field of study from 1997 to 2002. The data show that the number of PhDs in the humanities held

...student preference for the arts and humanities and for the social sciences has significantly increased since 1996...

Total Expected Majors



Source: IPEDS Completions Survey (separate surveys done 1987-2000), conducted by the Department of Education's National Center for Education Statistics

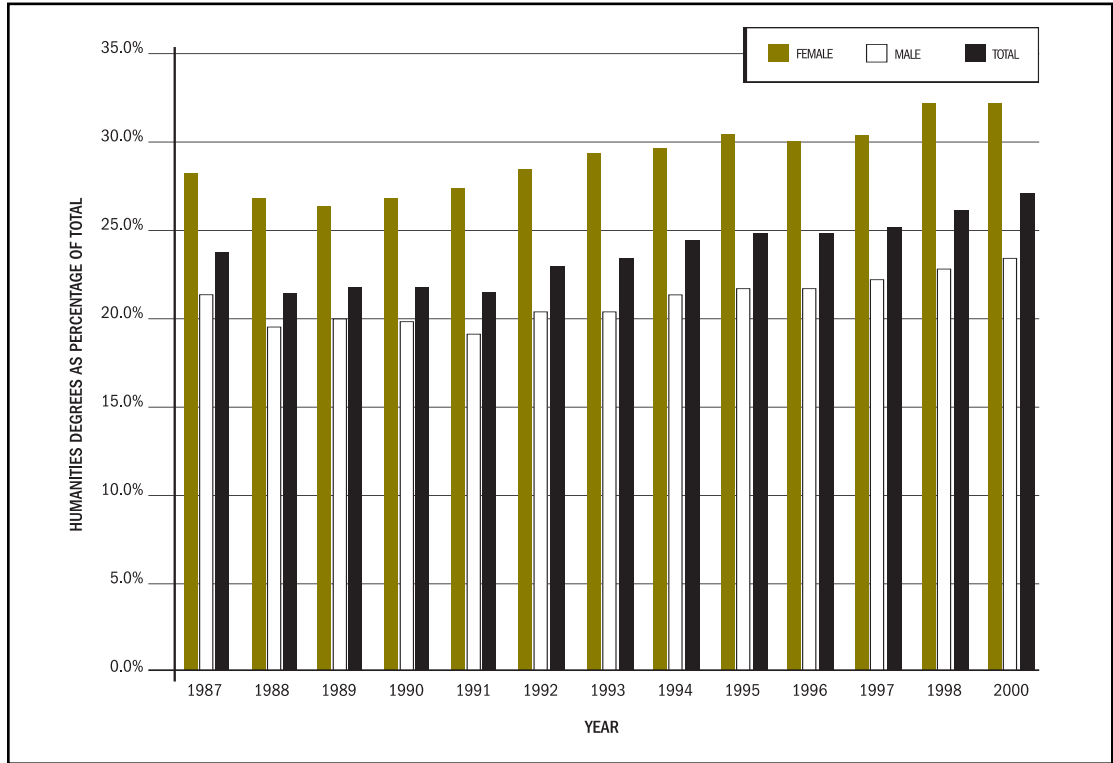
relatively stable during that period, although there were slight increases and decreases. In 1997, 5,387 PhDs in the humanities were awarded, compared to 5,499 in 1998, 5,468 in 1999, 5,634 in 2000, 5,589 in 2001, and 5,373 in 2002.¹⁷

Obviously, the humanities are not a single discipline, but a set of many, and among those disciplines differences occur. The chart on pages 10 and 11 reflect data gathered by the NCES concerning the number of degrees awarded in various humanities disciplines from 1995 through 2000. It reflects degrees awarded both at AAU insitutions and at all institutions of higher education.

At the master's degree level, AAU universities saw the number of master's degrees in humanities fields fall from 18,257 to 16,553 during the 1995-2000 period, while the number of master's degrees in all instructional programs rose from 90,394 to 91,886. The only humanities area in which the number of degrees did not fall was in liberal/general studies. This trend largely mirrors the experience of universities overall during this period.¹⁸

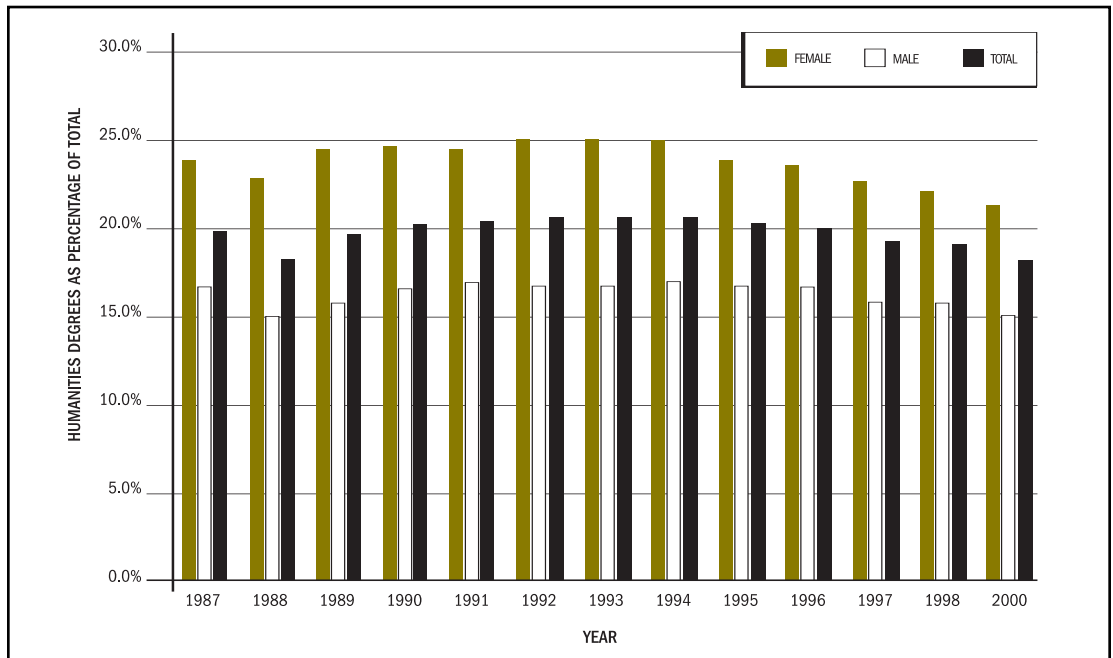
The growing number of master's degrees in liberal/general studies may reflect the trend of universities to move toward interdisciplinary studies. Such work allows

Doctorates in the Humanities — AAU Universities



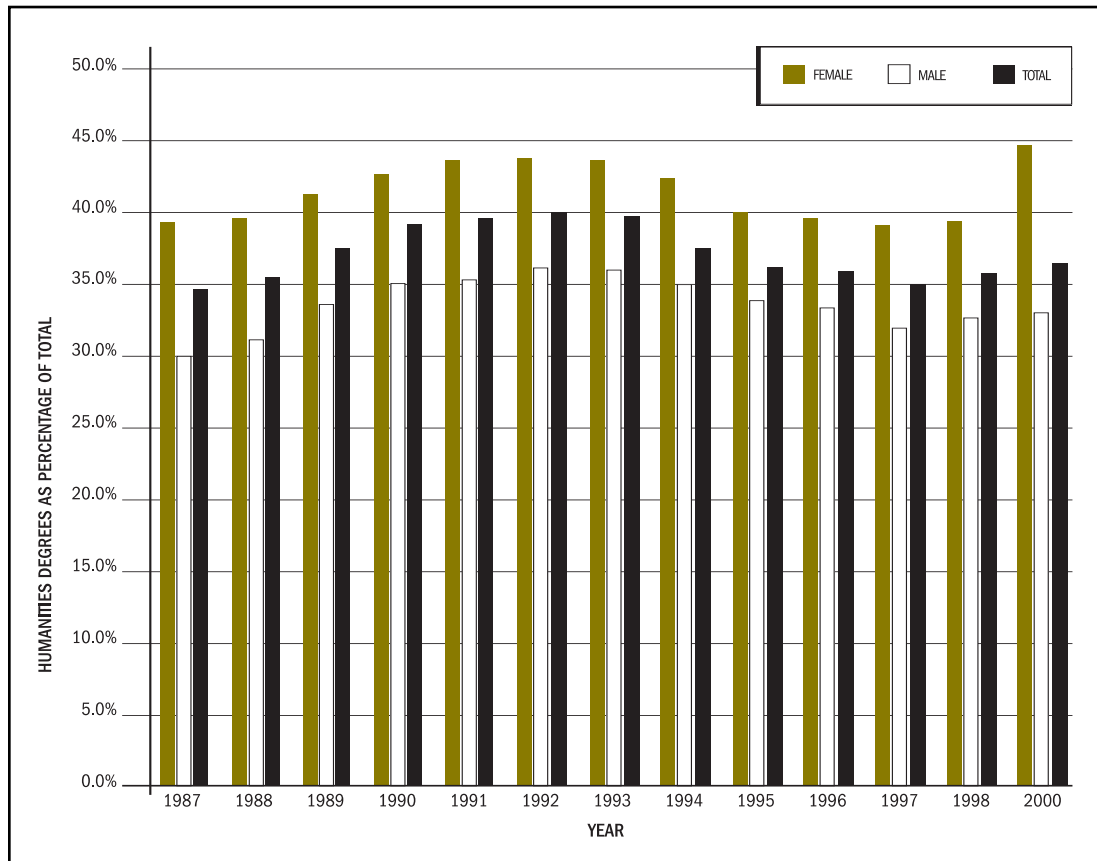
Source: IPEDS Completions Survey (separate surveys done 1987-2000), conducted by the Department of Education's National Center for Education Statistics.
*1999 data unavailable.

Master's Degrees in the Humanities — AAU Universities



Source: IPEDS Completions Survey (separate surveys done 1987-2000), conducted by the Department of Education's National Center for Education Statistics.
*1999 data unavailable.

Bachelor's Degrees in the Humanities — AAU Universities



Source: IPEDS Completions Survey (separate surveys done 1987-2000), conducted by the Department of Education's National Center for Education Statistics.
*1999 data unavailable.

students not pursuing academic careers to explore connections among fields. However, those wishing to pursue doctorates may need a more thorough grounding in a particular discipline before delving into interdisciplinary work. Other reasons behind the growing popularity of liberal/general studies may be its use as a degree for non-traditional students and its use as a source of revenue for universities. In some states, liberal/general studies is also a tool for teachers who want further depth in their subjects but not a MEd, which typically prepares teachers only for administration.

At the bachelor's level, the total number of degrees awarded rose from 198,055 to 212,519 (7.3 percent) at AAU universities and from 1,174,436 to 1,254,618 (6.8 percent) at all institutions of higher education.¹⁹ In humanities fields, the number of

degrees rose from 72,735 to 77,521 (6.6 percent) at AAU universities, and from 343,918 to 366,909 (6.7 percent) at universities nationwide. Only in English was there a significant decrease at both sets of institutions. While universities as a whole reflected a decrease in social science and history degrees as well, the number of social science and history degrees at AAU institutions actually increased. Communications and visual and performing arts saw strong increases both on AAU member campuses and at other universities nationwide; and gains were also seen nationwide in area, ethnic, and cultural studies; foreign languages and literatures; and philosophy and religion.²⁰ While part of this reflects the growing number of students enrolled, it also demonstrates that the humanities continue to appeal to students at the undergraduate level.

Number Degrees Awarded in Humanities Fields, 1995-2000*

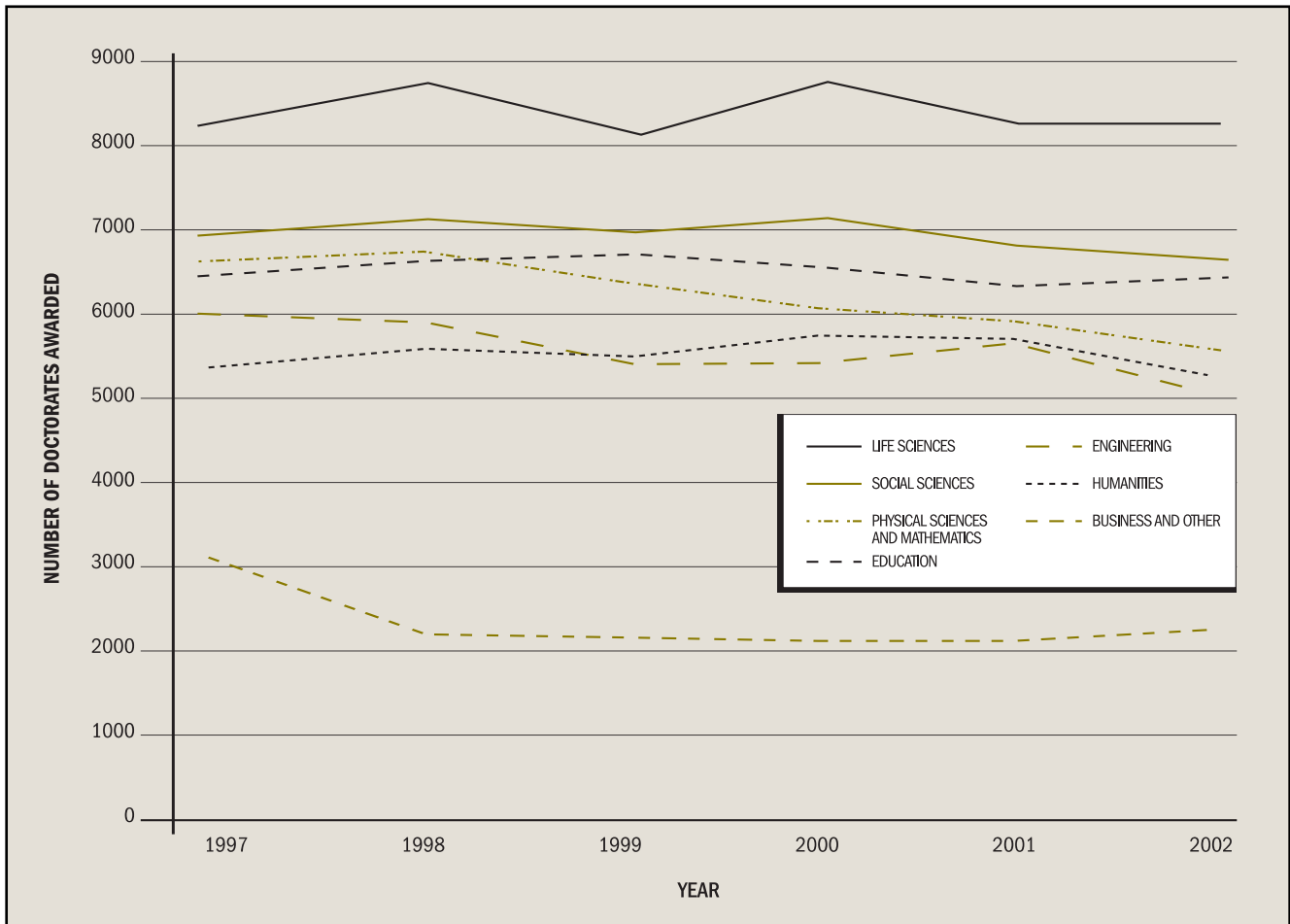
Field of Study	Degree Level	Institution	1995	1996	1997	1998	2000
Area, Ethnic, and Cultural Studies	Doctorate	All	186	184	182	181	217
Area, Ethnic, and Cultural Studies	Doctorate	AAU	114	119	126	129	142
Area, Ethnic, and Cultural Studies	Master's	All	1,646	1,729	1,652	1,617	1,591
Area, Ethnic, and Cultural Studies	Master's	AAU	866	862	881	850	817
Area, Ethnic, and Cultural Studies	Bachelor's	All	5,709	5,794	5,842	6,160	6,385
Area, Ethnic, and Cultural Studies	Bachelor's	AAU	2,333	2,441	2,359	2,515	2,657
Communications	Doctorate	All	320	338	296	354	347
Communications	Doctorate	AAU	186	189	164	217	211
Communications	Master's	All	5,151	5,095	5,245	5,627	5,180
Communications	Master's	AAU	1,895	1,764	1,789	2,018	1,820
Communications	Bachelor's	All	48,480	47,664	47,615	49,740	56,211
Communications	Bachelor's	AAU	9,220	9,300	9,007	9,788	11,652
English Language and Literature	Doctorate	All	1,561	1,535	1,575	1,639	1,628
English Language and Literature	Doctorate	AAU	995	915	930	988	938
English Language and Literature	Master's	All	7,860	7,903	7,730	7,804	7,248
English Language and Literature	Master's	AAU	2,046	1,895	1,884	1,755	1,663
English Language and Literature	Bachelor's	All	51,950	50,759	49,399	49,757	50,990
English Language and Literature	Bachelor's	AAU	11,732	11,141	10,362	10,505	10,873
Foreign Languages and Literatures	Doctorate	All	906	877	919	959	917
Foreign Languages and Literatures	Doctorate	AAU	733	724	758	775	717
Foreign Languages and Literatures	Master's	All	3,138	3,152	3,103	2,947	2,796
Foreign Languages and Literatures	Master's	AAU	1,508	1,508	1,435	1,293	1,159
Foreign Languages and Literatures	Bachelor's	All	13,852	14,038	13,733	14,480	15,051
Foreign Languages and Literatures	Bachelor's	AAU	3,973	4,057	3,829	4,046	4,267
Liberal/General Studies	Doctorate	All	90	75	77	87	83
Liberal/General Studies	Doctorate	AAU	47	38	29	36	20
Liberal/General Studies	Master's	All	2,567	2,778	2,678	2,802	3,256
Liberal/General Studies	Master's	AAU	817	852	964	990	1,089
Liberal/General Studies	Bachelor's	All	33,387	34,022	34,805	33,231	36,202
Liberal/General Studies	Bachelor's	AAU	2,563	2,535	2,424	2,427	2,256
Library and Archival Sciences	Doctorate	All	55	53	46	48	68

*1999 data unavailable.

Field of Study	Degree Level	Institution	1995	1996	1997	1998	2000
Library and Archival Sciences	Doctorate	AAU	42	44	33	36	52
Library and Archival Sciences	Master's	All	5,081	5,127	5,012	4,876	4,614
Library and Archival Sciences	Master's	AAU	1,791	1,825	1,601	1,582	1,420
Library and Archival Sciences	Bachelor's	All	50	58	48	73	154
Library and Archival Sciences	Bachelor's	AAU	0	0	0	0	0
Philosophy and Religion	Doctorate	All	507	549	593	585	586
Philosophy and Religion	Doctorate	AAU	296	320	355	348	343
Philosophy and Religion	Master's	All	1,381	1,304	1,256	1,307	1,334
Philosophy and Religion	Master's	AAU	407	394	325	332	308
Philosophy and Religion	Bachelor's	All	7,303	7,417	7,712	8,236	8,391
Philosophy and Religion	Bachelor's	AAU	1,670	1,702	1,699	1,865	1,861
Theological/Religious Studies	Doctorate	All	1,591	1,521	1,395	1,460	1,643
Theological/Religious Studies	Doctorate	AAU	38	50	45	50	34
Theological/Religious Studies	Master's	All	5,243	5,111	4,979	4,713	5,586
Theological/Religious Studies	Master's	AAU	277	308	278	281	266
Theological/Religious Studies	Bachelor's	All	5,591	5,376	5,608	5,923	6,830
Theological/Religious Studies	Bachelor's	AAU	1	0	3	0	4
Social Sciences and History	Doctorate	All	3,726	3,761	3,994	4,131	4,097
Social Sciences and History	Doctorate	AAU	2,519	2,516	2,584	2,757	2,676
Social Sciences and History	Master's	All	14,855	15,024	14,807	14,956	14,090
Social Sciences and History	Master's	AAU	5,113	5,003	4,714	4,684	4,566
Social Sciences and History	Bachelor's	All	128,722	127,042	125,511	125,643	127,714
Social Sciences and History	Bachelor's	AAU	32,870	32,259	31,384	32,217	34,104
Visual and Performing Arts	Doctorate	All	1,080	1,067	1,060	1,163	1,127
Visual and Performing Arts	Doctorate	AAU	727	744	740	783	754
Visual and Performing Arts	Master's	All	10,277	10,280	10,627	11,145	10,922
Visual and Performing Arts	Master's	AAU	3,537	3,457	3,367	3,444	3,445
Visual and Performing Arts	Bachelor's	All	48,874	49,462	50,273	52,262	58,981
Visual and Performing Arts	Bachelor's	AAU	8,373	8,329	8,313	9,014	9,847

Source: IPEDS Completions Survey (separate surveys done 1987-2000), conducted by the Department of Education's National Center for Education Statistics.

Number of Doctorates Awarded by Field, 1997–2002



Source: The Survey of Doctorate Recipients (SDR), 1997-2002.

Faculty Salaries

In the United States, there has been a precarious decline in salaries for humanities professors. In August 2002, *The Chronicle of Higher Education* reported on a survey conducted by the College and University Professional Association for Human Resources that serves as the snapshot of an endemic situation.²¹ While on average accounting professors in public four-year institutions earn \$77,000, English professors earn under \$55,000, and professors of Romance languages and literature earn under \$54,000. While the disparity is partly due to market realities, it also reflects to some extent current academic values. Salaries often serve as a general indicator of the status or value of a field to society.

Funding

The liberal arts seem to be more and more off the money trail beaten by applied disciplines. Funding patterns have shifted to applied science, away from research in traditional humanities disciplines. Funding agencies such as the National Endowment for the Humanities (NEH) and the Guggenheim Foundation have experienced deep cuts in their budgets.

NEH appropriations have dropped, in constant dollars, from a 1979 peak of \$354.3 million to the 2004 figure of \$135.3 million.²² Teaching assistant stipends in the humanities are also significantly lower than those offered in the sciences. In 2001, *The Chronicle of Higher Education* pointed out that a teaching assistant

in the humanities and social sciences could expect a stipend of \$11,000 to \$12,000 for the academic year, while a teaching assistant in the sciences could expect a stipend close to or even above \$20,000.²³ There is cause for some alarm.

For FY2004, President George W. Bush requested \$152 million for the NEH, although only \$135.5 million was approved by Congress. For FY2005, President Bush has requested \$162 million. This would be an increase of \$26.7 million (19.7 percent). The requested increase is particularly significant in that most federal departments and agencies would have their budget frozen or receive only minimal increases. AAU is actively supporting the budget request.

Public Interest

Regardless of academic trends, museums, exhibitions, lectures, and historic sites all draw significant public audiences across the country. In fiscal year 1995 alone, NEH-supported projects drew audiences of 11 million to reading and discussion programs, lectures, symposia, and related events; 6 million to exhibitions in museums, libraries, and other cultural institutions; and more than 200 million to radio and television programs. In 1997, 151 NEH-sponsored traveling exhibitions reached all fifty states and the District of Columbia and attracted several million visitors.²⁴

Ken Burns' television series *The Civil War* was viewed by a record-breaking 38 million individuals and led to an enormous surge of visits to many Civil War battle sites. Maryland's Antietam National Battlefield reported a near doubling of visitors. Virginia tourism officials reported that inquiries about the state's Civil War attractions jumped from 7,000 to 45,000 in the month following the series, and the number of visitors to the battlefield at Gettysburg, Pennsylvania, ballooned to 1.25 million the year after the series aired.²⁵ Public interest in the humanities is there, but as always, it tends to be fickle.

The Organisation for Economic Co-Operation and Development (OECD) has closely studied the public's interest in the humanities and has found fairly consistent results cross-culturally. In its study of the employment outcomes of humane and social science studies,²⁶ the OECD notes, "Whereas professional fields in higher education seem to have generally grown in strength and status in the last twenty years, the situa-

tion of the humanities seems to vary from one of embattled stasis to relative decline." It notes the humanities' deteriorating situation in France, Germany, and the Netherlands, with the United Kingdom being a fairly congenial place for humanistic studies and the United States "uncertain."²⁷

The OECD offers several plausible explanations for the general decline:

1. The decline in status of schoolteaching, a traditional employment outlet for humanities' graduates;
2. "The association of the humanities with women" in English-speaking countries, France, and Japan;
3. The sense that with science offering the standard model for research, the humanities do not require as much intellectual rigor;
4. The weakened moral justification for the humanities. Especially in Europe, where humanities education was highly developed, many point to the failure of humanities in the hideously inhumane events of the last century and, alas, of the new century as well; and
5. The new association of culture with leisure rather than with work.²⁸

The overall impression left by this unscientific survey of variously collected data is that the current state of the humanities is decidedly mixed. In the words of Arthur Miller's Linda Loman, "Attention must be paid." AAU's Task Force on the Humanities believes that now is the time.

Further Conversations Needed

Over time, academic disciplines and goals change. Cicero's *humanitas* (subjects studied mostly for training in oratory) morphed into Saint Augustine's program of liberal arts (Christian education, mathematics, linguistics and philology, history, philosophy, and science), which evolved into the *studia humanitatis* of the fifteenth century (grammar, rhetoric, Classical Greek and Latin, moral philosophy, poetry, and history). Contemporary programs in the humanities descending from these earlier programs are defined less by discipline (often a great, commodious storage trunk of diverse programs of study) than by purpose: to teach a set of humane

values or develop a knowledge base; or by method, often simply defined as “not scientific.”²⁹

Unfortunately, if the humanities as a disciplinary class are to be defined by what they are not rather than what they are, their fate may be as subject to fashion as such once but no longer *de rigueur* disciplines as moral philosophy and rhetoric.* Taking the long view, we can expect that cultural mores and social realities will determine what students are taught in school. A question we may want to ask ourselves is whether we are ready to have the same kinds of pressures determine the viability of all the humanities, even those that pass the cultural reality inspection.

AAU’s Task Force on the Humanities urges AAU institutions in the coming year to examine the status of the humanities in the academy. We suggest meetings of humanities scholars and administrators to explore ways to restore mission to humanities disciplines and to reinvigorate research and teaching. John Casteen, chairman of this task force and president of the **University of Virginia**, gathered members of various humanities departments at UVA — classics, English, Spanish, history, and philosophy — to discuss these issues in October 2002. The conversation was a productive one, and we recommend similar discussions at other AAU universities.

We ask institutions to report to the AAU on these meetings with faculty so that we may incorporate ideas in any follow-up efforts. This report’s “best practices” section presents a number of practices that seem useful in promoting the humanities and that might be fodder for such discussions.

In addition, we would like to offer as a starting point for discussions on campuses a brief and partial summary of a few issues raised by humanities scholars and other thoughtful analysts.

1. Louis Menand argues that the humanities have lost their philosophical bearings. He points to a “crisis of rationale [that] sooner or later can lead to crises of funding.”³⁰ Crises that involve money, Menand points out, are hard to ignore. He wonders whether, with mission creep and resulting

diffusion of purpose, the utility of the humanities and their funding worthiness might be hard to justify when money is scarce. What he wants for the humanities is that they relate better to public interests.

Much has changed in the academy, he notes.

What has not changed, though, is the delicate and somewhat paradoxical relation in which the university stands to the general culture. It is important for research and teaching to be relevant—for the university to engage with the public culture, and to design its investigative paradigms with actual social and cultural life in view... To continue to be relevant today, I believe academic inquiry ought to become less specialized, less technical, less exclusionary, and more holistic.³¹

2. There are those who believe that one way to social relevance and utility is through technology. Jerome McGann writes in *The Chronicle of Higher Education* about the way technology, in addition to making publishing more accessible and less costly, can also extend literary criticism to more participants, deepen the interpretation of literature, and transform analytical methods in literary studies, “partly through competition and collaboration among players, partly through the use of masks and roles to constrain the players’ interpretive engagements, and partly through immersing players within a vast field of digitally enhanced and geographically dispersed materials that are specifically organized for further enhancements. We then introduce electronic visualization tools into that field to help us grasp and invent the shapes of thought, both our own and others’, as they emerge through our acts of navigating the materials and linking them together in new, imaginative ways.”³²
3. Some are much less sanguine about the restorative powers of technology. They see a turning to technology in the humanities as part of a cheapening utilitarianism in the academy. They see the resort to technology as buckling under to corporatizing trends in the contemporary academy. In *The University in Ruins*, Bill Readings argues that instead of considering utilitarian questions of excellence, we should instead consider questions

Taking the long view, we can expect that cultural mores and social realities will determine what students are taught in school.

* E.g., of the eight disciplines included in the fifteenth century *studia humanitas*, only one is required in most twenty-first century liberal arts educations.



The performance “Free Space” was a collaboration between the Alban Elved dance company of Winston-Salem, NC, and the new Fitzpatrick Center for Photonics and Communications Systems at Duke University’s School of Engineering. The dancers’ movements were captured by a complete circle of digital cameras. Performances of the piece were part of a larger symposium on collaboration between the arts and technology.

Photo courtesy of Duke University

of value — aesthetic, intellectual, and moral.*³³ He argues that in the “post-historical university,” where knowledge isn’t the goal, processing information replaces culture.

4. While Readings does not offer a definite solution for fixing the effects of corporate philistinism in the academy, others do. E.D. Hirsch famously proposed “cultural literacy” as a social balm, but also, along with other conservative social critics, as a kind of salvation for departments of literature. They have made eloquent cases for the absolute necessity of familiarity with cultural landmark works of literature for generally educated Americans and have proposed that departments of literature get busy teaching the canon to undergraduates. Arguing that having read Locke is as important as knowing basic mathematics, they urge a return to basics in the humanities. Geoffrey Harpham argues for the canon:

* Harold Hellenbrand, on the other hand, points out that universities’ interest in excellence is as a means of making a public account: “The production of excellence does not mean that we are wholly given over to either the logic of accounting or even the exercise of accountability. The effort to show excellence is fundamentally about making an account, a narrative that inspires public credulity.”

Critical movements cannot arrange for their own succession, but they are capable of provoking reactions. And so we may hope that current practices might give way to a renewed attention to literature, especially to canonical literature. The big works earn their status not by their serene classicism but by their endless malleability, their generous sponsorship of an infinite number of arguments. The deepest mystery of the aesthetic text is the way in which it combines a profound indifference to its own criticism and to any utilities that are claimed for it with the keenest responsiveness to that criticism, those utilities. Stuck in the past, literature remains open to the future; it is progressive, even radical, because it includes among its energies a deep neutrality. It can provide a critique, a negative knowledge, because it has a certain monumentality, a profoundly material presence. We need to know more about all this.³⁴

5. The back-to-basics movement seems a pale flame to some who believe that what the humanities need is a dose of vitamins from interdisciplinary collaborations in teaching and research. For these thinkers, interdisciplinarity is the lamp to the future. They argue that scholars in the humanities

Social critics have made eloquent cases for the absolute necessity of familiarity with cultural landmark works of literature for generally educated Americans and have proposed that departments of literature get busy teaching the canon to undergraduates.

need to do what Thomas Kuhn says happens in scientific revolution: to loosen structure, to loosen discipline, in order to liberate thought and bring vitality to old-paradigm-choked disciplines.³⁵ (One caveat: When administrators extol interdisciplinary collaboration, departments might want to be on guard to ensure that these are not cost-saving attempts in disguise to limit faculty size by hiring one person to cover multiple, cross-disciplinary areas formerly taught by several faculty members in assorted departments. While this approach sometimes works, at other times it makes a university's knowledge base shallow.)

6. And finally, one might argue that all the humanities need is a good public relations campaign: Perhaps what is needed is an *apologia pro sua vita*, something like Augustine's *Confessiones*. Confess where we went wrong, assert the liberating potential of the liberal arts, point to the humanities holding the key to a basic human need to know what informs human culture, and cite higher authority.

Isaiah Berlin's hedgehog might say universities should take one of these approaches and work on it assiduously and, presumably, well. His fox might say universities need to do a bit of each of them. Members of AAU's Humanities Task Force — some of us hedgehogs, some of us foxes — believe that we probably need to do all of these in the totality of the academy, and one or two at each individual institution. But before we do anything, we need to talk and to compare notes and to think hard and then to decide what we can do to help the humanities to be meaningful to our students and important to the culture.

Endnotes

1. Bill Readings, *The University in Ruins* (Cambridge: Harvard University Press, 1996): 11.
2. Robert Weisbuch, "The Humanist on Campus—and Off Kilter," *American Council of Learned Societies Occasional Paper* 44 (1998): 2.
3. Charles Homer Haskins, *The Rise of Universities* (Ithaca: Cornell University Press, 1957): 29.
4. Robert M. Solow, "The Value of Humanities Indicators," *Making the Humanities Count: The Importance of Data* (Cambridge: American Academy of Arts and Sciences, 2002): 1.
5. *Ibid.*: 22.
6. Julie Meyer, *Census 2000 Brief* (Washington, DC, U.S. Census Bureau, 2001), December 1, 2003 <<http://www.census.gov/prod/2001pubs/c2kbr01-12.pdf>>.
7. *Ibid.*
8. Lynn Hunt, "Democratization and Decline? The Consequences of Demographic Change in the Humanities," *What's Happened to the Humanities?* (Princeton: Princeton University Press, 1997): 18.
9. Louis Menand, "The Marketplace of Ideas," *ACLS Occasional Paper* 49 (2001): 1.
10. Clark Kerr, Marian L. Gade, and Maureen Kawoka, "Higher Education Cannot Escape History: Issues for the Twenty-First Century," *What's Happened to the Humanities?* (Princeton: Princeton University Press, 1997): 30. Figures for the 1980s are as follows: U.S.: 50 percent; Australia: 22 percent; Canada: 42 percent; France: 23 percent; Sweden: 33 percent; United Kingdom: 14 percent; West Germany: 23 percent.
11. National Center for Education Statistics, *2001 Digest of Education Statistics* (Washington, DC: U.S. Department of Education, 2002): 1, March 2003 <<http://nces.ed.gov/pubs2002/digest/ch3.asp>>.
12. *Ibid.*
13. National Center for Education Statistics, *2002 Digest of Education Statistics* (Washington, DC: U.S. Department of Education, 2002): 1, October 1, 2003 <http://nces.ed.gov/pubs2003/digest02/ch_1.asp>.
14. L.J. Sax, et al., *The American Freshman: National Norms for Fall 2001* (Los Angeles: American Council on Education and University of California at Los Angeles Higher Education Research Institute, 2001).
15. *Ibid.*
16. *The American Freshman: National Norms for Fall 2002* (Los Angeles: American Council on Education and University of California at Los Angeles Higher Education Research Institute, 2002). (ACE and UCLA also printed the previous surveys by that title for each year since Fall 1996.) Some of the increase also may reflect the increasing popularity of front-end enrollment controls on such majors as business and engineering.
17. NORC, *Survey of Doctorate Recipients (SDR), 1997-2002* <<http://www.norc.org/issues/docdata.htm>>.
18. National Center for Education Statistics, "IPEDS Completions Survey" (Washington, DC: Department of Education, 2000).
19. *Ibid.*
20. *Ibid.*
21. Sharon Walsh, "Law Professors Again Get Top Pay, Faculty-Salary Survey Finds," *The Chronicle of Higher Education* (August 2002): 3-6, October 10, 2002 <<http://chronicle.com/daily/2002/08/2002081201n.htm>>.
22. "Appropriations in Constant Dollars (Adjusted for Inflation), FY 1966-2002," Chart (Washington, DC: National Endowment for the Humanities, 2002) <<http://www.nhalliance.org/neh/2002/inflation.pdf>> and "Funding History, Fiscal Years 1966-Present," Table (Washington, DC: National Endowment for the Humanities, 2003) <<http://www.nhalliance.org/neh/fundinghistory.html>>.
23. Scott Smallwood, "Stipends Are Key in Competition to Land Top Graduate Students," *The Chronicle of Higher Education* A24, September 28, 2001 <<http://chronicle.com/prm/weekly/v48/i05/05a02401.html>>.
24. National Endowment for the Humanities, *Economic Impact 1997*.
25. *Ibid.*
26. Organisation for Economic Co-Operation and Development, *Higher Education and Employment: The Case of Humanities and Social Sciences* (Paris: 1993): 73.
27. *Ibid.*
28. *Ibid.*: 73-74.
29. "Humanities," *Encyclopedia Britannica*, 15th ed., s.v., December 13, 2002 <<http://www.britannica.com/eb/article?eu=42400>>.
30. Louis Menand, "The Marketplace of Ideas," *ACLS Occasional Paper* 49 (2001): 1.
31. *Ibid.*: 17.
32. Jerome McGann, "Literary Scholarship in the Digital Future," *The Chronicle Review* 49 (December 2002): 4, December 17, 2002 <<http://chronicle.com/weekly/v49/i16/16b00701.htm>>.
33. Harold Hellenbrand, "Account, Accounting, and Accountability," *Profession 2002* (New York: MLA, 2002): 81.
34. Geoffrey Galt Harpham, "The End of Theory, the Rise of the Profession: A Rant in Search of Responses," *Professions: Conversations on the Future of Literary and Cultural Studies*, ed. Donald E. Hall (Urbana, Ill.: University of Illinois Press, 2001): 198.
35. Among others, see Martha C. Nussbaum, *Cultivating Humanity: A Classical Defense of Reform in Liberal Education* (Cambridge: Harvard University Press, 1997); and The Boyer Commission on Educating Undergraduates in the Research University, *Reinventing Undergraduate Education: A Blueprint for America's Research Universities* (Stony Brook, NY: The Boyer Commission on Educating Undergraduates in the Research University, 1998).



PART II

Recommendations and Ongoing Activities at AAU Universities

PREVIOUS PAGE: *Participants in the Seattle Humanities Forum explore the theme “Inventions: A Public Discussion of the Role of the Imagination in Our Lives and Work.”*

Photo courtesy of University of Washington

Renewal of the humanities can lead to institutional renewal, and vice versa. The question is how best to achieve this change. In this section, AAU makes ten recommendations for emphasizing the humanities, based on an extraordinary range of activities taking place on AAU campuses. Many have already considered ways to improve the state of the humanities at their own institution, and the AAU Executive Committee felt that others would benefit from a sharing of successful practices.*

In the summer of 2002, the AAU surveyed member universities about the challenges, opportunities, and new approaches to the humanities that they had encountered or were pursuing. Member universities were asked to select and describe up to three successful initiatives undertaken on their campus. All universities responded.

The responses to the AAU survey indicated a wide range of initiatives that are invigorating humanities research, scholarship, teaching, and outreach. The activities and approaches featured in this report represent all AAU universities.

The following ten findings and recommendations were developed by drawing from the institutional reports those factors that have been identified as critical to success.

RECOMMENDATIONS

1. University presidents and chancellors should make the humanities a major focus in institutional strategic planning, and should regularly emphasize to the university and the broader community the fundamental importance of the humanities.
2. Presidents, chancellors, provosts, and deans should seek out, enlist, and support faculty leadership in building strong humanities programs, and should provide mechanisms for evaluating and selectively funding faculty-driven initiatives.
3. Universities should strengthen the recruitment and placement process for humanities graduate

* See Appendix I for additional examples of successful practices at AAU universities.

4. University presidents, provosts, and humanities deans should provide flexible structures for interaction and collaboration across humanities disciplines, and among the humanities and the social and natural sciences and the professional schools.
5. Universities should promote successful programs in the humanities inside and outside the institution, and build partnerships with K-12 schools and other educational and cultural organizations.
6. Universities should seek new opportunities to strengthen foreign language and cultural instruction.
7. University presidents, provosts, and humanities deans should support the development and use of digital information and technology in the humanities.
8. University presidents, provosts, and humanities deans should take responsibility for sustaining the vigor and quality of humanities scholarship and its dissemination and preservation through book publishing and other appropriate communication mechanisms.
9. University presidents, provosts, and humanities deans should provide funding for selected strategic initiatives in the humanities and encourage and support outside fundraising.
10. AAU and the leaders of its universities should work with other universities and organizations in a concerted effort to increase funding for the humanities through the federal government and private foundations.

AAU's Task Force on the Role and Status of the Humanities strongly encourages member universities to form campus-based task forces to plan ways to invigorate and bolster the humanities in academic and national life. The task force would like to see the humanities, both as a branch of knowledge and as a profession, become integrated into all scholarly pursuits of knowledge, regardless of the discipline, and into human knowledge and the missions of the university.

The AAU surveyed member universities about the challenges, opportunities, and new approaches to the humanities that they had encountered or were pursuing.

Recommendation 1: Provide Presidential Leadership

University presidents and chancellors should make the humanities a major focus in institutional strategic planning, and should regularly emphasize to the university and the broader community the fundamental importance of the humanities.

- Incorporate ideas concerning the humanities in university as well as arts and sciences strategic planning.
- Pursue opportunities to focus humanities scholarship and teaching on important issues in contemporary society.
- Leverage institutional strengths and relative advantages in the development of the humanities.
- Encourage collaborations across humanities disciplines, and among the humanities and the social and natural sciences, professional schools, K-12 schools, and/or community agencies and organizations.
- Create or improve space dedicated to the humanities.
- Ensure that evaluations provide specific feedback on the effectiveness of humanities projects.
- Provide special institutional funds for initiatives related to the humanities.
- Support the appropriate development and use of technology in the humanities.
- Develop ways to convey to undergraduates and their families the importance and relevance of the humanities.
- Encourage undergraduates to pursue study in the humanities through funding and research opportunities.
- Work with other university presidents to increase government and foundation funding of the humanities.

No matter how good an idea might be, institutional commitment is essential if it is to succeed. A president or chancellor's visible, personal commitment to an idea or program carries great weight and demonstrates the commitment of the institution. While the personal involvement of other university leaders — the provost, vice president, or dean, in particular — also carries

great weight, it is the president or chancellor who provides the ultimate leadership.

While department-based leadership is important, the types of collaborations that have the greatest potential for engaging and changing institutions require the support of top academic officers. For example, humanists sometimes find that when they reach out to non-humanities units within the university, the units and departments approached have no incentive to work collaboratively with the humanities. Encouragement from the top is essential.

Such leadership is also important in decisions regarding the creation and allocation of space. Space is essential for productive interdisciplinary conversation, collaboration, and innovation to take place. Within the last decade, many AAU universities have created humanities institutes and centers and have dedicated specific space to them. Many note that the physical space has been critical to the broad success of their programming.

Institutional leadership is also important in supporting the development and use of digitization and electronic media in the humanities. The profound implications of electronic communications are being recognized, and universities are beginning to see their impact on studies in the humanities. By supporting appropriate development and use of technology, universities can support humanities programs and make them far more accessible. This, in turn, can be an effective tool for raising the visibility of humanities on university campuses. Many universities are making significant strides in instruction and research in this area.

A number of responses to the AAU survey noted the importance of the president and provost's making frequent reference to university accomplishments in the humanities, attending functions, and welcoming prominent scholars. These activities help to focus attention on the humanities at a central level, thus emphasizing the importance and value of the humanities to the institution. Public recognition of the contributions of professors, early-career faculty, and graduate students ensures that faculty will feel appreciated for their work, and that message is then often carried to the community and to potential funders.

Funding is one of the most crucial factors in ensuring the success of new humanities initiatives. Most funding for humanities initiatives comes either from within the institution or from foundations or pri-

By supporting appropriate development and use of technology, universities can support humanities programs and make them far more accessible.

vate donors. AAU institutions range widely from those reporting no new funds for humanities initiatives to those reporting significant investment in a particular humanities area.

Presidents and chancellors send a powerful message to the university community when they commit

substantial amounts of funding to any program. This is particularly true in the humanities where other sources of financial support are limited. The impact of such announcements at **Case Western Reserve University** and **Indiana University** (described below) was immediate and deep.

SUCCESSFUL PRACTICES

Presidential Leadership

Shortly after his arrival, **Case Western Reserve University** President Edward Hundert announced that all \$5 million that he had been given in new presidential “initiative funds” would be invested in the arts, humanities, and social sciences. For a university with historical strengths in engineering, biomedicine, and professional education, this sent a remarkable message to the university community. Humanities faculty were asked for their recommendations and ideas. Responses included building bridges between disciplines and creating centers that work on specific goals and problems of the larger society. Six department chairs (classics, English, history, modern languages, philosophy, and religion) worked with the director and associate director of the Baker-Nord Center for the Humanities to design a four-year, \$1.8-million program aimed at building multi-disciplinary scholarly collaborations that open new possibilities for addressing widely relevant issues in the arts and humanities. Approved by the president in May 2003, the new program will create four year-long Baker-Nord seminars organized around themes relevant to a broad range of humanities scholars. Presidential Initiative funding has also permitted the development of dissertation completion fellowships, travel scholarships for faculty research abroad, and support for faculty colloquia and mini-conferences on particular interdisciplinary topics.

During his 2000 State of the University address, former **Indiana University** President Myles Brand announced a four-year, \$4-million Arts and Humanities Initiative. This has proved to be one of the university’s most significant and successful efforts in support of the humanities. The monies have been used as matching funds for external grants, as original support for faculty research and creative projects, and for research leaves. Grants defray travel and other costs connected with the projects and provide release time for faculty members to do research. By providing three times as much funding as that received by IU faculty members from the National Endowment for the Arts and the National Endowment for the Humanities combined, the program helps compensate for declining levels of public funding for arts and humanities research. In its first year, the program received eighty-five grant applications. The following year, the program received 114 funding proposals, from which twenty-seven grants totaling nearly \$1 million were awarded.

Continued

SUCCESSFUL PRACTICES

Presidential Leadership

The initiative also supports collaborative program proposals and provided partial funding for a large interdisciplinary Sylvia Plath symposium that included lectures, museum exhibitions, and library tours.

Under the auspices of the president's office, **Stony Brook University** has initiated programs and endowment goals to increase internal and external funding opportunities for the humanities. In 1996, President Shirley Strum Kenny inaugurated a Diversity Award competition, which is well suited to proposals from the humanities. Since its founding, eighteen of thirty-three grants have gone to humanities programs. Additional initiatives by President Kenny have provided money to hire humanities faculty. One initiative enables departments to seek faculty from traditionally underrepresented ethnic and racial groups. This has led to several hires of African-American and Hispanic faculty in the departments of English, European languages, and philosophy. Another hiring initiative provides full lines for outstanding faculty to come to Stony Brook — faculty whose presence on campus will appeal to a wide range of other faculty and students.

In an effort to draw attention to the crucial importance of the arts and humanities, former Interim President Homer Neal and incoming President Lee Bollinger designated 1997-1998 as the Year of Humanities and Arts (YoHA) at the **University of Michigan**. Several important programs have grown out of this undertaking. In 1999, Imagining America was founded by the University of Michigan in partnership with the White House Millennium Council and the Woodrow Wilson National Fellowship Foundation. In 2001, under the leadership of Professor Julie Ellison, Imagining America became a consortium of colleges and universities, focusing on structural change in higher education. In 2003, with the backing of Michigan's current president, Mary Sue Coleman, Imagining America had a diverse membership of forty-three institutions, including public and private research uni-

versities, comprehensive institutions, liberal arts and community colleges, and schools of art and design. Imagining America works to strengthen “the new politics of cultural knowledge.” Fundamental to this mission are creating a theory base for public scholarship and public culture-making, developing models of effective program infrastructure, and organizing a “citizen's lobby” of people committed to strengthening democratic culture through conferences and publications. At the state level, Imagining America has developed a Web toolkit for state programs (Imagine Your State) and has launched Imagining Michigan. Imagining Michigan, in its fifth year, is cosponsored by Imagining America with the

David Scobey, director of the Arts of Citizenship at the University of Michigan, participates in Connecting with the Community, an intensive, week-long institute at the University of Washington. The institute is designed to expose doctoral students to a variety of methods of public scholarship.

Photo courtesy of the University of Washington



SUCCESSFUL PRACTICES

Presidential Leadership

Michigan Council for the Arts and Cultural Affairs and the Michigan Humanities Council. At the University of Michigan, the Arts of Citizenship program — originally a YoHA initiative — is now a permanent program of the Office of the Vice President for Research. It provides a campus platform for local and regional partnerships and fosters research and boundary-crossing teaching in the humanities, arts, and design. The Arts of Citizenship program fosters innovative projects that explore two questions: How can campus-based work in the arts and humanities contribute to the practice of citizenship and the crafting of the public good in concrete ways? And how, in turn, can doing such public work enrich academic scholarship and teaching?

Arts, Humanities, and Society is one of the five main academic priorities in the **University of Pennsylvania's** strategic plan, *Building on Excellence 2003-2008*. The university's goal is to use institutional and community assets to enrich the education of its students and its interactions with the public. Over the next five years, the university will invest in and seek external support for the following endeavors:

- Constructing a broad arts and culture curriculum to better integrate the resources of local cultural institutions into an enriched common experience for all undergraduate students. By integrating the cultural institutions of the university and the Philadelphia region more thoroughly into its educational programs, the university intends to give students direct contact with world cultural and artistic expressions.
- Working with schools and departments to develop graduate courses that contribute to the enhancement of campus cultural institutions as well as those of the Philadelphia region.
- Encouraging closer ties between academic departments and cultural institutions through efforts such as improved publicity of on- and off-campus events; the development of a Penn Arts and Humanities Web site; and distribution of a weekly Arts and Humanities calendar of events.
- Making possible, through short-term institutes, greater scholarly collaboration between arts and humanities faculty and those in the professional schools around issues of public values and world cultural diversity. These institutes could form part of an expanded Penn Humanities Forum and would include faculty fellows and graduate students drawn from the arts and humanities and the professional schools. The institutes themselves would represent rapid responses to emerging opportunities and will be time-limited.
- Funding a visiting professorship in the Arts and Humanities for one semester per year that will encourage interdisciplinary research and teaching, and foster collaboration with Penn's cultural institutions.

Recommendation 2: Enhance Opportunities for Faculty

Presidents, chancellors, provosts, and deans should seek out, enlist, and support faculty leadership in building strong humanities programs, and should provide mechanisms for evaluating and selectively funding faculty-driven initiatives.

- Challenge provosts and humanities deans to develop plans that tap into and reflect the strategic priorities of the university.
- Provide incentives for faculty to participate in humanities programs and to develop new ones — for example, the opportunity to teach smaller classes with more motivated students, a lowered teaching load, or increased sabbatical time to develop new ideas for humanities courses or to follow new paths in research.
- Create faculty groups for brainstorming and idea generation.
- Allow senior humanities faculty to undertake through special contracts specified outreach activities as a larger portion of their responsibilities than normally expected, and reward them accordingly.
- Ensure that the university reward structure doesn't penalize the crossing of departmental lines and that organizational and outreach activities are recognized.
- Provide support for junior humanities faculty and limit their non-scholarly responsibilities in order to allow them to establish themselves in their disciplines.
- Promote close communication between senior women and minority faculty and department heads, deans, and higher administration officials to prevent gender and racial inequities in salary recommendations.

Supporting Faculty

Faculty are the source of most humanities program ideas, and faculty leadership is a crucial factor in ensuring the success of humanities programs. Faculty who are excited about their projects and feel listened to and supported by central administration are more likely to be motivated, energetic, and animated about their work in general.

Some universities have formed humanities committees that have responsibility for long-term vision and policy recommendations, especially regarding hiring, use of lecturers, visitors, and curricular revision. This helps to ensure that faculty ideas are listened to, evaluated, and given an opportunity for success from the beginning of the project.

While financial incentives, such as fellowships and grants, are an effective way of gaining faculty buy-in, intangible incentives can be just as effective. Faculty welcome the chance to teach smaller classes with more motivated students. Lower teaching loads or time off to develop new courses, do research, or attend humanities seminars have also proved to be successful incentives. Faculty often enjoy the opportunity to work in new areas, with scholars from other disciplines, exploring new academic territories. Such incentives help build morale and encourage the development of new and innovative humanities teaching and research.

Recruiting is crucial to the success of some projects. New faculty who are enthusiastic about the humanities, have innovative ideas, or who are already eminent in their fields can bring new energy to humanities departments, projects, or centers. Project administrators with strong leadership abilities and deep commitment to their projects can help ensure successful outcomes.

Many institutions reported that their projects were successful in large part because they involved areas that had traditionally been institutional strengths. Institutions that traditionally have been science-, engineering-, and technology-focused are successfully using information technology in humanities teaching and research. Institutions that already have strong relationships with cultural and community organizations in their area are using those relationships to develop new research and teaching partnerships in the humanities. These institutional strengths can help bolster programs and make them more effective and successful.

Although the AAU survey contained no specific question about faculty recruitment, retention, and retirement, many universities worked this topic into their responses. Indeed, several listed it as their single “best practice” over the past five years. A number of universities reported significant faculty retirements over the last five years in their humanities departments. In many cases, replacements have been younger, mid-level

New faculty who are enthusiastic about the humanities, have innovative ideas, or who are already eminent in their fields can bring new energy to humanities departments, projects, or centers.

SUCCESSFUL PRACTICES

Supporting Faculty

The president of **Indiana University** appointed a university-wide arts and humanities task force of faculty members and administrators to recommend strategies for enhancing the humanities and the arts there. This task force reviews the role of the liberal arts in the General Education curriculum on all IU campuses and, if changes are warranted, makes recommendations to the appropriate faculty committees. The task force reviews the facility needs of arts and humanities programs on all IU campuses as well.

The recently developed William P. Tolley Distinguished Teaching Professorship in the Humanities at **Syracuse University** assumes a crucial catalytic role in the mentoring of humanities faculty as scholar-teachers. Created with generous support from many individual donors following a Challenge Grant from the National Endowment for the Humanities, this rotating professorship allows scholar-teachers to build a community within the humanities faculty through a series of evening forums for untenured faculty and an annual three-day retreat on teaching in the humanities. The Tolley forums are lively dinner/discussion meetings focused on imaginative teaching within the humanities. Tolley Distinguished Teaching Professors are selected from the tenured faculty of the humanities division of the College of Arts and Sciences in an open and competitive process. The selection process gives weight to the international scholarly distinction of the candidates and to diversity among the humanistic disciplines. The Tolley Distinguished Teaching Professors receive support to develop their own teaching and to provide leadership within the humanities division for improving teaching and curriculum, and they are assigned a reduced teaching load. The Tolley Professor oversees the Humanities Instructional Development Fund of \$26,000 per annum in support of projects to strengthen teaching in humanities courses, especially at the lower-division level. The Tolley Professor also plays a distinctive role in mentoring new faculty within the humanities.

Under the guidance of Dean Charles Tatum, the College of Humanities at the **University of Arizona** agreed on a set of six Themes for Focused Excellence. These themes were developed as a result of intense and wide-ranging consultation with faculty, staff, and graduate students. Department heads held numerous meetings in which all elements of their departments were invited to comment on the original thirteen themes and to suggest new ones. These meetings resulted in extensive proposals from each department and program within the college. Proposals were discussed in a college-wide forum conducted by the Dean's Advisory Committee (DAC), then vetted by the DAC to distill the final six themes: cultural and ethnic studies; natural and constructed borders; language; outreach; globalization/internationalization; and literature and writing in the academy and beyond. These

Continued

SUCCESSFUL PRACTICES

Supporting Faculty

themes will be sent back to the college for final discussion in a general meeting hosted by the dean before they are sent forward as the college's official proposal.

In 1999, **Vanderbilt University** instituted its University Central Research Scholar Grant program to encourage imaginative new ways of conceiving and conducting humanistic research, humanistic or humanities-led cross-disciplinary inquiry, and the generation of non-traditional research products. To be successful, the work proposed must show a clear potential to enhance the scholarly reputation of the investigator(s) and the scholarly profile and visibility of the university. There are four different categories of highly competitive awards: interdisciplinary research grants, faculty development grants, research scholar fellowships, and lectures and symposia.

individuals interested in exploring interdisciplinary connections and new collaborations. This may play a large role in building a sense of excitement and momentum in the humanities.

Evaluations are important in that they ensure that faculty have effective information to help them improve programs, and that they feel guided rather than judged. Evaluations also allow institutions to ensure that their

investments will result in higher-quality, more successful programs, and are not wasted on projects with little chance of success.

Faculty Recruitment

At many universities nationwide, this is a period of extraordinary generational transition. A significant

SUCCESSFUL PRACTICE

Faculty Recruitment

The humanities have been the focus of a strong investment program at the **University of Illinois at Urbana-Champaign**. Overall, the humanities departments are home to about 240 faculty, and half of this number have been hired over a period of five recruitment cycles (Academic Years 1997-98 through Academic Years 2001-02). This period of faculty renewal has involved a mix of junior-rank and mid-career appointments and has reached across all the humanistic disciplines. Particularly vibrant young faculty groups have been attracted to the large, anchoring Departments of English and History, but similar effects are evident across all the humanities and related social sciences. While college and departmental leadership has been important, a key element has been the coalescence of a group of highly interactive young and mid-career faculty. The emergence of this group has contributed to the development of cross-unit themes in hiring and program development and has facilitated enabling processes within the respective departments. Selective use of joint appointments has encouraged and supported these developments.

number of AAU universities reported recruitment programs as their most important investment in the humanities over the last five years. Many have found that the size of the incoming cohorts has been sufficiently large that new forms of interaction have quickly displaced previously entrenched patterns. The development of communities based on co-orientation and active engagement of faculty across departments has in turn fed continuing success in recruitment to build faculty clusters in important established and emerging fields. A substantial majority of new faculty has been trained in a much more interdisciplinary environment than previous generations of humanists, and the creation of institutional structures to support multidisciplinary involvement has been especially significant for success.

Faculty Salaries

Humanities faculty are in general paid lower salaries than law, business, or science and mathematics faculty, but this is only part of the story.

For years, there has been a widespread perception that male faculty in the humanities outnumber and are more highly paid than female faculty. Data from the 1999 National Study of Postsecondary Faculty (NSOPF:99) help shed light on this issue, although these statistics alone can be somewhat misleading due to individual institutional complexities. The data in the charts on pages 31-34 compare only full-time female and male faculty members in the humanities in Research I/II universities who have regular, monthly appointments and whose primary activity is research, teaching, or administration.

Without taking into account variation in individual characteristics of faculty, such as experience and education, or the organizational characteristics of their institutions, the average monthly salary of female faculty in the humanities is approximately 80 percent of that of male faculty members. This is approximately a \$1,200-per-month difference. The average salary difference for faculty members in the humanities is in the middle when compared to differences among the other broad discipline areas for research universities.

When broken out by area of study, the largest difference in average salaries between female and male humanities faculty occurs in history, closely followed by the foreign languages. The difference between the average salaries of female and male faculty in English and philosophy/religion is less than \$50.

When average monthly salaries are compared by rank, the average salary for male faculty is higher for associate professors and instructors, while for assistant professors and lecturers the average salary for women is higher. The average monthly salary for female full professors should be interpreted with caution due to a standard error of almost \$1,500.

Higher male salaries are not unexpected given that male faculty have on average more higher education experience and higher levels of education, and tend to be found at higher ranks. In fact, when broken out by rank, female assistant professors make higher average salaries than do male assistant professors.

On average, male humanities faculty are older and more experienced than female humanities faculty. More specifically, male faculty have an average of five years more experience teaching in institutions of higher education, an average of eight more years in their current position, and an average of five more years in rank. Male faculty in the humanities are also about 4.5 years older than female faculty. Female faculty have held a slightly greater number of positions than have males, both inside and outside the academy.

Tenure and Promotion

Beyond gender differences in salaries, gender differences in rank and tenure status are worth noting. Almost 20 percent of female faculty in the humanities (full-time status, regular appointments) are outside of the ranks of assistant, associate, and full professor. Almost 15 percent of women are in positions that are not tenure-eligible.

In terms of allocation of time, women in the humanities spend, on average, a greater proportion of their time teaching at both the undergraduate and graduate levels. Male faculty, on average, devote more time than do female faculty to research and administrative tasks. Female faculty teach an average of one more class per semester than do their male colleagues. Male faculty, however, tend to teach larger classes and generate more student credit hours.

A plurality of male faculty in the humanities (45 percent) are full professors, while a plurality of female faculty (32 percent) are assistant professors. In addition, almost 20 percent of female humanities faculty are found outside the traditional academic ranks of professor, associate, and assistant (instructors, lecturers, other ranks) as compared to 4 percent of male humani-

This is approximately a \$1,200-per-month difference. The average salary difference for faculty members in the humanities is in the middle when compared to differences among the other broad discipline areas for research universities.

Average Faculty Salaries in Various Fields At Public and Private Universities

PUBLIC*

Field	1995-96	1996-97	1997-98	1998-99	1999-2000	2001-02	2002-03
English Language/Lit	\$ 42,983	\$ 46,099	\$ 47,626	\$ 50,269	\$ 51,960	\$ 51,892	\$ 52,894
Fine Art	\$ 45,230	\$ 48,805	\$ 48,394	\$ 49,698	\$ 51,249	\$ 53,822	\$ 54,108
Foreign Languages/Lit	\$ 43,277	\$ 46,749	\$ 48,156	\$ 49,503	\$ 50,984	\$ 51,176	\$ 52,372
History	\$ 48,263	\$ 49,893	\$ 51,430	\$ 53,207	\$ 54,937	\$ 58,106	\$ 58,641
Library Science	\$ 40,718	\$ 46,506	\$ 48,939	\$ 52,099	\$ 54,121	\$ 56,992	\$ 56,922
Philosophy and Religious Studies	\$ 48,848	\$ 51,242	\$ 52,636	\$ 54,803	\$ 56,925	\$ 60,423	\$ 60,095
Biology	\$ 49,451	\$ 52,761	\$ 54,119	\$ 55,932	\$ 58,396	\$ 58,459	\$ 61,252
Physics	\$ 53,996	\$ 55,833	\$ 57,812	\$ 61,122	\$ 63,537	\$ 68,118	\$ 67,881
Mathematics	\$ 47,860	\$ 50,686	\$ 52,673	\$ 55,156	\$ 57,871	\$ 59,565	\$ 59,879
Law	N/A	N/A	N/A	\$ 95,655	\$ 95,829	\$ 98,565	\$106,748
Anthropology	\$ 49,524	\$ 51,908	\$ 53,648	\$ 54,160	\$ 56,391	\$ 58,710	\$ 59,466
Political Science and Government	\$ 48,597	\$ 50,748	\$ 52,130	\$ 54,328	\$ 56,027	\$ 59,914	\$ 60,528
Economics	\$ 56,587	\$ 58,519	\$ 60,021	\$ 63,714	\$ 66,682	\$ 72,764	\$ 74,264

PRIVATE*

Field	1995-96	1996-97	1997-98	1998-99	1999-2000	2001-02	2002-03
English Language/Lit	\$ 44,421	\$ 45,676	\$ 46,884	\$ 49,478	\$ 50,931	\$ 54,856	\$ 56,810
Fine Art	\$ 42,681	\$ 43,626	\$ 44,937	\$ 47,753	\$ 48,619	\$ 52,231	\$ 54,972
Foreign Languages/Lit	\$ 44,654	\$ 45,511	\$ 46,665	\$ 48,988	\$ 49,323	\$ 52,147	\$ 53,867
History	\$ 48,577	\$ 49,765	\$ 51,352	\$ 53,783	\$ 54,363	\$ 58,050	\$ 59,678
Library Science	\$ 38,289	\$ 40,696	\$ 40,717	\$ 42,439	\$ 43,401	\$ 44,206	\$ 47,464
Philosophy and Religious Studies	\$ 45,626	\$ 46,708	\$ 48,580	\$ 49,128	\$ 49,997	\$ 54,111	\$ 55,049
Biology	\$ 46,894	\$ 48,099	\$ 51,708	\$ 51,060	\$ 53,155	\$ 56,743	\$ 58,290
Physics	\$ 55,273	\$ 46,756	\$ 58,816	\$ 61,696	\$ 63,516	\$ 66,849	\$ 68,362
Mathematics	\$ 47,531	\$ 48,931	\$ 51,261	\$ 53,184	\$ 54,087	\$ 58,608	\$ 60,409
Law	N/A	N/A	N/A	\$ 100,549	\$ 102,513	\$ 107,696	\$ 109,542
Anthropology	\$ 52,357	\$ 54,185	\$ 54,544	\$ 58,121	\$ 60,085	\$ 64,106	\$ 65,173
Political Science and Government	\$ 49,846	\$ 50,818	\$ 53,272	\$ 56,563	\$ 57,645	\$ 62,703	\$ 63,856
Economics	\$ 57,446	\$ 59,353	\$ 61,515	\$ 65,781	\$ 67,255	\$ 73,221	\$ 76,763

SOURCE: College and University Professional Association for Human Resources.

* Information not available for 2000-2001.

**Comparison of Average Monthly Salaries for Female and Male Faculty
at Research Universities by Humanities Field of Study and Rank (NSOPF:99)**

Field of Study	FEMALE		MALE		Difference (M-F)
	Average Monthly Salary	Std Error	Average Monthly Salary	Std Error	
English and literature	\$5,627.03	1045.007	\$5,576.37	533.350	\$-50.66
Foreign languages	\$4,569.20	155.571	\$6,590.32	424.344	\$2,021.11
History	\$5,246.02	342.581	\$7,580.37	379.285	\$2,334.35
Philosophy and religion	\$6,695.88	544.647	\$6,741.74	678.610	\$45.86
Rank					
Professor	\$8,559.96	1474.055	\$8,219.00	310.8	\$-340.96
Associate Professor	\$5,080.14	119.729	\$5,821.11	156.8	\$740.96
Assistant Professor	\$4,340.00	178.832	\$3,916.36	371.9	\$-423.65
Instructor	\$3,422.29	248.048	\$3,645.92	1696.4	\$223.63
Lecturer	\$3,448.90	256.239	\$3,087.24	39.1	\$-361.66

NOTE: Sample includes full-time faculty with regular monthly appointments whose primary activity is teaching, research, or administration.

**Comparison of Average Monthly Salaries for Female and Male Faculty
at Research Universities by Discipline (NSOPF:99)**

	AVERAGE MONTHLY SALARY				Difference (M-F)	Rank by salary difference
	FEMALE		MALE			
	Mean	Std Error	Mean	Std Error		
Social sciences	\$5,796.59	302.569	\$ 8,181.55	535.527	\$2,384.96	1
Natural sciences	\$5,616.15	186.142	\$7,588.98	550.534	\$1,972.84	2
All other programs	\$5,800.77	543.226	\$7,427.71	345.220	\$1,626.94	3
Education	\$5,506.12	469.613	\$6,973.58	187.348	\$1,467.46	4
Humanities	\$5,268.63	315.929	\$6,499.35	110.614	\$1,230.72	5
Health sciences	\$7,062.04	427.259	\$8,220.04	406.991	\$1,158.00	6
Engineering	\$6,704.63	437.261	\$7,687.54	380.995	\$982.91	7
Business	\$7,724.04	360.042	\$8,404.17	461.112	\$680.13	8
Fine arts	\$5,238.72	692.865	\$5,735.53	860.817	\$496.81	9
Agriculture and home economics	\$6,257.45	485.967	\$6,717.58	405.021	\$460.13	10

NOTE: Sample includes full-time faculty with regular monthly appointments whose primary activity is teaching, research, or administration.

ties faculty. Over 75 percent of male faculty are tenured as compared to 53 percent of female faculty. Another 33 percent of women and 18 percent of men are on the tenure track. Over 14 percent of female faculty are not tenured or on the tenure track as compared to 6.5 percent of men. Over 92 percent of the male faculty in the humanities have completed a doctorate as compared to 78 percent of female faculty.

In the summer of 1994, three tenured female faculty members in the School of Science at the Massachusetts Institute of Technology began discussing the quality of their professional lives. They suspected that their gender had probably caused their professional lives to differ significantly from those of their male colleagues. Their conversations led MIT to conduct a study on the Status of Women Faculty in Science at MIT. In a March 1999 special edition of *The MIT Faculty Newsletter*, President Charles Vest stated:

I learned two particularly important lessons from this report and from discussions while it was being crafted. First, I have always believed that contemporary gender discrimination within universities is part reality and part perception. True, but I now understand that reality is by far the greater part of the balance. Second, I, like most of my male colleagues, believe that we are highly supportive of our junior women faculty members. This also is true. They generally are content and well supported in many, though not all, dimensions. However, I sat

bolt upright in my chair when a senior woman, who has felt unfairly treated for some time, said, “I also felt very positive when I was young.” We can take pride in the candor of dialog that these women have brought to this issue and in the progress that we have made, but much remains to be done. Our remarkably diverse student body must be matched by an equally diverse faculty. Through our institutional commitment and policies we must redouble our efforts to make this a reality.¹

The report continues with recommendations not just for the School of Science, but for the entire university.

[P]rogress that depends on a small number of specific individuals is unlikely to be maintained. Unless actions are taken to install mechanisms to prevent gender discrimination, we can be certain that it will recur in the near future. Furthermore... we must address the issue of family and work for our junior faculty since MIT’s current faculty system is built around a one-career family, while many of our junior faculty today are part of a two-career family structure.

To solidify the gains we have made, we need to implement the recommendations of the Committee on Women Faculty as soon as possible and we can extend this effort to other Schools at MIT. Critically important are (1) to establish a continuing review of primary data to ensure that inequities do not occur and (2) to establish close

SUCCESSFUL PRACTICE

Faculty Mentoring

The “Women Mentoring Women” program at the **University of Arizona** assists women faculty by facilitating a strong and engendered mentoring network inside as well as outside the college. A series of workshops, roundtable discussions, and speaker presentations are being developed to help junior faculty navigate the promotion and tenure process, and to assist women faculty at the associate professor level to better understand the promotion process to full professor. The College of Humanities also has an initiative called “Addressing and Breaking the Glass Ceiling.” It will allow for assigning a 100-percent research semester to women faculty and underrepresented faculty of color who are at the rank of associate professor with tenure and who wish to bring to fruition an established research project in a timely way so that they will be better positioned to present themselves as candidates for promotion to full professor.

Distribution of Female and Male Humanities Faculty at Research Universities by Rank, Tenure Status, and Highest Degree (NSOPF:99)

Rank	FEMALE		MALE		Difference (M-F)
	Percent	Std Error	Percent	Std Error	
Full Professor	21.1%	0.032	45.2%	0.072	24.0%
Associate Professor	28.0%	0.060	28.0%	0.036	0.0%
Assistant Professor	31.5%	0.064	23.1%	0.073	-8.4%
Instructor	9.3%	0.041	1.5%	0.008	-7.8%
Lecturer	8.7%	0.016	1.8%	0.012	-6.9%
Other rank	1.5%	0.001	0.6%	0.005	-0.9%
Tenure Status					
Tenured	52.9%	0.054	75.3%	0.065	22.5%
Not tenured, on tenure track	32.7%	0.063	18.2%	0.053	-14.5%
Not on tenure track, institution has tenure system	13.8%	0.027	5.9%	0.026	-7.9%
No tenure system at institution	0.7%	0.007	0.6%	0.006	-0.1%
Highest Degree					
Doctorate	77.8%	0.052	92.7%	0.031	14.8%
First Professional	6.3%	0.051	0.6%	0.006	-5.7%
Master's	15.1%	0.054	6.5%	0.031	-8.7%
Bachelor's	0.7%	0.007	0.3%	0.003	-0.4%

NOTE: Sample includes full-time faculty with regular monthly appointments whose primary activity is teaching, research, or administration.

communication between the senior women faculty and department Heads, Deans, and the higher administration, both to prevent marginalization of women faculty and so that senior women faculty's unique knowledge of gender issues becomes integrated at the level where academic power resides. The latter will remain critically important until women faculty routinely occupy positions of academic power....

It also seems imperative, now that we better understand the unexpected forms that discrimination can take and better understand how to address them by a collaboration of faculty and administrators, that we should take steps to make greater progress in addressing the serious underrepresentation of minority faculty at MIT. Few issues are as important for a University as the inclusion of women and minorities at the faculty level. To remain at the top academically we must seek out and nurture the best talent available, and half of that is female, much of it in underrepresented minorities. We have a great opportunity now to take

advantage of the tiny number of women and minorities that we have finally accumulated in the past 25 years, and to use their knowledge of these problems to help ensure MIT's excellence and competitiveness into the future.²

The Role of Outreach

University faculty are generally evaluated on research, teaching, and service, often based on a roughly 40-40-20 split. While about a third of the AAU universities consider outreach activities only minimally or informally, others have moved to increase the recognition given to such efforts and view them as important. Even institutions increasing the weight given to outreach remain clear that those efforts cannot, by themselves, lead to tenure. Research, publication, and teaching remain the primary criteria upon which tenure is based.

Moreover, although most universities consider outreach projects as a part of the service component,

While about a third of the AAU universities consider outreach activities only minimally or informally, others have moved to increase the recognition given to such efforts and view them as important.

Comparison of Selected Measures for Female and Male Humanities Faculty at Research Universities (NSOPF:99)

	FEMALE		MALE		Difference (M-F)
	Mean	Std Error	Mean	Std Error	
Monthly Salary	5268.63	427.259	6499.35	406.991	1230.72
Individual Characteristics					
Age	46.9	0.668	51.5	1.656	4.54
Years teaching in higher education institutions	16.1	0.767	21.3	1.371	5.19
Positions within higher education during career	2.4	0.193	2.2	0.206	-0.19
Positions outside higher education during career	0.8	0.148	0.5	0.149	-0.21
Years since highest degree	14.1	0.619	20.2	1.656	6.06
Years in current position at institution	8.4	1.252	16.2	1.234	7.77
Years since rank achieved	5.4	0.874	10.6	1.051	5.12
Allocation of Time					
Percent time spent teaching undergrads	41.9%	4.113	39.1%	1.155	-2.8%
Percent time spent at teaching grads	19.0%	2.366	14.7%	0.887	-4.3%
Percent time spent at research	15.9%	1.718	22.3%	2.436	6.4%
Percent time spent on professional growth	3.1%	0.680	2.8%	0.413	-0.3%
Percent time spent at administration	12.3%	1.215	15.7%	1.508	3.4%
Percent time spent on service activity	4.7%	0.658	3.7%	0.431	-1.0%
Percent time spent on consulting	3.2%	1.750	1.8%	0.362	-1.4%
Instructional Workload					
Average for credit class size	25.9	3.441	32.9	1.909	6.98
Total classes taught	3.6	1.070	2.3	0.113	-1.29
Total student credit hours	221.0	33.054	298.2	37.567	77.19

NOTE: Sample includes full-time faculty with regular monthly appointments whose primary activity is teaching, research, or administration.

this is not universally true. A few AAU universities still construe “service” primarily as service to the academic community. Outreach programs, however, can do a great deal to communicate the value of the humanities (and of the institution) to the surrounding community.

Finally, it appears that most outreach activities are conducted by tenured faculty. Indeed, one university

specifically discourages junior faculty from outreach activities in order to give them time to establish themselves in their disciplines. At that institution, senior faculty lead each of the university’s major humanities outreach initiatives and are rewarded for their efforts through pay.

SUCCESSFUL PRACTICES

Faculty Outreach

“Scholarly outreach” activities have been “mainstreamed” at **Michigan State University** and are now reported as part of research and teaching accomplishments. Previously, outreach was considered a distinct category. Mainstreaming was possible after the university established guidelines for reporting and evaluating quality in outreach. In the current tenure process, every faculty member is asked to report on quality outreach efforts within the other three categories: teaching, research, and service. MSU distinguishes between scholarly outreach and public service, with scholarly outreach much more highly valued in both the tenure and the annual evaluation process. This allows outreach to be incorporated across the mission and, depending on the nature of the outreach, to be considered as research, service, or teaching. When this is done properly, junior faculty do not need to be protected from outreach in the same way they need to be protected from too much service before their careers are well established.

The **University of California, Berkeley**, has targeted opportunities for associate professors to undertake research in the humanities. As a group, associate professors bear a significant share of the university’s service work yet have few resources specifically earmarked for their research. Time is especially dear for them. Moreover, after earning tenure, new associate professors at Berkeley find that they are no longer eligible for campus-sponsored programs targeted to junior faculty. They must now compete for senior-level resources, most of them available from beyond the campus. In the competition for such resources, associate professors join a much larger pool of applicants than before, many of whom have greater experience at proposal writing. In such competitions success becomes difficult. Meanwhile, they are being called on to perform the major university service from which they, as junior faculty, were formerly excluded. This dilemma of large workload/small resources is one reason why many promising younger faculty take so long to complete a second book, or why the rising stars among them become susceptible to the overtures of other campuses promising instant rewards.

Recommendation 3: Encourage Student Participation

Universities should strengthen the recruitment and placement process for humanities graduate students and should seek ways to encourage undergraduate students to study the humanities.

- **Develop partnerships between AAU institutions and industry to establish internships for PhD graduates.**
- **Develop postdoctoral-like humanities positions within AAU universities in partnership with business, government, and not-for-profit agencies.**
- **Consider admitting graduate students in subject clusters rather than in traditional departments.**
- **Provide clearly defined support for humanities graduate students, including awards other than teaching assistantships.**
- **Develop broader-based graduate programs that include non-academic jobs as distinct and desirable alternatives to academic employment.**
- **Develop humanities certificates or minors geared toward business, engineering, technology, social science, and health science majors.**
- **Consider supporting funding and research opportunities to encourage other undergraduates to pursue study in the humanities.**
- **Encourage undergraduate students to explore research opportunities in the humanities.**

AAU universities should continue to develop and promote broader-based graduate programs that include non-academic jobs as distinct and desirable outcomes.

Graduate Students

While the major thrust of placement efforts in the humanities continues to be on academic careers, the skills acquired in a humanities education are valuable to a number of non-academic employers. AAU universities should continue to develop and promote broader-based graduate programs that include non-academic jobs as distinct and desirable outcomes. Possibilities include not-for-profit management, art or historical curatorships, information managers, communication generalists or specialists, and employee teachers and trainers.

Faculty remain the primary career advisers for their students at many institutions. Although considerable variation exists across universities and departments, many faculty are now more likely to consider a wider

range of careers in advising their graduate students, just as graduate students also consider a wider range of career possibilities.

In its recent survey of all member universities, AAU asked to what extent graduate students in the humanities and related social sciences are being exposed to a variety of career options, both academic and non-academic, and to what extent departments encourage these students to consider non-academic careers. Too narrow a focus on academic careers has been a concern among a number of humanities policy-makers for a number of years. Increased attention now is being given to rewarding non-academic careers, however, in part owing to the leadership of the Woodrow Wilson National Fellowship Foundation.

Non-academic placements are now more common in history and the social sciences, especially economics and to a lesser extent sociology. Some university departments have developed alumni bases that support career exploration. **Carnegie Mellon University's** history department's database includes information on work in private consulting services, in private and public museums and historical societies, as expert witnesses for law firms during litigation, and as consultants for various governmental agencies, including the National Park Service, the Environmental Protection Agency, and the U.S. Army Corps of Engineers.

Even more markedly than in history, graduate students in philosophy have veered away from entering other philosophy departments upon completion of their studies. About a third of successful doctoral candidates remain within their discipline. Another third find employment elsewhere in the academy, and the remainder take positions in industry and commerce. Master's students echo this employment pattern. Perhaps 30 to 40 percent go on to doctoral work in philosophy, linguistics, or statistics; the rest find work in consulting services, research laboratories, and private firms.

Graduate students in English have a number of options. Master's students in professional writing do quite well in a variety of fields; the PhD programs in English tend to produce scholars who are prepared for the classroom. The job market in rhetoric is much stronger than that in literary and cultural studies. Universities may need to reconceptualize ideas of "success" and "failure" by looking at appropriate uses of research degrees beyond tenure-stream positions.

SUCCESSFUL PRACTICES

Graduate Students

Connecting with the Community, an intensive, week-long institute at the **University of Washington**, is designed to expose doctoral students to a variety of methods of public scholarship and to provide them with a unique opportunity to develop a “fourth portfolio” focused on fostering meaningful connections with the community and communicating research to the public. Sponsored by the Simpson Center for the Humanities, with support from the UW Graduate School and the Woodrow Wilson National Fellowship Foundation, the Institute is the first of its kind in the nation and is one of the initiatives of The Responsive PhD, supported by the Woodrow Wilson National Fellowship Foundation.

Limited to twenty-five doctoral students selected competitively, Connecting with the Community will engage the scholarship of cultural democracy and theories of knowledge, culture, and public work. The Institute will present models of campus-community partnerships in the humanities as well as models of public scholarship drawn from the University of Washington and from other colleges and universities around the country. Architects of such public humanities programs as well as participants in them will be invited to the Institute as speakers, resource people, and discussion leaders. Several sessions will be held at cultural and educational institutions in Seattle. During the Institute, doctoral students will work together in small teams to imagine ways in which their research might reach a larger public and to design a project in the domain of the public humanities. One of the Institute’s objectives will be to make recommendations for formally integrating work in the public humanities into doctoral education. These recommendations will be presented to the executive board of the Simpson Center for the Humanities, the chairs of departments in the humanities and the arts, and the graduate school.



Joseph Lowenstein, PhD, professor of English in Arts & Sciences, enthusiastically discusses Don Quixote during a Text and Tradition class on “The Emergence of the Modern Mind.”

Photo courtesy of Washington University in St. Louis

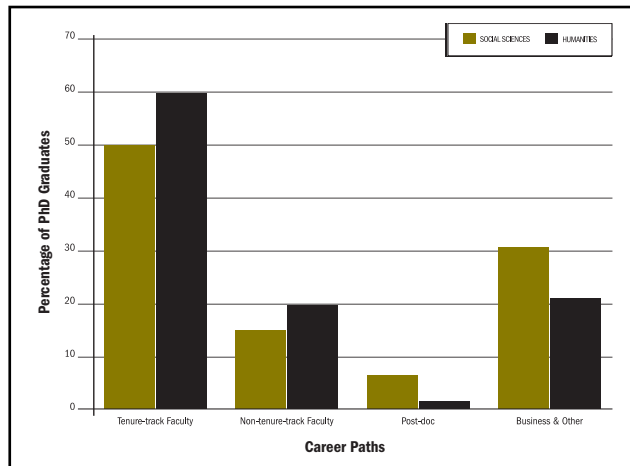
A number of universities offer seminars to graduate students concerning careers outside of academe. These are offered either through the Office of Career Services or through the Graduate School. Some career development offices offer workshops targeting graduate students on topics such as “Job Search for Graduate Students” and “Turning the CV into a Resume.” Some departments also sponsor regular career focus events to encourage students to think broadly about career opportunities. Such events often feature alumni who have pursued careers in non-academic areas. Other departmental activities include career-development seminars or workshops, mock job interviews, guest presentations by aca-

demical or non-academic professionals, internships, and support for travel to conferences where interviews occur. Informal mentoring by faculty also occurs.

In 1997 the Graduate School at the **University of Washington** conducted an employment survey covering persons who received PhD degrees from the university between 1986 and 1996. In 1999 a second survey was conducted for graduates between 1989 and 1999. The second survey found that one-third of the graduates are now tenure-track faculty members, while another 10 percent have non-tenure-track jobs. Twenty percent work in industry.³ (See chart on page 38.)

Some universities have discussed the possibility of

Career Paths of University of Washington 1999 PhD Graduates



Source: University of Washington

Undergraduate students often find themselves caught between wanting to expand their intellectual horizons in new directions and feeling pressure — often from parents — to be trained in “something useful.”

admitting graduate students in subject clusters rather than through traditional departments. To date, most movement in this area has been in the life sciences, where the problems of one field often depend directly upon work done in another. Graduate students in the humanities could be admitted to a broad constellation of fields, spend one to two years there, then move on in a specific direction. This might encourage more students to pursue postdoctoral work in the humanities. The Mellon Foundation has supported projects along these lines in the past. For example, **Brandeis University** currently hires three Mellon Postdoctoral Fellows* a year, most of whom link the humanities and other areas (e.g., music and African and African-American studies). The success of the Mellon Postdoctoral Fellowship Program is evident from the number of fellows who secure tenure-track positions.

Undergraduates

The undergraduate years should be not simply a time of vocational preparation but also a time to develop the intellectual curiosity and reasoning skills that will carry students through life. Scott Cowen, president of **Tulane University**, addressed this subject in his 2002 convocation address to new students and their families. President Cowen first asked students why they

*The Mellon Postdoctoral Fellowship Program is administered by the Woodrow Wilson National Fellowship Foundation.

had decided to pursue an undergraduate degree, then offered several reasons of his own.

For many of you, your answer might be something like this: “I want to learn the things that will help me be successful, make money, and climb the greased pole of success — over the bodies of my competitors, if necessary.” There are a number of problems with that viewpoint. If you focus on one area to the exclusion of others, you’re going to miss an awful lot of the intellectual smorgasbord your college years should be. This is a time to learn, think, and to develop the “habits of the mind” in ways that will probably never again be available to you after graduation.

So I hope you take a broad array of courses, and give yourself permission to explore areas that you have never before considered. And by “habits of the mind” ... I mean developing a better understanding of who you are by engaging in a range of activities outside your immediate area of interest so that you acquire a depth of understanding about the arts, humanities, sciences, yourself, and society in general. The breadth and depth of knowledge and skills you will acquire by expanding your intellectual horizons will better prepare you for life and to assume your role in the global community.⁴

Students often find themselves caught between wanting to expand their intellectual horizons in new directions and feeling pressure — often from parents — to be trained in “something useful.” In a growing number of cases, students satisfy this tug-of-war by seeking double, and sometimes even triple, majors. Often the “second major” is in the area of humanities, and universities have begun to encourage this through special degree programs.

Some universities have also developed humanities certificates or minors for students majoring in areas other than the humanities. Such certificates or minors can involve general humanities, communications, critical reading and writing, strategic thinking, critical thinking, and/or multimedia communication, such as rhetoric, art history, music, or performance art.

A hallmark of the American research university is the marriage of research with the training of the next generation of citizens and workers. This combination provides an extraordinary synergy in a nationwide system of diverse institutions. It provides an opportunity to connect the newest ideas in every field, including the humanities. As society becomes increasingly knowledge-based

and driven by information technologies, the role of the research university in educating students will become larger and ever more central to national prosperity.

The unique amalgam of inquiry and education has repeatedly produced not only a stream of new knowledge, but also insight and innovation often coming from students who are an integral part of the system. Students at research universities are trained by master teachers and given the freedom to take new risks, ask new questions, and even forge new fields.⁵ While other colleges and universities can also offer students fine educations, only research universities can offer students a blend of education and research opportunities.

The 1998 Boyer Commission Report, *Reinventing Undergraduate Education: A Blueprint for America's Research Universities*, challenged large universities to offer research experiences to undergraduates in all areas, including the humanities. The commission recommended that all undergraduates be given an integrated, inquiry-based freshman year, subsequently undertake mentored research, and end with a “capstone project.” Shirley Strum Kenny, president of **Stony Brook University**, chaired the Boyer Commission and has since worked hard to implement this ideal through the Reinvention Center.

SUCCESSFUL PRACTICES

Undergraduates

The faculty of the College of Arts and Sciences at the **University of Nebraska-Lincoln** have long recognized the importance of preparing undergraduates not just for a job, but for life. They believe strongly in educating the whole person by teaching the essentials of human knowledge through a liberal arts education. Although pre-medical students in the college study in this liberal arts environment, many who plan a career in medicine haven't considered the possible benefits of emphasizing humanistic studies in their pre-medical program. The Humanities in Medicine program was designed to encourage pre-medical students to consider pursuing a major in humanities as part of their pre-medical programs. To participate in the Humanities in Medicine program and be eligible for special scholarship funding, students must major in one of the defined humanities majors, participate in at least one Humanities in Medicine lecture or event per year, complete at least one professional shadowing, observation, or volunteer experience per year, and complete three humanities courses. Upon graduation, students are awarded a Humanities in Medicine Certificate.

The Reinvention Center at **Stony Brook University-State University of New York** was established in 2000 to promote the expanded view of undergraduate education set out by the 1998 Boyer Commission Report. The Reinvention Center is working to promote undergraduate research experiences in the humanities, incorporating research techniques into basic course work. The center is developing curricular models based in literature and/or history that will teach research methodology, make use of the full resources of a research university, and involve faculty from different departments and institutions. The center has formed four collaborative regional networks of 250 faculty and administrators from 100 research universities. It is also in the process of creating discipline networks. These serve as a forum to discuss key issues, share experiences, and share common goals. Annual national conferences are anticipated.

Recommendation 4: Provide Flexible Structures

University presidents, provosts, and humanities deans should provide flexible structures for interaction and collaboration across humanities disciplines, and among the humanities and social and natural sciences and the professional schools.

- Charge provosts and humanities deans with supporting faculty and department interaction with other units — for example, by promoting interdisciplinary, collaborative research or by developing courses with faculty from other departments.
- Establish centers, institutes, or discussion groups that can help faculty interact with colleagues from different departments (including non-humanities).
- Allocate space in such a way that departmental and/or disciplinary isolation is broken and interaction encouraged. This may include distributing office space across departmental boundaries where feasible, or encouraging regular interdepartmental events at lunches, seminars, and other gatherings.
- Develop courses and core course curricula in which multiple departments combine their expertise to develop common themes.

The opportunity for faculty to work in new areas with scholars from other departments can help improve morale and promote enthusiasm.

Collaborations with Other Units Within the University

Interactions with other units within the university tend to fall into three basic categories: interdisciplinary centers, degree programs in interdisciplinary fields, and other forms of interdisciplinary interaction.

Interaction and collaboration between the humanities departments and other parts of a university occur at a number of different levels and have become increasingly common. Over time, these interdepartmental connections also have become the locations of educational innovation. Humanities departments and programs have been central players in a number of key academic initiatives at all AAU universities.

Interdisciplinary initiatives sponsor or cosponsor a wide range of activities, including conferences, workshops, internships, curriculum development, and faculty development. The goals of such initiatives are to bring together faculty across a college or university who

share complementary research and other strengths into interdisciplinary clusters; bring national visibility to these programs as well as to the departments and other programs that are affiliated with them; enhance the intellectual climate of the college and university; increase research funding, scholarly and creative activity, and curriculum development among faculty; and improve recruitment of faculty and graduate students.

Many universities now offer degree programs in interdisciplinary fields that include a significant humanities component. Some of the most common are international studies, film and media studies, Latin American studies, African-American studies, Asian studies, Arabic studies, women's studies, religious studies, and environmental studies. In many cases, faculty have joint appointments between these programs and humanities departments. These joint faculty appointments promote interaction, both in research projects and in course development.

The opportunity for faculty to work in new areas with scholars from other departments can help improve morale and promote enthusiasm. It can also help stimulate new and innovative ideas for courses, research, and other humanities projects. Helping reconnect the humanities to the sciences, the arts, and professional education can bring new perspectives to these areas, and can help give everyone involved a new sense of the humanities' crucial importance.

Faculty connections can be encouraged through the promotion of joint courses or seminars with faculty from other departments; regular seminars, colloquia, or lunches for faculty from multiple departments; or interdisciplinary workshops and courses for faculty. Institutions with humanities centers frequently find that they provide occasions for interdisciplinary discussion, research, and course development. Whatever the route selected, it is important that faculty have space in which to collaborate, to discuss ideas, and to work on research and course development with others from different disciplines who may have different perspectives. Doing so helps eliminate isolation of scholars within departments and encourages communication among departments.

Many institutions report great success with seminars and course requirements structured around particular themes of interest, particularly for first-year students. These are often writing-intensive and interdisciplinary, and can be extremely useful in helping stu-

SUCCESSFUL PRACTICES

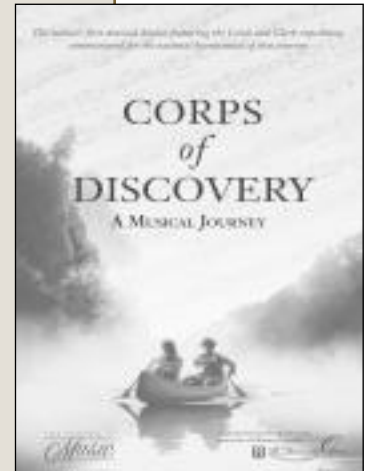
Collaborations with Other Units Within the University

Case Western Reserve University created its Interdisciplinary Initiative on Religion and Culture to facilitate collaboration among humanities scholars and to share results of research with the larger scholarly community and public. The initiative brings together an international circle of scholars from a range of institutional and academic backgrounds, and concentrates on four themes: religion and globalization, religion and violence, religion and embodiment, and religion and representation.

Established in 1994 with funding from the Sandler Family Supporting Foundation, the Human Rights Center at the **University of California, Berkeley**, conducts interdisciplinary research on emerging issues in international human rights and humanitarian law. Its research focuses on war crimes, justice and postwar reconstruction, health and human rights, and refugees. The Human Rights Center is supported by grants from the Sandler Family Supporting Foundation, the John D. and Catherine T. MacArthur Foundation, the Hewlett Foundation, and the Harold and Alma White Memorial Fund. It is housed in the Institute of International Studies, which is a unit of International and Area Studies, and works closely with the Boalt Hall School of Law and the UC Berkeley War Crimes Studies Center.

Commissioned and produced by the **University of Missouri-Columbia**, *Corps of Discovery: A Musical Journey* is an artistic interpretation of the significance of the Lewis and Clark expedition. The voices and orchestra of MU Show-Me Opera, joined by alumni opera professionals, have presented this work in concert performances at Carnegie Hall, the Kennedy Center for the Performing Arts, and the **University of Virginia**. Music by composer Michael Ching and the libretto by Hugh Moffatt bring to life the story of Lewis and Clark, their guide Sacagawea, the members of the Corps of Discovery, and the Native Americans they encounter. Historians and representatives of several Native American nations collaborated with the librettist to ensure the cultural and historical accuracy of the story.

Committed to the notion that people learn best when they draw from a broad range of perspectives, **Washington University in St. Louis'** American Culture Studies program blends humanities, social sciences, and the natural sciences. At both the graduate and undergraduate levels, students are required to situate their work in American Culture Studies alongside study in other areas. In order to facilitate this broad study, faculty are drawn from throughout the campus. Student interest in American Culture Studies has grown steadily. In May 2002, American Culture Studies graduated twenty-eight student majors and six minors, and the opportunity to work across disciplines has been a positive factor in recruiting new faculty. Particularly compelling for students has been a special freshman course, Lewis and Clark and the American Challenge, which has been team taught by faculty from English, history, and biology. The course involves a spring field trip retracing a portion of Lewis and Clark's journey on the Missouri River. The course emphasizes technology, and students make extensive use of Web archives and create their own Web sites as part of a final project.



*Poster for the MU Show —
Me Opera's production
about Lewis and Clark.*

Courtesy of the University of
Missouri-Columbia

dents to learn how different fields interact and connect to form an informed world view. Such courses also help encourage the breakdown of rigid disciplinary boundaries, which can limit research and teaching and hinder the growth of creative work.

Humanities Institutes and Centers

A growing number of research universities either have established or are considering establishing a humani-

ties center.* These centers provide rich opportunities for faculty leadership in the development of interdisciplinary research and instructional programs. Bridging traditional humanities perspectives and engaging with social scientists, these centers serve as exciting sites for new research opportunities for faculty and students,

Continues on page 46

*AAU received more information in this area than in any other, and many examples could not be included due to space limitations.

A growing number of research universities either have established or are considering establishing a humanities center.

SUCCESSFUL PRACTICES

Institutes and Centers

In spring 2000, **Carnegie Mellon University** was awarded a grant from the Andrew W. Mellon Foundation to support the operation of the newly created Center for the Arts in Society (CAS). This center, which is housed in both the Colleges of Humanities and Social Sciences and the College of Fine Arts, has an ambitious agenda: to investigate the syntheses and intersections that exist among the university's four humanities departments — history, English, philosophy, and modern language — and the College of Fine Arts's five schools — music, drama, art, architecture, and design.

Under the direction of Judith Modell, a professor of anthropology who holds a joint appointment in both colleges, the thirty faculty members who currently participate in the CAS have developed a minor program in the Arts in Society, sponsored a series of speakers and community events, and helped develop a culture of interdisciplinarity that uses both humanistic analyses and creative processes to examine the role that the arts play in cultural production. The six courses offered by the CAS in its first year were instructed by center members, visiting postdoctoral fellows, and a distinguished visiting faculty member, thereby allowing the center to establish itself pedagogically without overly taxing the resources of any single department within the university.

The center has reinvigorated the connections between the humanities and the arts that had become attenuated over time. Center events that analyze the larger meanings of culture — museum exhibitions, performance art, political theater, or new developments in technology — have been universally well attended, along with performances and lectures by visiting faculty and presentations by faculty members from within the center.

The major strength of the CAS is that it emerged from the existing culture of the university. Because Carnegie Mellon was established as an institute of technology, the humanities were frequently relegated to a supporting role. Rather than attempting to impose a new paradigm upon the humanists and artists within the two colleges, the CAS exploited existing strengths, including the reputation enjoyed by the College of Fine Arts, and allowed the center to energize the teaching of the humanities by focusing on the social roles of creativity. Thus, the center fulfilled a strategic goal of the university — strengthening humanistic inquiry — while addressing other university concerns that had

SUCCESSFUL PRACTICES

Institutes and Centers

resisted easy resolution. These included the need for faculty and students in fine arts to develop further analytical rigor, the desire of undergraduates across campus to access the arts while remaining within their disciplines, and the growing perception by members of the campus that the relatively narrow training afforded students undergoing conservatory training was becoming increasingly ill-suited to a rapidly changing world. The center thereby developed its base of support from existing constituencies.

Duke University's John Hope Franklin Center for Interdisciplinary and International Studies is home to twenty-three programs, a conference room, four seminar rooms, an art gallery and an experimental art space, state-of-the-art technologies for distance learning and teaching, and many spaces for students and faculty to meet or study. In spring 2002 alone, the Franklin Center hosted over 100 programs (workshops, lectures, seminars, conferences), sponsored fifteen undergraduate and graduate courses, and organized more collaborative, multisite Webcast intellectual events than any other single site on campus.

Although open officially for fewer than four years, the Franklin Humanities Institute has moved rapidly into maturity. In addition to workshops and conferences, the institute hosts a year-long residential seminar for competitively chosen faculty and graduate students. Each year the focus of the seminar changes. For example, in 2002-2003, the theme was "Race, Justice, and the Politics of Memory." Faculty fellows make a commitment to develop one new interdisciplinary and, ideally, team-taught course based on the seminar during or after their Franklin Humanities Institute residency.

The Franklin Humanities Institute has been key in recruiting and retaining some of Duke University's finest junior and senior humanists, including several scholars of color. In addition, approximately a dozen new interdisciplinary humanities courses have been generated from the seminars, including several that integrate undergraduate and graduate students into the speaker series, workshops, and faculty seminar presentations. Intellectual and artistic events are exceptionally well attended, and the Humanities Institute has contributed to Duke's goal of enriching the extracurricular intellectual lives of its students. Faculty fellows regularly describe the seminar as "the best year" of their academic lives. Having the seminars co-convened by two faculty from different disciplines, representing a wide range of historical and geographical areas of expertise, has helped create a lively, expansive, and generous intellectual community. Over the summer, fellows all read a book together, and the first session is a freewheeling discussion of this book. For 2002, for example, the fellows all read J. M. Coetzee's *Disgrace*.

Technology at the Franklin Center also makes possible real-time synchronous and



*The John Hope Franklin
Center at Duke
University*

Photo courtesy of Duke University

Continued

SUCCESSFUL PRACTICES

Institutes and Centers

asynchronous virtual collaboration and exchange between center-based groups and colleagues at other universities; interactive videoconferencing and video-on-demand Webcasting that can be utilized by undergraduates studying abroad and by visiting scholars and foreign students affiliated with the center; and simultaneous-translation capabilities and facilities for the hearing impaired. These technologies are funded by a complex collaboration among different units at Duke as well as by some foundation and corporate support.

Having directors who are major scholars as well as highly placed administrators helped ease the Franklin Humanities Institute over administrative hurdles in its first year; having an associate director who is himself a scholar with a nontraditional background has contributed to imaginative, lively programming. Finally, being able to fund advanced graduate students to teach replacement classes for faculty fellows and to participate in institute events has helped link the work of the institute with the teaching in the core departments.

The institute is a Woodrow Wilson Postdoctoral Fellow site and has been awarded a generous grant from the Mellon Foundation for a project titled “Making the Humanities Central.”

The Humanities Institute at the **University of Texas at Austin** was founded in 2001 with a double mission: (1) to facilitate cross-disciplinary inquiry, collegiality, and innovation on campus; and (2) to promote an interactive and broadly participatory public intellectual sphere that extends beyond the university’s physical and conventional borders and that forges partnerships with other civic, cultural, professional, educational, and corporate organizations.

The central program of the first, campus-based component of the Humanities Institute’s mission is a weekly seminar that brings together UT faculty from five colleges — Liberal Arts, Fine Arts, Communication, Natural Sciences, and the School of Law — to explore an annually designated theme or issue. Faculty selected as fellows of the institute receive a teaching-load reduction to facilitate their collaborative leadership of the seminar, to which advanced graduate students may also apply to take for course credit. Seminar participants also invite four or five distinguished visiting scholars each year to lead individual sessions of the seminar and to deliver an evening public lecture in the institute’s *Distinguished Lectures in the Humanities* series. Extending cross-disciplinary faculty collegiality and inquiry beyond the confines of the seminar, the Humanities Institute has also initiated a “Free (Thinking) Lunch” series, open to Humanities Institute Associates. The associates currently number more than 100 and include all current and former fellows and any faculty member who has participated in an HI public sphere or community partnership program. Each month up to twenty associates meet for a buffet lunch in a private room of a restaurant near campus to hear about and discuss a work in progress by one of their number.

SUCCESSFUL PRACTICES

Institutes and Centers

The second component of the Humanities Institute's mission — helping to create a public intellectual sphere composed of citizen-scholars for whom the walls of the academy are permeable in both directions — has been pursued on many fronts. In a number of cases, projects and programs are initiated not from within, but by citizens and community organizations that have approached the institute with ideas. Major public humanities and community partnership projects have included the following:

- a) Now in its second year, "The Mayor's Book Club" is a citywide reading and civic community-building project designed in cooperation with the Office of the Mayor, the Austin Public Library, and Austin Community Access Center. The initiative involves thousands of Austinites of all ages and backgrounds who read a common book over the summer and then attend public discussions at branch libraries across the city. These discussions are led by Humanities Institute faculty volunteers, each of whom brings to the work a different disciplinary orientation.
- b) UT's Texas Teachers as Scholars is one of the Teachers as Scholars programs promoted by the Woodrow Wilson National Fellowship Foundation. Now in its third year, the program is dedicated to reinvigorating K-12 teachers as academic leaders by acquainting and involving them with cutting-edge scholarship in the liberal arts and sciences through small seminars designed exclusively for them by university faculty. The program currently serves more than 100 teachers from fourteen Texas public school systems and has received funding from the Texas Council for the Humanities.
- c) The Journey of Dead Man Walking was developed in cooperation with the Austin Lyric Opera and the Seton Cove Spirituality Center. The project involved a five-part series of panel discussions, interviews, and performances around the ALO's production of the Jake Heggie/Terrence McNally opera based on Sister Helen Prejean's account of her prison ministry to death row inmates. The symposium ran from October 2002 through January 2003 and drew audiences that totaled more than a thousand. It featured interviews with writer/activist Sister Helen and composer Heggie; excerpts from and discussions of the book, film, and operatic versions of *Dead Man Walking*; and explorations of the work's themes by theologians, attorneys, and criminal justice scholars, literary and film critics, and musicians and music historians.
- d) For three consecutive summers, the institute has organized Summer Citizen-Scholar Conversations on topical issues proposed by the now 700 or so subscribers to the Humanities Institute's *Citizen-Scholar Newsletter*. Each conversation, held in the home of a volunteer host, brings ten to twenty diverse citizens and scholars together for the pleasure and mutual instruction of thoughtful discussion.



Teachers as Scholars is a professional development program that joins K-12 teachers with university faculty in a climate designed to enrich the teaching and learning of both groups.

Photo courtesy of the University of Washington

AAU universities should continue to develop and promote broader-based graduate programs that include non-academic jobs as distinct and desirable outcomes.

seminars, visiting appointments, and spaces for thinking in new ways about basic issues in the humanities.

Humanities centers tend to display similar characteristics and objectives regardless of the campus on which they are situated. These include promoting and encouraging innovative, cooperative scholarship and teaching in the humanities both inside and outside the university; encouraging cooperation between humanities and other areas of knowledge; and funding research, teaching, lectures, grant workshops, and travel grants for faculty, graduate students, undergraduates, and visiting scholars. The exact form and emphasis of these centers, however, vary from university to university.

Similarities are also seen in the types of activities sponsored by humanities centers. Many of these bring together faculty and students from different academic units across the campus who have shared interests in the humanities. Activities range from informal gatherings for lunch to extensive multi-partner, multi-institutional undertakings.

Fellowships in teaching and research are offered by many centers. These support the development of innovative, cross-disciplinary courses and enhance existing programs through speakers, films, and books. Some also include a mentoring or presentation requirement.

Some centers offer graduate research fellowships

for graduate students who are nearing the end of their doctoral program. These might provide travel funds to visit a library or archive or to attend a professional conference related to their field of study, or might help with printing, photocopying, book purchases, or other expenses related to the completion of the dissertation.

Public outreach is an important component of almost all humanities centers. Many sponsor annual endowed lectures, centered around a chosen theme, that bring world-renowned scholars, writers, and performers to campus. Others sponsor an annual faculty conference or symposium, and/or cosponsor humanities events administered by other units on campus. These might include speakers, symposia, conferences, lecture series, and other public events.

Many humanities centers welcome and seek out opportunities to collaborate with community cultural organizations. These often include state humanities councils, local museums, and libraries.

The success of a humanities center usually rests on its formal recognition as a center by the university's appropriate governing body, securing external grant funding from philanthropic and other sources, affiliating with a wide range of departments and disciplines, securing independent office space, and receiving increased financial support from university sources.

Recommendation 5: Promote the Humanities and Build Partnerships

Universities should promote successful programs in the humanities inside and outside the institution, and build partnerships with K-12 schools and other educational and cultural organizations.

- **Publicize humanities research and projects in campus and community media.**
- **Build a base of support within the larger community for humanities programs.**
- **Build partnerships with K-12 schools, state humanities councils, and other community organizations.**

Publicizing the Humanities

Universities should promote the humanities both through on-campus activities and discussions and through collaborations with external organizations. There are several reasons. First, the humanities produce knowledge and understanding that benefit all people. The humanities enhance society's understanding of the human condition and help improve the human condition. Outreach efforts raise cultural awareness and create a basis for common understanding and a means of discussing problems and issues. Second, universities have an implied obligation to extend their knowledge and understanding of the

The humanities enhance society's understanding of the human condition and help improve the human condition..

SUCCESSFUL PRACTICES

Publicizing the Humanities

Several years ago, **Emory University** conducted a survey of all faculty to determine the type and range of scholarly outreach activity being done in greater Atlanta and the state of Georgia. These projects are now listed in a database sponsored by the Office of University-Community Partnerships. Interested persons may search that database, and Emory scholars may add projects as they develop. Other similar projects are underway to increase knowledge and recognition of the work of Emory faculty.

The Arts and Humanities division of the College of Letters and Science at the **University of California, Berkeley**, maintains an online magazine that explains the nature of research in the humanities at Berkeley to a non-academic audience. Past issues have addressed such topics as race and image, beauty in violence, and feminism in nineteenth-century opera.

The Arts and Science faculty at the **University of Toronto** launched an advertising campaign in 2001 to correct the widely held but mistaken belief that humanities graduates don't get good jobs. The award-winning campaign sparked some controversy but generated a great deal of positive spin-off media coverage. Each of the four advertisements highlights a University of Toronto graduate in either sociology, English, political science, or philosophy, and notes that, while many people believe those degrees don't prepare students for the job market, "the truth is that more than 90 percent of liberal arts graduates start their careers within six months of graduation." But, they continue, universities aren't "job training. It's broader. It's mind training." Each of the advertisements then describes the positions those graduates hold: chief executive officer (CEO) of a major telecommunications company, president and general manager of General Motors of Canada, chairman and CEO of the Bank of Montreal, and president and CEO of a large mutual fund company.*

* See Appendix 3 for examples from this campaign.

humanities to the broader society. By fulfilling their end of this social contract, universities build a base of support for the humanities. Finally, that external base of support, in turn, can circle back to benefit humanities programs at universities.

A number of humanities departments work closely with the office of university relations in order to improve coverage of the humanities in the press and other relevant publications. Successful activities have included articles placed in local newspapers and special coverage of humanities issues in alumni magazines.

Involvement in Policy Development

Major research universities are uniquely situated to play an instrumental role in policy development within states and communities. Not only do research universities have personnel with the tools and training to collect data and conduct needed analysis, but they also have a vested interest in improving life within their state, region, and community. Land-grant universities seem to take this responsibility especially seriously.

Certainly other organizations and educational institutions can and do provide data and analysis to policymakers as well, but research universities offer breadth and depth that few others can match. This is particularly true when various units within a university collaborate on different aspects of a particular problem. Universities should pursue these opportunities when they arise, not only because they provide a needed serv-

ice to states and communities, but also because they are an effective form of outreach to those in positions of significant influence.

Outreach Efforts to the Community

The creation of knowledge is one of the central missions of research universities. It permeates the institutions in ways seen nowhere else. Generating this new knowledge requires faculty to communicate with one another in very specialized language before they formulate new generalizations that eventually reach the public. This knowledge creation-translation process is accepted in science through technology transfer, but it is less understood in the humanities.⁶

Universities have long been concerned about the transfer of humanities scholarship from faculty to graduate students and undergraduates, but less concerned about its transfer to the public. As a result, academic humanities scholarship has often been accused of being disengaged from the public. However, outreach, community engagement, and diffusion of knowledge should be important goals for the humanities, in order to disseminate the knowledge and insights produced by scholarly research, publication, and scholarly discourse within the various disciplines. Scholarship and outreach are both important and can support one another.⁷

Although most universities report no systemic humanities outreach effort, individual departments and faculty are pursuing a wide range of such projects.

SUCCESSFUL PRACTICE

Involvement in Policy Development

The College of Humanities at the **University of Arizona** recently established a Latino Policy Research Initiative in response to the state's growing need for independent, objective, applied research on public policy issues surrounding Latino needs in the critical areas of K-12 education reform, postsecondary access and affordability, and economic success. This critical, independent policy research and analysis initiative is designed to inform state policymakers on the challenges presented by Arizona's rapidly growing Latino population and its dense interdependencies with the general population. Through a series of data-driven policy papers, College of Humanities personnel will provide analysis and make policy recommendations regarding the cultural, linguistic, and educational implications involved. The Latino Policy Research Initiative is integral to the University of Arizona's land grant mission to serve its community, particularly its K-12 population.

SUCCESSFUL PRACTICE

Outreach to the Community

Responding to a suggestion made by a member of the community interested in her own lifelong learning, the **University of Arizona** established in 1984 a Humanities Seminar program directed primarily at retirees. The members of the community who initially worked with the university to set up the program asked three things: that the classes be held on the UA campus, that the UA set up a one-stop registration that could be handled by mail, and that there be reserved parking for participants. University leaders also had certain criteria in mind. They specified that faculty interested in teaching the seminars be top scholars in their field, be on the cutting edge of research in their area, and have a good teaching style and charisma. Community involvement in the Humanities Seminars has snowballed in the years since then. The seminars now attract working people as well, and the UA hopes eventually to offer a sequential plan of study that culminates with certificates of achievement. Since fall 1984, more than 3,500 community participants have attended over seventy-five seminars on such topics as Greek/Roman archaeology, religion, opera appreciation, art history, and contemporary America.⁸

Centers are also often heavily involved in outreach efforts. Outreach activities vary widely from university to university and from department to department, but may include special events either on campus or in the community, camp offerings, and competitions and contests for K-12 students. Community partners often include local school systems, cultural institutions, and state humanities councils. Furthermore, a growing number of faculty seem to be including a community service element in their courses. In short, a given university may not have a specific institutional program for outreach, but it may well have significant linkages with the community.

Outreach Efforts to K-12 Schools

Improving K-12 teaching is a matter of national urgency, and will ultimately impact universities themselves as students move through elementary and secondary schools and enter college. Research universities can play a unique role in the knowledge-transfer process, and outreach efforts to local schools can take a variety of forms. Because such outreach is usually considered a relatively minor factor in a university's tenure and reward system, however, decisions to become involved usually reside with the individual. Some of the most common activities reported are

summer institutes for teachers, tutoring programs, speakers bureaus, seminars, workshops, student contests and competitions, history days, and language days. Such efforts have proved effective and efficient in using faculty time to achieve demonstrable and lasting results.

Collaborations with State Humanities Councils

Interactions with state humanities councils deserve a separate comment. Relationships between universities and state humanities councils have varied from state to state, and in some states have been nonexistent or adversarial. State councils in the past have questioned the value of promoting to the public scholarship that they perceived as being remote and indecipherable, while universities have questioned the value of public programming that they considered to be "humanities lite." In the last few years, however, universities and state councils have begun to discover each other's strengths.⁹ For example, in 1999, William Ferris, then chairman of the National Endowment for the Humanities, announced a competition for ten regional humanities centers. Two planning grants per region were awarded,

Continued on page 53

Research universities can play a unique role in the knowledge-transfer process, and outreach efforts to local schools can take a variety of forms.

SUCCESSFUL PRACTICES

Outreach to K-12 Schools

Funded by the Carnegie Corporation, the Teachers for a New Era initiative at **Michigan State University** engages arts, social science, and science faculty; education faculty; and K-12 staff in fundamental review and revision of teacher preparation in specific subject areas. The theme of making content and context central guides the work, with assessment tools used by faculty and students to support that focus. The initiative treats teacher education expansively as a continuum that includes General Education courses, subject area courses, professional education courses, experiences in K-12 schools, and an induction program in the first two years after teacher certification. Across this continuum, the initiative's work includes creating new courses; revising existing courses and experiences; developing courses that integrate humanities, social sciences, and sciences content with content previously taught in education courses; and implementing more powerful ways of teaching these courses. The work is organized around seven groups, each made up of faculty from the humanities, social sciences, and sciences; faculty from education; and faculty from the K-12 schools. This staffing mix creates new collaborative relationships that broaden ownership of educating prospective teachers. Four groups are concentrating on particular subject areas: mathematics, literacy/English, social studies, and science. The other groups will collaborate with the subject matter groups around themes of assessment, induction, and teachers for urban schools.

Now in its seventh year of operation, the Humanities Out There (HOT) program at the **University of California, Irvine**, is a unique outreach effort that brings together faculty, undergraduates, and graduates in a school-university partnership with the nearby Santa Ana Unified School District (SAUSD). The 65,000-strong student body in SAUSD is 91 percent Latino, and 85 percent of its students are non-native speakers. Based on student performance on standardized tests, SAUSD ranks as a "low-performing school district." In conjunction with classroom teachers, graduate student participants in HOT develop workshops in K-12 classrooms in the district. These range from workshops in creative writing and world mythologies to U.S. and world history. Workshops run for one hour a week for five weeks during one of UCI's academic quarters, and many workshops remain in one classroom throughout the year. Graduate students design curricular units, and undergraduates participate as leaders of break-out discussion sections. Curricula are carefully coordinated with state-mandated content standards but are designed to address the content standards in an innovative fashion. Host teachers commit themselves to working closely with graduate student workshop leaders and incorporating the best practices that emerge from the workshops into their own teaching.

HOT also works closely with a teacher professional development initiative (California History-Social Science Project, or CH-SSP) that is sponsored by the Department of

SUCCESSFUL PRACTICES

Outreach to K-12 Schools

History. Graduate students are full participants in the work of the CH-SSP, and history graduate students develop HOT curricula in world and U.S. history. Polished curricular units — authored by a graduate student in consultation with a classroom teacher and a faculty member — are published and disseminated by HOT and CH-SSP. The school provides some funding for the program, but a major source of resources is the UC Office of the President. HOT has received high marks from the Woodrow Wilson National Fellowship Foundation’s “Responsive PhD” initiative, because it represents a concerted effort to expand the types of experience and training available to graduate students in the humanities. It enhances opportunities for civic engagement and the creation of “scholar citizens,” and it offers graduate students a unique opportunity to translate the content knowledge that they have acquired in the academy into terms that are accessible to a much broader public. Both HOT and the CH-SSP represent key parts of the “partnership agreement” between the state legislature and the University of California.

This agreement — the basis for the university’s funding — explicitly states the expectation that the University of California will become more centrally involved in K-12 outreach initiatives and work with K-12 teachers in the state. The CH-SSP also sponsors a number of teacher professional development initiatives for K-12 history teachers. These include year-long monthly seminars that pair teachers and faculty in presentations that address the state-mandated content standards and questions of pedagogical practice. Finally, the CH-SSP runs two two-week summer institutes for K-12 teachers that include content presentations, discussions of pedagogy, and introductions to instructional methods appropriate to the English-language-learner classroom. Three history graduate students are full participants in the work of the CH-SSP.

ArtsBridge has been operating at the **University of California, Irvine**, since April 1996. In 1998, the University of California initiated ArtsBridge programs at UC campuses throughout the state. The program has expanded rapidly and now involves twenty campuses in eleven states, including all the **University of California** campuses, two California State University campuses, **New York University**, **University of Colorado at Boulder**, **Pennsylvania State University**, **University of Oregon**, **Michigan State University**, Arizona State University, University of Utah, University of Maine, and Oklahoma State University. ArtsBridge provides scholarships to qualified students, both graduate and undergraduate, to teach the arts and conduct arts-related workshops in art, dance, drama, and music to local K-12 students in public schools. ArtsBridge scholars go into local K-12 schools to teach classes with a supervising teacher. UCI’s ArtsBridge has sent scholars into forty elementary schools, fifteen intermediate schools, seventeen high schools, one special school, and to over fifteen not-for-profit organizations. ArtsBridge scholars from the

Continued

SUCCESSFUL PRACTICES

Outreach to K-12 Schools



ArtsBridge scholar Patrick Xavier works with second grade pupils in the creation of masks to be used in a storytelling performance.

Photo courtesy of University of California-Irvine

University of California, Davis, currently work in over forty schools in that area. At the elementary schools, university participants provide story-writing and storytelling classes for development of vocabulary and expressive skills, drama residencies to help pupils create and design their own plays, photography projects to introduce pupils to pictorial composition, dance classes to relate basic dance to school topics such as geography and history, Web page design, and music classes to help pupils grow in choral singing and in their ability to play and identify various styles of music. At intermediate and high schools, scholars develop multimedia presentations, teach improvisation and other acting techniques, lead dance classes in various forms and styles, and work with bands and orchestras in refining technique in various instrumental groups. Schools often suggest projects, such as the writing and performance of dramatic scenes to portray heroes from American history.¹⁰

Indiana University's 21st Century Teachers Project was created in 1999 with the goal of refining and improving the preparation of teachers with regard to new knowledge, new technology, and higher public expectations.

The four areas that involve humanities outreach are literature and speech, visual and performing arts, civics, and globalization. As part of the initiative, the English Department hosts a symposium every semester where English faculty, high school teachers, and education faculty share examples of teaching methods and approaches. As a result of these symposia, the English Department is modifying its course offerings and a local high school has initiated a writing center that is staffed by pre-service education students. Several other departments have ongoing outreach programs to secondary school teachers as well. The School of Journalism has offered the Indiana Journalism Institute to high school teachers and students for several years, and the Inner Asian and Uralic National Resource Center (IAUNRC) has created new curriculum materials for teaching about Central Eurasia at the elementary and secondary levels.

The Ohio State University's Center for the Study and Teaching of Writing (CSTW) reaches out to secondary school teachers through its Early English Composition Assessment Program (EECAP). Spearheaded by the CSTW with funding from the Ohio Board of Regents, EECAP aims to change the writing culture in Ohio's high schools. Helping high school writing teachers implement new pedagogical strategies, the program facilitates students' transition from high school- to university-level writing experiences. The project also provides teachers with professional development opportunities through in-school and electronic professional exchange and two in-service sessions at Ohio State.

SUCCESSFUL PRACTICES

Outreach to K-12 Schools

The Center for the Liberal Arts at the **University of Virginia** provides K-12 teachers with continuing training and courses in the liberal arts. Teachers have the opportunity for enriching study in the humanities, enhancing their ability to teach, and nourishing them educationally and intellectually. Courses are developed in a three-step process, with input from teachers and school administrators at every step to help tailor courses to teachers' needs. Senior faculty at the university teach the courses. The center is a permanent organization, not a temporary project, allowing for deeper interactions between faculty and teachers. Perceptions of school/university collaboration have changed as well. Faculty now see K-12 interactions less as "community service" (and therefore less valued in tenure and promotional considerations) and more as a "significant and challenging form of teaching and research." By creating ongoing support, funding alliances, and resource-sharing partnerships with university departments, the Virginia General Assembly, the Virginia Council of Higher Education, school divisions, and other institutions, the center has been able to subsidize administrative expenses internally, build instructional costs into the university's regular operation, and share other expenses with partners or foundations. This efficiency allows the center to offer more programs and reach a greater number of teachers, far beyond the small group of outstanding teachers (often those least in need of further training) who normally win fellowships and institute residencies.

followed by implementation grants to half of the original recipients a year later. Six AAU institutions received implementation awards: **Rutgers University; Tulane University; the University of California, Davis; the University of Nebraska-Lincoln; the University of Wisconsin at Madison; and the University of Virginia.** However, NEH provided far less for the implementation grants than originally envisioned, and separate line-item funding was ended in FY2003. While the centers were invited to compete in NEH's Challenge Grants program, many of the regional centers are trying to secure private support. While their future remains uncertain, the regional center competitions should be recognized for their role in leading universities to explore possible partnerships with community and state cultural organizations, particularly state humanities councils.

Universities and state humanities councils have separate and unique missions. Major research universities in the

United States conduct some of the highest quality humanistic research, scholarship, and teaching in the world. State humanities councils are dedicated to bridging the humanities and public life. Each side has goals and responsibilities that must be pursued separately, but common ground exists. Both universities and state councils believe that the humanities are vital to the quality of life and thought in the nation, and they are coming to recognize that there are untapped opportunities for strengthening public engagement through collaborations. Furthermore, research universities and state councils both rely on scholarship and have an interest in making the humanities available to the public.¹¹

University faculty involvement in the work of the humanities councils varies widely, and the degree of contact and awareness of a state council's activities and interests often varies from department to department within a university. In a separate project conducted jointly by the AAU and the Federation of State Humanities Councils in 2001 and 2002, the two organizations found that col-

laborations have ranged from simply having faculty members serve on state boards or give occasional lectures to extensive, long-term collaborations. These efforts are described in further detail in “Humanities

Partnerships: University–State Council Collaborations” (March 2002), a report available on the AAU Web site (<http://www.aau.edu>).

SUCCESSFUL PRACTICES

Collaborations with State Humanities Councils

Since the Virginia Foundation for the Humanities (VFH) was established in 1974, it has maintained close working relationships with a number of public and private colleges and universities in Virginia. Most notable is the relationship with the **University of Virginia**, where the VFH is housed both physically and fiscally. The VFH falls administratively under the university’s Office of the Vice President and Provost but also has a separate incorporation and board of directors, including professors at public and private colleges and universities throughout the state. The University of Virginia is one of the major sponsors of VFH’s annual Virginia Festival of the Book, one of the largest public book festivals on the East Coast. VFH’s grant program awards grants to colleges, universities, and teachers’ institutes —

both local and national — directed by university professors. In addition, the VFH also has three exemplary programs that demonstrate the effectiveness and benefits of collaborations between state humanities councils and colleges and universities. The VFH established its Center for the Humanities in 1985. Scholars and writers serve for a semester or year as Fellows-in-Residence to undertake independent research and writing in the humanities. The fellows enjoy access to all University of Virginia facilities, make public presentations, and, in many cases, go on to publish award-winning books. The center gives the VFH visibility to colleges and universities outside of Virginia and attracts fellows from throughout the country and around the world.

The Washington Commission for the Humanities (WCH) and the Simpson Center for the Humanities at the **University of Washington** have an excellent collaborative and collegial relationship. WCH and Simpson Center staff meet regularly during the year to share ideas and resources. Each refers projects

and organizations to the other. Programs have ranged from cosponsorship of a college-level course in the humanities for those living in chronic poverty (the Clemente Course), to public lectures, professional development programs for K-12 teachers, and interdisciplinary panels and forums developed in conjunction with exhibits and performances. Simpson staff have served on advisory committees for WCH’s campaign for its online encyclopedia project, *This Far by Faith*, and for various film festivals. The Simpson Center has introduced the WCH to writers who have been featured at WCH salon evenings. The WCH staff also routinely discusses policy and program development with Simpson staff.



Kathleen Woodward and Robert Weisbuch speak at “Connecting with the Community: An Institute on the Public Humanities for Doctoral Students” at the University of Washington’s Simpson Center, September 15–19, 2003.

Photo courtesy of the University of Washington

Recommendation 6: Strengthen Foreign Language and Cultural Instruction

Universities should seek new opportunities to strengthen foreign language and cultural instruction.

- **Seek funding from Congress and government agencies for improvement of foreign language instruction, particularly in areas of national need.**
- **Emphasize that the current need for expertise in high-sensitivity areas is not a matter of language instruction only, but must also include studies in history, religion, and culture.**
- **Explore administrative structures that would increase the visibility of Less Commonly Taught Languages (LCTLs) and increase student participation in such programs.**

As Mary Louise Pratt, president of the Modern Language Association (MLA), notes on the MLA's Web site, over the last twenty years, North America has experienced its largest immigration wave ever. As a result, the linguistic and educational profiles of many states and communities have dramatically changed. In some states, 25 percent of school-age children now speak languages other than English. This immigration wave has resulted in a growing need for scholars, teachers, diplomats, businesspeople, and public-service professionals who have expertise in more than one language.¹²

The United States currently has three distinct language needs. First, the country needs an educated citizenry, and one of the keys is having bilingual and multilingual citizens. Language forms a foundation of understanding about another people and culture. Once a person has learned a language other than his or her mother tongue, he or she can develop a broader understanding of that culture and its history. One of the United States' long-term goals should be to encourage more citizens to learn a second language. Unfortunately, Members of Congress and other government leaders want — and seem to expect — programs that can produce language specialists in a matter of weeks or months, not those that will produce specialists more gradually.

Second, as corporations become increasingly multinational and economies become more global, there is an economic and business imperative.

Businesses may not only have dealings with individuals in other countries, but many of their own employees here may come from different countries or have different cultural traditions. Companies have an increasing need for employees fluent in foreign languages and those who understand and respond appropriately to cultural nuances.

Third, the United States government has an urgent need for language specialists. Even before September 11, 2001, many warnings were heard about a shortage of foreign-language speakers in governmental employment, creating a risk for national security. A National Flagship Language Program was proposed for the Department of Defense in FY2002, and Congressional



University students learn the choreography and context of a dance with Aztec roots at the University of California-Irvine.

Photo courtesy of University of California-Irvine

appropriators looked favorably upon the program. Unfortunately, its inclusion in the FY2002 Defense Appropriations bill was complicated by the events of September 11.

Government interest in identifying and recruiting individuals fluent in foreign languages and knowledgeable about other cultures has not lessened. In October 2002, the Associated Press reported that, because of a critical shortage of native Arab speakers, the U.S. Army was considering recruiting Middle Easterners into the ranks of its elite Special Forces.¹³

Despite recent outcries for increased cultural awareness, U.S. universities have not provided students with sufficient incentives for the study of foreign language, for study-abroad programs, and for global,

Eighty-six percent of U.S. university students agreed that knowing a foreign language would make them more likely to achieve career success; in 1981, only 54 percent of college freshman and 51 percent of seniors agreed with this idea. Since September 11, 2001, there has been a greater interest in foreign language and cultural education, particularly with respect to Less Commonly Taught Languages (LCTLs).

international, and area studies programs. Innovative multidisciplinary humanities and social science programs, taking full advantage of information technologies, are needed.

Currently, only 8 percent of U.S. college students study a language, and only 10 percent of those study less commonly taught languages (languages other than French, Spanish, or German), according to Marc Fisher of the *Washington Post*. The American Council on Education (ACE) reports that “only 7 percent of U.S. students have what one Department of Education study regards as a minimal level of global preparedness.”¹⁴

In that context, it is encouraging to note that a national survey of 500 college-bound students done by the ACE suggested that students are interested in, and believe they would benefit from, knowing a foreign language. Eighty-six percent of the students agreed that knowing a foreign language would make them more likely to achieve career success; in 1981, only 54 percent of college freshman and 51 percent of seniors agreed with this idea.¹⁵ Fifty-seven percent of the students surveyed by ACE planned to take a foreign language in college, and 98 percent had already had some language training in secondary school.¹⁶

Another study of 1,006 Americans aged 18 years or older showed that 85 percent considered speaking another language to be very or somewhat important, compared to 65 percent in 1988. However, only 17 percent of the survey respondents considered themselves to be fluent in another language, and 48 percent claimed to be fairly or somewhat proficient, down from 58 percent of respondents to a 1988 Gallup survey who claimed to speak another language fluently.¹⁷

Since September 11, 2001, there has been a greater interest in foreign language and cultural education, particularly with respect to Less Commonly Taught Languages (LCTLs), especially Arabic, Farsi, Pashtu, and Urdu. While AAU universities do frequently offer courses and training in LCTLs, adding new languages and expanding current offerings is expensive, especially in a time of tightening budgets. Some universities have begun to take a consortium approach to language training. Consortium members divide languages among them so that not all members offer all languages. Examples include the **University of California’s** Language Consortium, **Columbia-New York University**, the **University of North Carolina-Duke**,

and the Committee on Institutional Cooperation.*

Programs like the Department of Education’s Title VI International Education Program and the Department of Defense’s National Security Education Program also offer funding for students who study LCTLs needed by government agencies. Universities may wish to ask for additional help from government agencies for funding to offer more and better classes in LCTLs.

The overall decline in language studies combined with the need for renewed emphasis on languages creates an opportunity to try new models, especially those run in conjunction with history, anthropology, and politics. Completely different from traditional area studies, this type of focused language program would also create new opportunities to connect with K-12 systems and professional societies.

Finally, it is important to note that, on October 22, 2002, the AAU membership adopted a resolution urging the federal government to establish a new graduate education fellowship program to address national needs in critical and understudied areas of knowledge, including but not limited to language and culture. The full text of the resolution is as follows:

The Association of American Universities strongly urges the Administration and the Congress to establish a new graduate education fellowship program to address national needs in critical and understudied areas of knowledge, including but not limited to language and culture, that are important to the nation’s ability to face new national and international threats and challenges. This new fellowship program should by appropriate means address national needs in a comprehensive manner that complements, and does not detract from, current federal fellowship programs. This new fellowship program should strengthen graduate study in a manner similar to that of the National Defense Education Act of 1958 and the way it invigorated graduate study in areas of national priority during the Cold War.

* The Committee on Institutional Cooperation (CIC) is comprised of the eleven Big 10 universities (Illinois, Indiana, Iowa, Michigan, Michigan State, Minnesota, Northwestern, Ohio State, Penn State, Purdue, and Wisconsin) and the University of Chicago.

SUCCESSFUL PRACTICES

Foreign Language and Cultural Instruction

Michigan State University's Center for Language Education and Research (CLEAR) is a Title VI U.S. Department of Education-funded language resource center designed to support efforts to promote the efficient and effective teaching and learning of foreign languages. CLEAR offers summer on-campus and academic year on-site workshops for high school language teachers, develops business language materials for the high school classroom, provides foreign language teaching tips and research updates for high school teachers in its newsletter, and offers assistance in promoting the teaching of foreign languages in K-12 systems, both through special workshops and through its video targeted at K-12 students and teachers. Faculty in Spanish and French provide study-abroad workshops for Spanish and French teachers; and faculty in German offer German Weekend. CLEAR has received steady federal funding (most recently \$1.3 million over four years), and faculty specialists are providing leadership within the Committee on Institutional Cooperation for "course-share" in the LCTLs, as well as leadership in the development of national policy in foreign language instruction. Further evidence of success is demonstrated by the interest shown by other institutions in CLEAR personnel and programs; the on- and off-campus visibility of its programs, conferences, and workshops in language education; collaborations with other non-humanities disciplines; external recognition of associated faculty, as measured by publications and speaking opportunities; Web site hits at CLEAR; innovation in online language instruction, especially in the LCTLs; and extensive collaboration with the several Department of Education Title VI area study centers at MSU.

In response to the growing Latino community seeking treatment at **Stony Brook University** Hospital, the Division for Medicine in Contemporary Society developed an elective course of instruction in Spanish for Physicians, open to fourth-year medical students. The course is led by graduate students from the Department of European Languages, Literatures, and Cultures. All are native speakers with cultural awareness of the mores in regional Hispanic communities. The course focuses on the development of conversational fluency, and emphasizes vocabulary and forms useful in a medical context. In addition to the language classes, students participate in simulated patient encounters. These are also staffed by graduate students from various departments who represent different linguistic and cultural strains of the American-Hispanic community. The students are prepared to simulate a patient presenting a classic case of a major illness who is then interviewed in Spanish by the students. The interviews are videotaped and followed by a session of analysis and feedback from the interviewee and instructors.

Continued

SUCCESSFUL PRACTICES

Foreign Language and Cultural Instruction

The Language Learning Center (LLC) is the central site on the **University of California, Davis**, campus for technology-based language pedagogy. In addition to managing state-of-the-art spaces for language activity, the LLC differs from traditional language laboratories by offering workshops on a variety of topics, conducting computerized adaptive placement examinations, assisting with the creation of courseware, and serving as a support mechanism for student and faculty language and technology endeavors. The LLC has created a template to develop multilingual, enhanced chat tools and interactive digital movies for teaching foreign language and cultural phenomena. The movies have some interactive features — for example, annotations for difficult vocabulary; ten bookmarks with the last one capable of being constantly updated; and the ability to turn video, subtitles, and audio on and off at any point during display. The capabilities developed at the LLC allow students with different learning styles to control the amount and channels of visual and audio signals so that they can avoid cognitive overload, while instructors can use video thus enhanced for different instructional purposes. This technology was developed in house and is not available from current DVD technology, nor has it been presented at the most important foreign language or educational conferences or publications.

The College Language Center at the **University of Southern California** was formed in 1997 to provide a nexus for resources that language instruction programs share: training for graduate assistants, professional development for non-tenured faculty, and creation and implementation of technology-based solutions for learning foreign languages and cultures. In the past six years, the center has secured funding to assist departments in revamping lower-division language instruction to include Web-based technologies, digital media, and course-management system homework and recordkeeping. Funding from the Mellon Foundation has allowed the center to implement a fully electronic self-grading workbook in basic Spanish language courses and to reformulate and implement technologically innovative language curricula in first-year courses in Chinese, French, German, Italian, Russian, Japanese, and Korean. The center is also developing a cutting-edge resource for learning Italian language and culture, which combines advanced gaming technology with language, art, geography, history, and culture. In addition, the language teaching staff has been professionalized through a significant expansion of the ranks of full-time lecturer and senior lecturer. These lecturers replaced graduate assistants — whose numbers dramatically decreased with the advent of a funding initiative that provides graduate students with more years of fellowships and fewer of teaching assistantships — and part-time instructors. Finally, by co-locating the College Language Center and the Writing Center in a modern, visually appealing facility, USC has ensured that its freshmen and sophomores become familiar with resources designed to help them succeed academically.

Recommendation 7: Support Digital Information and Technology

University presidents, provosts, and humanities deans should support the development and use of digital information and technology in the humanities.

- Make digital information and technology integral to strategic planning for humanities programs.
- Promote collaborations between humanists and computer scientists.
- Provide resources for archiving efforts.
- Give full consideration to work with digital information and technology during the tenure and promotion process.
- Ensure that faculty understand the implications of copyright laws for digital work.

While books remain centrally important to the humanities, digital and online work in the humanities is increasingly leading to new and fascinating places. Scholars in every field of the humanities are working with new technology to create resources that were inconceivable before computers and the Internet. Teaching and research are being jointly enhanced, more closely connected, and being made more accessible to the public through the use of digital technology.

Collaboration between humanists and computer scientists, necessary for many digital projects, is often hindered by lack of a common language and methodology. University administrators can help encourage such collaboration through the same methods they use to encourage collaboration in other areas: creating common spaces for conversation and discussion, encouraging interdepartmental projects, providing assistance to help scholars learn more about their collaborators' techniques and vocabulary, and ensuring sufficient resources.

Another issue that must be addressed is archiving and storage of digital material. While storing digital media requires less physical space than storing books or journals, it is not cost-free. Not only does information need to be stored, but it also needs to remain available and accessible. This means that, should storage technology change, as it frequently does, information needs to be upgraded so that it can be downloaded with the new technology. Information stored on wax cylinders is of little use in a CD-ROM world.



Universities need to support faculty in exploring these new fields. Faculty members are more reluctant to enter into novel forms of publication and creation if they have concerns that such work will carry less weight in the tenure and promotion process than work published in a more traditional fashion. While administrators should, of course, hold digital and online works to the same high standards as traditional works, they should also recognize that in many cases the creation of such work reflects a great deal of effort and scholarship. This should be reflected in faculty evaluations and included in consideration of their body of work. If faculty members see that these works are valued by the university, they will be less reluctant to experiment with new and innovative uses of online scholarship.

The Web makes information widely available, but it does not necessarily make it free or place it in the public domain. Much information available online is copyrighted, and more content owners are becoming increasingly careful about protecting their property. University administrators and faculty members need to stay informed about copyright law in order to avoid possible conflict with laws such as the Digital Millennium Copyright Act (DCMA).

Humanities work online can be divided into two basic categories: work that enhances “traditional”

Experiments in Art and Technology (E.A.T.) Reunion 1966-2002. This symposium and performance events showcased the history of E.A.T., a legendary group of 1960s and 1970s artists and engineers whose groundbreaking collaborations paved the way for new art using electronic media.

Photo courtesy of University of Washington

SUCCESSFUL PRACTICES

Support Digital Information and Technology

In June 2003, the Humanities, Arts, Science, and Technology Advanced Collaboratory, a strategic alliance of scientists, humanists, artists, social theorists, legal specialists, and information technology specialists, was launched. HASTAC (pronounced “Haystack”) is founded on the belief that the future of cyberinfrastructure must be driven by creative discovery across disciplinary divides because of the profound impact of new technologies on individuals and society. HASTAC scholars and researchers plan to think transformatively about their disciplines and engage in the design and application of innovative computing and scientific technologies for the humanities, arts, and interpretive social sciences.

More than fifty-five scholars, practitioners, and industry representatives participated in the first meeting of the group at the **University of California** Humanities Research Institute (UCHRI), at UC Irvine, on June 5-6, 2003. Discussion topics included collaboration in high-performance computing, biotechnologies, digital libraries, multimedia, archiving and search technologies, interoperable standards, and systems for virtual communications environments such as visualization caves. Issues of transformation, animation, preservation, and conservation came to the forefront along with the group’s vision to create, implement, distribute, and analyze new knowledge and discovery spaces. The resulting action plan calls for research, development, assessment, and application of emerging science and technology solutions. The group will also develop a white paper for the National Science Foundation’s cyberinfrastructure initiative.

The founding HASTAC members include the University of California Humanities Research Institute; **Duke University**’s John Hope Franklin Center and Humanities Institute, the **University of Maryland** Institute for Technology and the Humanities (MITH); **Stanford University**’s Humanities Lab; Virginia Institute for Advanced Technology in the Humanities; San Diego Supercomputer Center at the **University of California, San Diego**; National Center for Supercomputing Applications at the **University of Illinois**; Minority Serving Institutions High-performance Computing Working Group; Creative Commons (an advocacy group supporting flexible intellectual property licensing applications); California Digital Library; and several other major digital archiving and exhibition centers and industry partners.

scholarly work, such as indexing, researching, and reading; and online/digital projects that move in directions that would not be possible without the use of computer and/or Internet technology. There is, of course, much overlap among categories, and any black-and-white categorical division is impossible.

Traditional Work

Searching

Search engines — that is, tools to help scholars track down the resources they need for their work — have also been greatly enhanced by the Internet. It is now possible to use the Web to browse or search distant collections to determine whether or not they have use-

ful resources. Sometimes a scholar can even examine the necessary document or image directly on his or her computer screen.

For collections of paintings and other artworks, searching by description alone can be difficult. SPIRO, a catalogue of the Architecture Slide Library at the **University of California, Berkeley**, provides thumbnail images of search results as well as textual descriptions, allowing scholars to browse images and to locate specific images more quickly.

Some search engines link many databases and/or portals together, allowing the scholar to search multiple collections at the same time. These include projects like the American Heritage Virtual Digital Archive. This project, partially funded by the NEH and sponsored by the **University of California, Berkeley**; **Stanford University**; **Duke University**; and the **University of Virginia**, is creating a shared database of encrypted archival description-encoded finding aids for collections related to U.S. history and heritage.¹⁸ They are tackling problems involved in combining multiple collections — for example, what to do when two collections contain very similar or even identical material, how collections ought to be maintained and new records created, and how to ensure consistent metadata so that viewing and searching are uniform for all collections.

Metadata, especially, are of vital concern. Metadata consist of encoded information on such things as bibliography, origin, and description, which allows a search engine to locate required information more precisely and allows data to be authenticated as coming from a recognized, reputable source. The Dublin Core was estab-

lished to develop a standard for metadata in order to allow searches to cover multiple collections. The Electronic Cultural Atlas Initiative (ECAI) uses the Dublin Core standard to create a searchable “one-stop shop for historical and cultural data of substance.”¹⁹ It does not collect information itself, but it has created a catalogue of sites and collections and ensured that they all adhere to common metadata standards and that they are appropriate and useful. With the right software, a scholar can search all of these sites at once through one interface.

The American Arts and Letters Network, sponsored by the American Council of Learned Societies (ACLS) and the Coalition for Networked Information with funding from the Mellon Foundation, is attempting to create not only a collection of humanities resources but also a space for networking and scholarly conversation. Like the ECAI, it provides links to applicable resources (selected and reviewed for quality) rather than gathering collections itself. However, it also is designed to provide “a collaborative presence on the Web, a ‘place’ where teachers and scholars and students can go to discuss issues, exchange ideas, participate in online conferencing, and collaborate on projects of mutual interest” plus “a genuine peer review and ongoing evaluation process of networked information that is pertinent to the humanities.”²⁰

While there are numerous search aids available, they need to be useful for scholars. Brockman et al. pointed out a need for standardized interfaces, the ability to search for materials (particularly older materials) which may diverge from standard spelling conventions, and help files tailored to the needs of scholars in

SUCCESSFUL PRACTICE

Searching

In May 2003 the Einstein Papers Project at the **California Institute of Technology**, in collaboration with the Albert Einstein Archives at the Hebrew University in Jerusalem, launched the Einstein Archives Online. The Web site allows viewing and browsing of approximately 3,000 high-quality digitized images of Einstein’s writings. The site also provides access to the online version of the Einstein Archives Finding Aid, a comprehensive description of the entire repository of Einstein’s scientific and non-scientific writings, professional and personal correspondence, notebooks, travel diaries, personal documents, and third-party items contained in the original collection of his personal papers.

different subjects or at different levels of experience.²¹ Search engines for humanists need to be tailored for humanist needs, which may include item-level searches, ability to narrow searches (for example, to novels by English women writers in the late nineteenth century), and the ability to locate particular editions. Brockman et al. also note that browsing is fundamental to humanities scholars. Institutions might help by providing training for faculty members in relevant search engines.²²

The ability to search only for peer-reviewed material is an important consideration, particularly when it comes to Web sites and other Internet resources, where the source and quality of the data are not always evident. Scholars need assurance that the works they find are of scholarly value.

A 2001 study found that many scholars disdain discussion groups because of a high fluff-to-substance ratio.

Communication

One of the most obvious uses for digital and Internet technology is communication. E-mail allows scholars in different parts of the world to read, comment on, and learn from each other's work in far less time and at far less cost than had previously been the case. Scholars also gain access to works that may not yet be officially published or indexed.

Discussion groups also provide a forum for scholarly communication and conversation. A 2001 study found that many scholars disdain discussion groups because of a high fluff-to-substance ratio. However, a 1997 ACLS Occasional Paper reported "lively scholarly debates" and "valuable interaction between scholars and interested lay readers" for certain discussion groups (specifically, PHILOS-L and AUSTEN-L).²³

SUCCESSFUL PRACTICES

Communication

H-Net, an international consortium of scholars and teachers hosted by MATRIX, the humanities technology research hub in the College of Arts and Letters at **Michigan State University**, creates and coordinates Internet networks with the common objective of advancing teaching and research in the arts, humanities, and social sciences. H-Net is committed to pioneering the use of new communication technology to facilitate the free exchange of academic ideas and scholarly resources. Among H-Net's most important activities is its sponsorship of more than 100 free electronic, interactive newsletters (lists) edited by scholars in North America, South America, Europe, Africa, and the Pacific. H-Net lists reach over 100,000 subscribers in more than ninety countries. Subscribers and editors communicate through electronic mail messages sent to the group. These messages can be saved, discarded, downloaded to a local computer, copied, printed, or relayed to someone else. The lists are connected to their own sites on the World Wide Web that store discussion threads, important documents, and links to related sites on the Web. Each is edited by a team of scholars and has a board of editors; most are cosponsored by a professional society. The goals of H-Net lists are to enable scholars to communicate current research and teaching interests with ease; to discuss new approaches, methods, and tools of analysis; to share information on electronic databases; and to test new ideas and share comments on the literature in their fields.

The Digital Libraries at the **University of Pittsburgh** include PhilSci Archive, an electronic archive for preprints in the philosophy of science. Sponsored by the Center for Philosophy of Science and the University Library System, PhilSci Archive is offered as a free service to the philosophy of science community to promote communication in the field by the rapid dissemination of new work.

Preservation and Access

Digitizing vital collections is a useful way to preserve them and make them far more readily accessible. A collection on the Web can be used simultaneously by scholars all over the world without risking damage to potentially fragile original works. Also, images and sound as well as text can be put online, allowing for the preservation of paintings, photographs, music, and even original manuscript pages.

Collections of humanistic texts and other files on the Web are numerous and rapidly growing. Compendia may include comprehensive works of one particular author or artist, or may center on a particular historical or cultural issue or even a particular medium.

The **University of Virginia** Library's Electronic

Text Center (ETC) is not only collecting a wide range of electronic texts (70,000 texts, in fifteen languages, with 350,000 related images) but also working to educate students and scholars about the creation and use of these texts. It provides training and project management help, as well as equipment. The ETC includes 1,800 publicly available e-books.

The Library of Congress, of course, has an important role to play in preservation and access. Its American Memory project provides over seven million digital items (documents, images, and sound files) concerning American history and culture. The Library of Congress is also involved in a national program with other government agencies to capture and pre-serve digital materials such as

SUCCESSFUL PRACTICES

Preservation and Access

At the **University of California, Berkeley**, the Bancroft Library's Tebtunis Papyri Collection and the Advanced Papyrological Information System (APIS) Project are funded by the NEH as part of the Advanced Papyrological Information System and through \$50,000 from the Berkeley chancellor's special funds. The center holds the largest collection in the United States of papyrus documents from a single site, comprising over 21,000 pieces. It is constructing a Web site that will provide electronic access to digital images of the Tebtunis Papyri in the collection, along with verbal information. As part of the APIS project, the Web site collaborates with the work of papyrologists at a number of U.S. universities to integrate in a "virtual" library the holdings from their collections through digital images and detailed catalog records. These will provide information pertaining to the external and internal characteristics of each papyrus, corrections to previously published papyri, and republications. Similarly, the **University of Michigan** Papyrus Collection provides online access to more than 3,500 fragments of papyrus from the collection of over 12,000 inventoried items, including materials such as family letters, taxpayer lists, birth records, protective amulets, and other important historical documents.

The Institute for Advanced Technology in the Humanities (IATH) at the **University of Virginia** hosts the Valley of the Shadow, <http://www.iath.virginia.edu/vshadow2/>, an archive of documents, images, maps, and records for two communities, one Northern and one Southern, during the Civil War. The project, focusing on August County, Virginia, and Franklin County, Pennsylvania, creates a social history of the war, from its prelude to its aftermath, and promotes the teaching and learning of history using digital technologies.

UVA Anthropology Professor Stephen Plog, a fellow at the University of Virginia's Institute for Advanced Technology in the Humanities (IATH), discusses his research — a digital archive of Chaco Canyon — with one of his students, Carrie Heitman. IATH's mission is to provide scholars in the humanities with the time, tools, and techniques to produce lasting contributions to the human record in electronic form.

Photo courtesy of University of Virginia News Service



television and radio shows, Web sites, and sound recordings.

The Mellon Foundation's journal storage project, JSTOR, is working to build a comprehensive archive of electronic journals, thus making them more readily available with less storage cost and inconvenience for libraries.

The usefulness of electronic texts depends in large part on how accessible they are, how reliable their source is, and how easy it is to find a particular text or piece of information. The Center for Electronic Text in the Humanities has a list of guidelines on how to evaluate electronic texts. It can be found at <http://www.ceth.rutgers.edu/intromat/E-TEXTS.htm>.

One difficulty with using digital means to preserve and provide access to important works is, ironically, the

speed with which technology moves. Storage systems frequently become obsolete, thus making it problematic to store data and files over time. Even if older encoded information remains accessible, it may be far more difficult to retrieve, as is the case now with microfilm.

Data Analysis

One of the benefits of combining computing power with a large collection of electronic texts is the ability to collect and analyze data much more quickly and effectively. For example, it is possible to analyze style and frequently used words in literary or historical works, or to create critical editions by analyzing patterns in works.

The Linguistic Data Consortium, hosted at the University of Pennsylvania and funded by Advanced

SUCCESSFUL PRACTICES

Data Analysis

Carnegie Mellon University's DocuScope project is a text visualization environment that analyzes texts by matching over 150 rhetorical categories and millions of possible text patterns. Used by the English and statistics departments, the tool has applications in writing and reading education and in rhetorical research. For education, the interface allows students looking at their texts in the environment to see and analyze their composing choices. They can also visualize multiple texts at once and so compare the choices they made as writers with the choices their peers make. For research, DocuScope gathers statistics on texts and text collections from a rhetorical point of view. It is an ideal environment for carrying out multivariate statistical analysis to address classical problems in textual research, such as author attribution, classification, and discrimination.

The Digital Scriptorium at the **University of California, Berkeley**, is a prototype image database and visual union catalogue of medieval and Renaissance manuscripts in the university's Bancroft Library. Funded in phases by Mellon and NEH grants, this project was conceived as an image database of dated and datable medieval and Renaissance manuscripts, intended to unite scattered resources into an international tool for teaching and scholarly research. It has evolved into a general union catalog designed for the use of paleographers, codicologists, art historians, textual scholars, and other researchers. As a visual catalog, it allows scholars to verify cataloguing information about places and dates of origin, scripts, artistic styles, and quality. It documents visually even those manuscripts that traditionally would have been unlikely candidates for reproduction. It provides public access to fragile materials otherwise available only within libraries. Because it is Web-based, it encourages interaction between the knowledge of scholars and the holdings of libraries to build an ever-enriched and corrected flow of information.

Research Projects Agency (ARPA) and the National Science Foundation (NSF), “creates, collects, and distributes speech and text databases, lexicons, and other resources for research and development purposes.”²⁴ By providing large quantities of data and other resources, the LDC helps to ensure that textual analyses are accurate and can be replicated easily.

Teaching

Teaching and research are becoming more closely tied because of digital technology. Due to the greater accessibility of original materials on the Web, it is now far easier to expose students to original materials and to involve them more deeply in original scholastic research. Interactive exhibits use varied approaches to

their topics, allowing teachers to reach students with different learning styles more effectively.

Students can also use digital and online resources to prepare their own creative and scholarly works. Even students at undergraduate levels are participating in projects like the Brown Storyspace Cluster, “a collection of several hundred hypertext and hypermedia Webs including informational materials, fiction, and poetry created by **Brown University** faculty” and their students from 1992 to the present.²⁵

Non-Traditional Projects

Not only does digital technology make traditional humanities work more easily, but it also can lead

SUCCESSFUL PRACTICES

Teaching

Emory Online 2001 grew out of the successful Culpeper Seminar in Teaching with Technology, which was originally funded by the Culpeper Foundation for three years. Now jointly sponsored by the Center for Teaching and Curriculum in the College of Arts and Sciences and the Information Technology Division, Emory Online 2001 is designed to help educators use technological resources in the classroom. During the summer of 2001, six to seven teams of professors and graduate students were granted three weeks of training in two sessions to develop their projects. Initiatives to extend Emory’s information resources in electronic venues include the Scholars Press-Emory Libraries Linked Academy Journals Project, involving the experimental publication of four electronic religious studies journals. The project is sponsored by a \$250,000 grant from the Andrew Mellon Foundation. Emory is also taking part in a collaborative initiative with **Harvard** and **Yale Universities** to create a shared electronic resource.

The College of Humanities at the **University of Arizona** in 1997 began to implement a series of academic initiatives designed to enhance college instructional laboratories. The goal was to provide college faculty and graduate teaching assistants with technology-rich teaching environments so that innovative curricular developments could enhance humanistic inquiry and learning in undergraduate and graduate courses. The humanities instructional computing labs are unique from other available computer classrooms on campus in that the instructors of each regularly scheduled class are assigned an instructional computing staff person. Their role is to help facilitate the natural inclusion of technology with instruction and to help prevent technical mishaps from moving the focus of their classes away from learning.

Continued

SUCCESSFUL PRACTICES

Teaching

- The first initiative was the College of Humanities' Collaborative Learning Laboratory (COHLab), now in its fifth year in operation. This is a site in which faculty can design, implement, and assess the integration of collaborative writing and learning into a number of courses offered within the college, such as foreign language courses, first-year composition courses, general education courses, and graduate courses involving and providing teacher training. Collectively, these courses demonstrate the College of Humanities' ongoing commitment to both its curricular mission and faculty development, fostering the merging of scholarly research with innovative instructional technology. Last year, the COHLab served more than 750 students per semester, or approximately 1,500 students.
- The creation of the COH Instructional Materials Development Laboratory in 1999 has allowed the college to provide instructors with the contemporary tools and resources they need for instructional materials development. At last, the College of Humanities has a vital hub where faculty and teaching assistants from all departments and programs are able to integrate technology and international media into a wide range of courses spanning general education foundations through graduate seminars.
- A Strategic Humanities Instructional Computing (HIC) Plan was developed and successfully implemented. The five-phase plan included assessment, infrastructure, developing faculty resources, instructional environments, and outstanding instructional projects. HIC developed several conversation transcript analysis tools, using the programming language Java. This has led to the development of synchronous communication applications that will provide instructors with increasingly sophisticated assessment tools for understanding second-language learning. It is the university's hope to offer these tools in computer-mediated composition (CMC) to foreign language instructors outside the Romance languages. The combination of efforts already completed and underway will also serve as the building blocks in the foundation of the College of Humanities' effort to develop newly designed foreign language placement examinations in the next year. In fall 2003, AIA-HIC programmed, designed, and developed the first computer-adaptive Spanish Heritage Learner Placement Examination in the country.

The **University of California, Irvine**, has created HumaniTech, an office to coordinate efforts to increase the use of technologically enhanced instruction. The director of HumaniTech also advises faculty on fair-use issues related to Web-based instruction and the use of images and texts; conducts workshops on topics such as the creation of a basic Web page, DreamWeaver, PowerPoint, software evaluation, and Web-based library search engines; serves as a liaison with subject-matter librarians of relevance to the school and the Office of Academic Computing; and sponsors a series of annual colloquia on the Web as a tool and a shaper of epistemological change. HumaniTech has tremen-

SUCCESSFUL PRACTICES

Teaching

dously increased the use of the Web in humanities classrooms. The availability of “how to” workshops and individual consultation within the school has made it much easier for many faculty members to take the first steps toward the use of the Web in the classroom. Before HumaniTech was created, faculty had only one option — to participate in workshops that were held far across campus and conducted by the campus’s central computing office. Although HumaniTech makes use of centralized resources, it provides services on site in the school. This has made it much easier for many humanities faculty to become familiar with Web-based technologies and incorporate them into their work in the classroom.

humanities work in entirely new directions. Humanities projects today include work that could not be done without digital technology and/or the Internet. Following is a sample, but by no means comprehensive, list of some of the non-traditional work being done digitally.

Multimedia Projects

There are numerous multimedia projects on the Web that allow users to choose their path through the data,

selecting images and text in the order that makes most sense to them; or to explore simultaneously text, images, and sound. Sometimes the viewer can even see various versions of a particular image.

For example, a Web site sponsored by the Institute for Dynamic Educational Advancement explores, through infrared and x-ray scanning, changes in Bellini’s *Feast of the Gods*, a painting that was created by Bellini and later painted over by Titian. The Web site, at <http://Webexhibits.org/feast/>, allows the viewer to see how var-

SUCCESSFUL PRACTICE

Multimedia Projects

The Shakespeare Electronic Archive — based at the **Massachusetts Institute of Technology**, with collaborators at the Folger Shakespeare Library, the **University of Pennsylvania** Library, the Huntington Library, the Royal Shakespeare Company, and other institutions — was founded in 1992 with NEH funding. The archive has the double mission of creating multimedia collections of Shakespeare materials — electronic texts, facsimiles and transcripts of early editions, works of art and illustration, digital versions of films and performances — as well as new electronic tools for making such collections useful in active classroom pedagogies. The vision animating this project is the creation of online collections in which all materials relevant to a passage in a Shakespeare play can be downloaded rapidly through links to that passage, and can be juxtaposed, compared, annotated, and reconfigured by scholars and students. In this way, the multimedia archive not only becomes a vital supplement to the library but also supports — remotely or in the classroom — the kinds of iterative, shared “close reading” of documents that are crucial to research and learning in the humanities.

ious versions of the painting appeared, and includes text and images to help the user put the painting in context and hear music from the appropriate time period.

Electronic Journals

Electronic journals, particularly in music, can link to and include sound files, creating articles that include the music they discuss and analyze. A journal dedicated to art history or art can link to images of the paintings discussed, perhaps giving a close-up of a detail under discussion.

Digital Libraries

The nation's most innovative university libraries are no longer just archives; they are laboratories. With increasing numbers of manuscripts, rare books, monographs, journals, images, and audio and video materials in searchable, malleable, digital form, humanists have the material to expand the realm of their inquiries, the nature of their research, the forms of their teaching, and the scope of their publications to scholarly and general publics.

In recent years, librarians and digital research centers located in libraries have been key in providing not just digital material but also training and encouragement for cross-departmental and disciplinary work. The first phase of this work, mostly localized and project-specific, has created a thirst among scholars and students for massive digitization and pervasive training. Impeding the roll-out of digital scholarship are copyright laws, enormous increases in journal subscription prices, decreasing monograph purchasing power, and the high cost of adequate technology staffing.

SUCCESSFUL PRACTICE

Electronic Journals

In December 2000, the Andrew W. Mellon Foundation awarded the **University of Virginia** a grant to establish an electronic imprint at the University Press for the publication of “originally digital” scholarly research. The award was matched with funding from the University of Virginia, and the work was to be conducted over approximately two years. The purpose of the project, which was expected to run through the end of 2003, is to examine the possibilities of publishing scholarly research in digital form. Specific issues to be addressed were the selection and evaluation of appropriate content for the imprint; application of traditional publishing skills of editing, design, and marketing to the new medium; costs and problems associated with various types of digital delivery; and exploration of various cost-recovery mechanisms for digital publications.

SUCCESSFUL PRACTICES

Digital Libraries

Harvard University's Library Digital Initiative (LDI), begun in 1998, is a five-year, \$12-million project to expand the range of digital holdings and to provide technical support to librarians, faculty, and others in the university. Groups within the university can apply for matching funding in order to create a digital resource. Examples in the humanities have included projects to digitize 3,600 Asian art images and to preserve rare recordings from Byzantine chant to South Slavic heroic song to the music of Duke Ellington. In addition, the Harvard University libraries have accessioned a wide range of databases and reference resources in the humanities, which are being augmented continually. Recent acquisitions, for example, have been a database on black drama (from 1850 to the present), digital facsimiles of Protestant tracts from the Reformation period, and the centenary database of the *Times Literary Supplement*, in addition to electronic journals in all fields of the humanities.

Indiana University has created a groundbreaking digital library to support research and education in the field of music using a \$3-million grant from Digital Libraries Initiative-Phase 2, a multi-agency federal program with funding from the National Science Foundation and the National Endowment for the Humanities. The four-year grant allows IU information technology specialists, researchers, librarians, and music experts to establish a digital music library testbed, develop computer applications for education and research in the field of music, and seek answers to the thorny issues surrounding music-related intellectual property rights. IU will develop software tools and applications to support music teaching, learning, and research. Faculty researchers on the project have a variety of academic backgrounds, including computer science, information science, law, and music. The project is an outgrowth of IU's Digital Library program, a university-wide collaboration of the IU libraries, the Office of the Vice President for Information Technology, and academic researchers led by the School of Library and Information Science.

Recommendation 8: Focus on Libraries and Books

University presidents, provosts, and humanities deans should take responsibility for sustaining the vigor and quality of humanities scholarship and its dissemination and preservation through book publishing and other appropriate communication mechanisms.

- Provide subventions to junior faculty as the equivalent of science faculty start-up costs. Faculty members could elect to use such allowances to help finance first books published by university presses.
- Promote efforts to reduce the costs of scientific, technical, and medical (STM) journals, thereby freeing up library budgets to restore their capacity for book purchases.
- Work with university presses to explore new ways of digital publishing that may significantly reduce costs and facilitate dissemination and use of scholarly works.

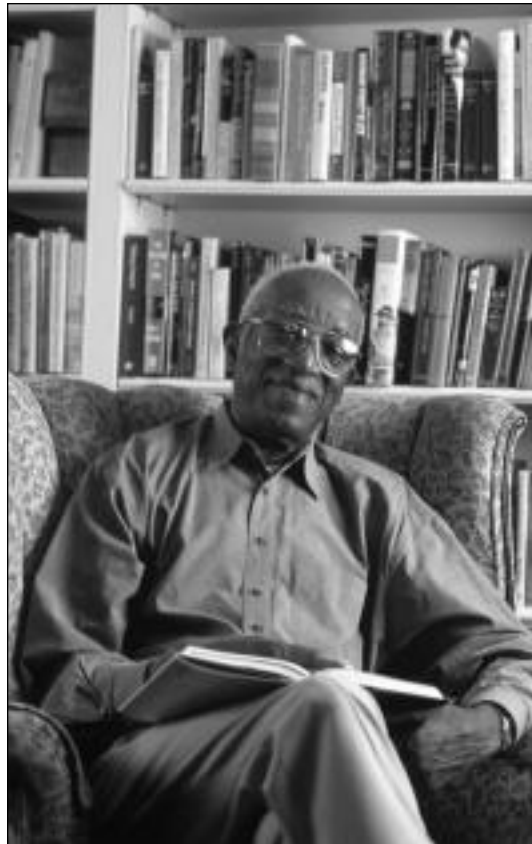
As important as digital technology is, the principal way by which humanities scholars in most humanities fields disseminate the results of their research and scholarship is through books. The publication of books expands the corpus of knowledge and understanding in the humanities and provides the means by which humanities scholars establish their contributions to their disciplines and the broader public and, in so doing, provide a key basis for considerations of promotion and tenure. University presses have long been the primary means by which scholarly books have been published, thereby playing a critical role in the advancement of scholarship and the interests of individual scholars.

But there is a growing problem in book publishing. It is becoming increasingly difficult for humanities scholars to publish the results of their research and scholarship in book form. This difficulty is due not to any decline in the quality of scholarship but to the convergence of a number of factors, some outside the domain of the humanities. Among the principal contributors are the following:

- reduced subsidies by universities of their presses, forcing presses in their decisions about publishing a given manuscript to increase the proportional weighting given to revenue generation relative to the traditional principal weighting given to the merit of the scholarship;
- reduced purchases of books by research libraries, whose budgets have been increasingly consumed by the dramatically increasing costs of STM journals;
- the rapid and rampant growth of course packs, which have benefited students by relieving them of having to buy whole books for courses that will engage only a portion of those books, but which have as a consequence dramatically reduced the market for such books;
- changes in the nature of humanities scholarship, which — as in non-humanities fields — has become increasingly specialized, reducing the lay market for scholarly books; and
- the growth of commercial “box store” book publishers, which flourish with a thin repertoire of popular books, and demand rapid turnover in stock and small inventories.

John Hope Franklin, a distinguished author, scholar, and teacher, has inspired many students and colleagues to increase their understanding of the causes and remedies of inequality, bigotry, and oppression. The John Hope Franklin Center was established at Duke University in 2000 in his honor.

Photo courtesy of Duke University



These and other factors have combined to create an immediate and serious problem in the dissemination of humanities research and scholarship and in the professional progression of humanities scholars. The academic community can debate the causes and the degree of contribution of specific factors, but there can be no debate that a problem in humanities-books publishing is upon us.

University administrators should discuss this situation and possible solutions with faculty members, and AAU should work with its member universities, university presses, scholarly societies, and libraries to develop community-wide responses. No doubt different disciplines will have different mixes of responses, and different universities will find different optimal campus responses. But the community overall must address this problem in the context of scholarly communication more broadly, and work toward a sustainable solution that will reliably and rigorously sustain the scope and quality of the dissemination of humanities scholarship.

Recommendation 9: Provide Funding

University presidents, provosts, and humanities deans should provide funding for selected strategic initiatives in the humanities and encourage and support outside fundraising.

- **Establish humanities research funding programs.**
- **Develop startup packages for humanities faculty.**
- **Provide funding for pilot programs.**
- **Ensure that successful pilot programs get continued funding.**
- **Aggressively seek outside funds for humanities programs from government, corporations, foundations, and individual donors.**

Funding for humanities programs at universities traditionally has come from three main sources: the federal government, particularly the National Endowment for the Humanities (NEH); private foundations; and universities themselves. In recent years, universities have provided most of the required support.

Federal support for the humanities is currently very limited. Over the years, the combined impact of budget cuts and inflation has reduced the number, diversity, and buying power of grants provided by the NEH.

Inadequate NEH funding for academic-year fellowships was mentioned by a number of institutions as an impediment to undertaking new faculty and institutional initiatives. The NEH fellowships often do not cover the salary of even a beginning faculty member. Some universities try to close the gap themselves, but it is getting more and more expensive to do so. The NEH has recognized that this is a problem and has raised fellowships to \$40,000. Nevertheless, problems remain.

Private funders, such as the American Council of Learned Societies (ACLS) and the National Humanities Center (NHC), have made concentrated efforts over the last few years to increase stipend levels for fellowships. Leaders of these organizations have observed to AAU how important the support of universities is for their endowment-building efforts. The NHC has also reported that the willingness of college and university deans to be flexible and supportive of the faculty members who win its fellowships is essential to the success of the NHC's fellowship program.

If federal funding has been reduced due to budget cutbacks, and private foundation funding is limited,

Inadequate NEH funding for academic-year fellowships was mentioned by a number of institutions as an impediment to undertaking new faculty and institutional initiatives.

where then do institutions find the funds to support the humanities? In a January 2001 article in *The Chronicle of Higher Education*, Stanley Katz observed:

The good news is ... individual donors and (to a significantly lesser extent) private philanthropic foundations are providing dramatically increased amounts of money to higher education and to local cultural institutions like research libraries, museums, and historical societies. That's not surprising, since donors are increasingly pursued by, and generous to, their alma maters, and those of their spouses and children. The greatest amount of private giving for the humanities is made through

donations to colleges and universities, though it is impossible to quantify the exact levels of such gifts.

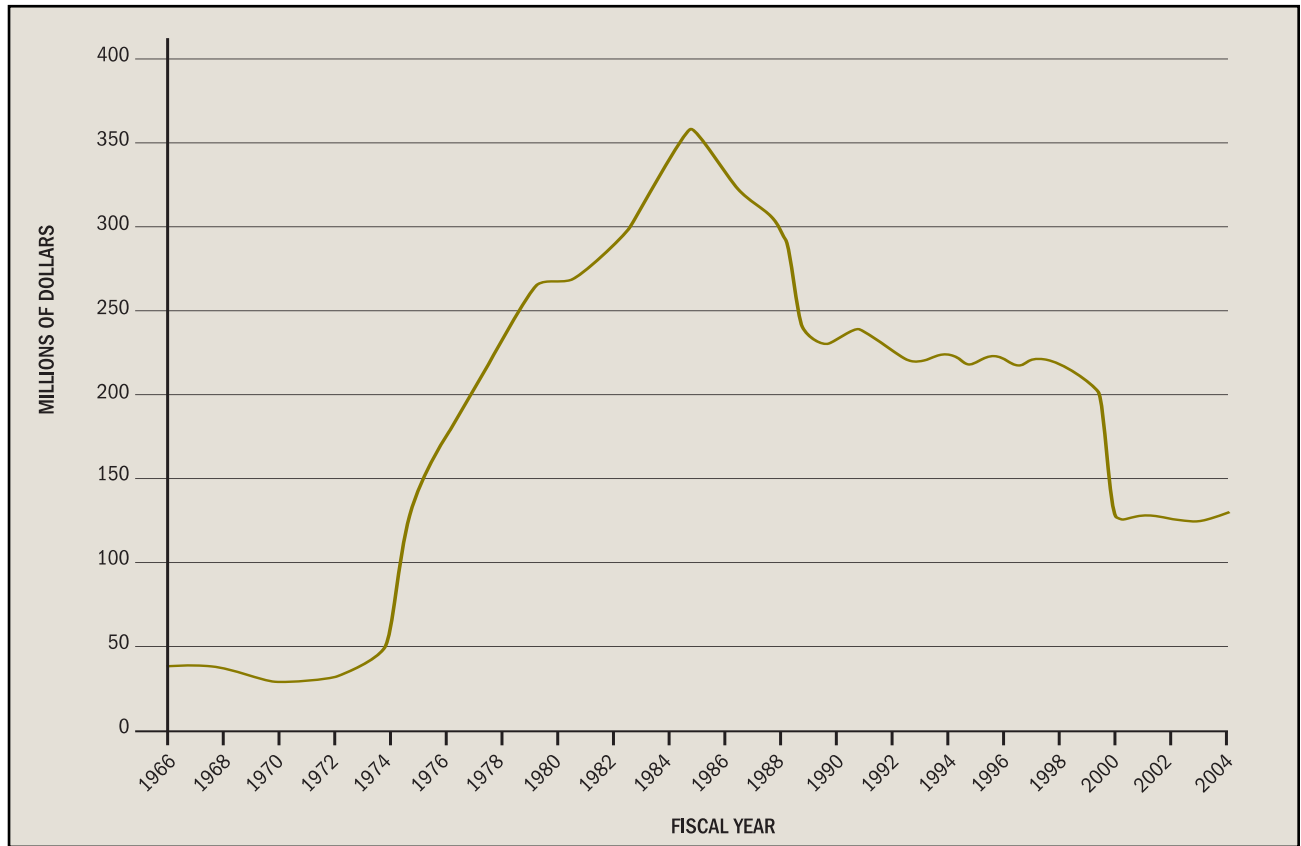
But the numbers are large — by one estimate (*Giving USA*), total private giving to the arts, culture, and humanities in 1999 was \$11.7 billion. Increased expenditures for endowed professorships, museum construction, renovation and acquisitions for existing cultural resources, the purchase of rare books and manuscripts, and the creation of campus humanities centers (there are now more than 160 in the country) are perfectly visible as one surveys the national scene. To give but one example, a young I.T. millionaire recently donated \$25 million to the University of Virginia,

NEH Annual Appropriations, FY1994 to Present (in millions of dollars)

Fiscal Year	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Budget Request	177.5	177.5	182.0	136.0	136.0	136.0	150.0	150.0	120.5	126.9	152.0	162.0
Appropriation	177.5	172.0	110.0	110.0	110.7	110.7	115.3	120.0	124.5	124.9	135.3	NA

Note: Figures above are not adjusted for inflation.
Source: National Endowment for the Humanities.

NEH Appropriations for Fiscal Years 1966-2003, Adjusted for Inflation (2002 Dollars)



Constant dollar values are based on the annual CPI-U.
Source: National Endowment for the Humanities.

specifically for humanities computing. In reality, therefore, there has never been so much money invested nationwide in the humanities.

Nevertheless, such funds are not necessarily available for some of the most interesting and important humanities activities based outside universities — or camped uneasily within them. Universities sometimes solicit individual gifts specifically for humanities research projects or library-book budgets, but all too often they favor traditional academic purposes like fellowships or operating expenses for established programs, while the preference of donors is usually for bricks and mortar. The same trend holds true for donations to the growing endowments (and buildings) of non-university cultural institutions like museums and historical societies.²⁶

Almost all AAU universities continue to rely on traditional funding mechanisms, including endowment support, internal allocations for faculty and staff, and external funding from individuals and foundations. Several universities reported special internal revolving grant programs that provide an opportunity for all faculty members, including those in the humanities and related social sciences, to compete. These involve a

competitive application process and peer review, and allow innovative programs to get the seed money they need to initiate operations. In some instances, a portion of the funds is targeted for interdisciplinary research connecting to areas outside the humanities and/or for partnerships with other AAU institutions.

When funding is centrally committed from the beginning of the project, participants are more secure and able to plan. Projects have room to grow in new and creative directions, and faculty and staff do not have to spend inordinate amounts of time on fundraising. Many institutions credited the success of their humanities centers, information technology projects, and other humanities activities to sustained and committed funding. Careful evaluation systems are crucial in determining which programs are successful and merit further funding by the institution.

Finally, in regard to set-up funds for humanities faculty, most universities report only modest set-up funds, usually in the \$5,000-\$10,000 range. Some universities, however, have experimented with packages that include funds for library purchase budgets, travel support, summer research fellowships, technology needs, and/or Internet teaching training.

SUCCESSFUL PRACTICES

Funding

The Quadrangle Research Fund of the Graduate School of Arts and Sciences at **Emory University** supports peer-reviewed research projects. Faculty members are invited to develop novel, cross-disciplinary initiatives that enhance their research activities as well as the research activities of graduate students. Awards range from \$5,000 to \$25,000. The main criteria for Quadrangle Research Fund awards include: (1) the intellectual merits of the proposed research program with reference to a well-defined area of scholarship or research field, (2) the likelihood of sustaining the program of research with a critical mass of researchers and doctoral students or with extramural funding where appropriate, and (3) evidence of successful training or research contributions by the applicants. Applications for Quadrangle Research awards are open to tenured or tenure-track faculty in all disciplines in the humanities, social sciences, and natural sciences. Applications are peer reviewed according to the criteria appropriate to the various disciplines or combinations of disciplines. In all cases, however, preference is given to applications that are likely to advance graduate training by sustaining a critical mass of research activity in a field or discipline, and that are likely to lead to the dissemination of research by faculty and doctoral students. One faculty group received \$23,000 for

Continued

SUCCESSFUL PRACTICES

Funding

a spring 2003 symposium titled “Image and Imagination of the Religious Self in Late Medieval and Early Modern Europe.” The project had been planned in conjunction with faculty from **The Johns Hopkins University** and the Graduate Theological Union at the **University of California, Berkeley**. A seminar will complement the symposium; it will provide a structure for graduate students to develop their dissertation topics through direct interaction with faculty research, provide faculty with feedback on their research, and delineate links between the seminar topic and ongoing research at Emory. Other Quadrangle awards have involved graduate student stipends to participate in a workshop to present work in progress in African-American studies; a project to enhance professional training of graduate students in choral conducting and organ performance and the scholarship of sacred music; a faculty and graduate student workshop on “Against Death: Scientific and Religious Perspectives on Prolonging Life”; graduate stipends to explore approaches to violence studies; and “Reading Europe,” a graduate student workshop to explore Europe and its future through new literature, films, and music.

The **Massachusetts Institute of Technology** used an unrestricted gift from an alumnus and former MIT faculty member to establish the \$75-million Kenan Sahin Fund for the School of Humanities, Arts, and Social Sciences on its fiftieth anniversary in 2000. The Sahin Fund has allocated \$10 million for new initiatives, including two new interdisciplinary master’s degree programs in the humanities (Comparative Media Studies and Science Writing); \$21 million for endowed professorships; and \$24 million for endowed doctoral fellowships in the humanities, arts, and social sciences. The remaining \$20 million will be used to improve facilities in the school. The endowment will also help to inaugurate the Kenan Sahin Society of Fellows in the Humanities, Arts, and Social Sciences at MIT.

The **University of Wisconsin-Madison** funds faculty research in the humanities in part through a gift from the Wisconsin Alumni Research Foundation (WARF), administered through the Graduate School. Although WARF funds derive from patent and license activity generated by faculty and staff in the sciences, the university has, since the early 1960s, committed access to those funds to all faculty, regardless of division. Awards through the annual fall competition range from \$5,000 to \$32,000 and average \$15,000, with almost \$1,000,000 awarded to faculty in the arts and humanities in the 2002 cycle. WARF funds also contribute to start-up and retention packages for humanities faculty, including summer salary and flexible funds for travel and equipment, and graduate student assistants. In partnership with the College of Letters and Science and the School of Education, they also help provide salary supplementation for winners of major external fellowships from NEH, Guggenheim, and ACLS. In another initiative, the College of Letters and Science makes resident fellowships available to junior and senior faculty at the Institute for Research in the Humanities, allowing a semester leave from teaching responsibilities to support research. Senior fellowships provide half-time course release for a period of five years.

Recommendation 10: Work with Other Organizations

AAU and the leaders of its universities should work with other universities and organizations in a concerted effort to increase funding for the humanities through the federal government and private foundations.

- In collaboration with appropriate other organizations (such as the ACLS, the MLA, the Humanities Alliance, the Federation of State Humanities Councils, and the American Association of Museums), draft a set of important national objectives for the humanities, including identification of ongoing projects and activities that need additional and sustained support, and new areas of high priority.
- Convene a national summit of leaders from universities, foundations, professional associations, and humanities support groups and councils to review the proposed objectives, and — with appropriate revisions — adopt them as goals for joint efforts to acquire public and private funding.
- Seek significant increases in funding for the National Endowment for the Humanities.
- Seek significant increases in funding for language and area studies under the Department of Education's Title VI program, the Department of Homeland Security, and other suitable venues.
- Encourage foundations to provide new or increased funding for the humanities.
- Assess progress on funding for the humanities every two years, and renew and revise efforts as appropriate.
- Work with university presses, scholarly societies, and libraries to develop community-wide responses to current problems in scholarly communication in the humanities.

As noted in the early pages of this report, the hope of the AAU Task Force on the Role and Status of the Humanities is that this document will be a vibrant agent of change. While all AAU universities are encouraged to examine on their own campus ways in which they can improve the humanities, AAU as an organization also has a role.

Neither AAU universities alone nor the wider range of universities can define national objectives for the humanities. Such a task rightfully belongs to all organizations and institutions that care about and support the humanities. For this reason, AAU invites others to join us in planning an effort to identify ongoing projects and activities that need additional, sustained support and new areas of high priority.

Indeed, other organizations have already expressed interest in working more closely with AAU in this area. The Federation of State Humanities Councils and AAU released a joint report in March 2002 on ways in which state humanities councils and universities could work together more closely. More recently, the American Association of Museums approved a resolution urging universities, museums, governmental agencies, foundations, and other stakeholders to begin a national dialogue with the aim of providing long-term stability for America's university museums and their irreplaceable collections.* Others, such as the National Humanities Alliance and the National Humanities Center, have a deep commitment to the humanities as well, and are interested in working together in this area.

Identification of goals is, of course, only one part of the equation. The other part is funding. As previously discussed, the National Endowment for the Humanities is seriously underfunded, and significant increases are needed, even in this time of budgetary pressure. Foundations have also been a significant source of support of the humanities over the years, and their voice and input are also needed.

In short, AAU sees this report not as a final product but as a single step toward the revitalization of the humanities, both on campus and beyond.

The National Endowment for the Humanities is seriously underfunded, and significant increases are needed, even in this time of budgetary pressure.

* See Appendix 4 for a copy of the AAM resolution.

Endnotes

1. Charles Vest, "A Study on the Status of Women Faculty in Science at MIT," *The MIT Faculty Newsletter* vol. 11 (March 1999), September 11, 2003
<<http://Web.mit.edu/ful/women/women.html>>.
2. Committees on Women Faculty in the School of Science, "A Study on the Status of Women Faculty in Science at MIT," *The MIT Faculty Newsletter* vol. 11 (March 1999), September 11, 2003
<<http://Web.mit.edu/ful/women/women.html>>.
3. Scott Smallwood, "The Path to a PhD — and Beyond," *The Chronicle of Higher Education* 49 (June 6, 2003): A10
<<http://chronicle.com/prm/weekly/v49/i39/39a01001.htm>>.
4. Scott Cowen, "Why Are You Here?" Tulane University Convocation Address, New Orleans, August 24, 2002, September 11, 2003
<http://www2.tulane.edu/president_convoc_2002_1.cfm>.
5. Association of American Universities, "America's Research Universities: Institutions in Service to the Nation" (Washington, DC: AAU, January 2001), September 11, 2003
<<http://www.aau.edu/resuniv/WhitePaper1.01.html>>.
6. AAU-Federation of State Humanities Councils, Humanities Partnerships: University-State Council Collaborations (March 2002): 3, September 21, 2003
<<http://www.aau.edu/reports/Humanities.pdf>>.
7. Ibid.
8. Dennis St. Germaine, "Humanities Seminars Create Bridge to Community," *Outreach UA* Summer-Fall 1996, September 17, 2003
<<http://www.col.azona.edu/COH/tumsem/seminar.htm>>.
9. AAU-Federation of State Humanities Councils. Humanities Partnerships: University - State Council Collaborations (March 2002): 3, September 21, 2003
<<http://www.aau.edu/reports/Humanities.pdf>>.
10. See <http://www.arts.uci.edu/artsbridge/> (March 2003) and <http://www.arts.uci.edu/ucartsbridge/members.html> (March 2003).
11. AAU-Federation of State Humanities Councils. Humanities Partnerships: University - State Council Collaborations (March 2002): 3, September 21, 2003
<<http://www.aau.edu/reports/Humanities.pdf>>.
12. Mary Louise Pratt, "A Message from the President," Modern Language Association, 2003, October 8, 2003
<http://www.mla.org/president_msg>.
13. Robert Burns. "Army Considers Middle Eastern Special Forces," Associated Press, September 9, 2003
<<http://customwire.ap.org/dynamic/fronts/ARCHIVE?SITE=VASTAandSECTION=HOME>>.
14. Fred Hayward, *Internationalization of U.S. Higher Education: Preliminary Status Report 2000* (Washington, DC: American Council on Education, 2000): 2.
15. studentPOLL/ACE, *Survey on Senior High School Students' Interests and Motivations for Higher Education*, October 2003, March 17, 2003
<http://www.acenet.edu/programs/international/mapping/seniors_survey.cfm>.
16. Ibid.
17. KRC Research, National Survey of International Attitudes and Knowledge (Washington, DC: American Council on Education, 2000), March 18, 2003
<http://www.acenet.edu/news/press_release/2000/11Novemberford_intl_rept.htm>.
18. *The American Heritage Project*, ed. G. Montoya, January 2000, University of California Regents
<<http://sunsite.berkeley.edu/amher/>>.
19. Ian Johnson, ECAI Metadata Clearinghouse Description, 1999, Electronic Cultural Altas Initiative
<<http://ecai.org/knowledgebase/kb-recorddisplay.asp?itemid=5>>.
20. Charles Henry, "Internet-Accessible Scholarly Resources for the Humanities and Social Sciences," *American Council of Learned Societies Newsletter*, Vol. 4, February 1997.
21. William S. Brockman, *Scholarly Work in the Humanities and the Evolving Information Environment*. (Washington, DC: Digital Library Federation, Council on Library and Information Resources, 2001.)
22. Ibid.
23. Pamela Pavliscak, Seamus Ross, and Charles Henry, "Information Technology in Humanities Scholarship: Achievements, Prospects, and Challenges — the United States Focus," *American Council of Learned Societies Occasional Paper* 37, ACLS, 1997.
24. Ibid.
25. *Hypertext at Brown*, ed. George P. Landow, Brown University
<<http://www.victorianweb.org/cpace/ht/HTatBrown/BrownHT.html>>.
26. Stanley Katz, "Rethinking the Humanities Endowment," *The Chronicle of Higher Education* (January 5, 2001): B7, September 16, 2003
<<http://chronicle.com/prm/weekly/v47/i17/17b00701.htm>>.



APPENDICES

APPENDIX I
Additional Examples

APPENDIX II
The Humanities Support Infrastructure

APPENDIX III
University of Toronto's Humanities Campaign

APPENDIX IV
AAM Position Statement: University Natural
History Museums and Collections

APPENDIX V
References

PREVIOUS PAGE: *A scene from
“Myra’s War,” a University of
Washington project consisting of
theatre/dance/music work, per-
formances, and lectures inspired by
the work of Myra Hess.*

Photo courtesy of University of Washington

APPENDIX I

*Additional Examples***Recommendation 1: Provide Presidential Leadership**

1. Four years ago, the president's office at **Iowa State University** established the Council on Scholarship in the Humanities. With the charge to support scholarship in the humanities, the council has sponsored summer research grants, research travel grants, and publications subvention grants. The council has also supported a semester of scholarly work for three Distinguished Humanities Scholars. Faculty who have been supported by the grants have been among the most productive humanities researchers and have been able to increase their focus on the publication of articles and books through these grants. Support of research travel has encouraged key archival work. The Distinguished Humanities Scholars program has enhanced the profile of the humanities on the campus through public lectures. Over one hundred faculty have been supported by the grants program; in FY2002, this included fifteen faculty on summer research support and seventeen on research travel grants.
2. Humanities faculty recruitment, retention, and retirement have been a major area of focus at **New York University** over the past five years, and the active and unfailing support of the central administration for this process has been crucial for its success. Since 1996, NYU has embarked on a major reconstitution of its humanities faculty and departments, with an emphasis on the so-called core or nodal departments. Like many universities over the past decade, NYU has faced the problem of an aging generation of scholars in its humanities departments and the need to replace them in a timely manner. Addressing this problem has been the focus of an accelerated hiring program within the humanities since 1996. The result is that

close to 30 percent of the humanities faculty has come to NYU since fall 1997. The demographic of this cohort is mid-career and younger, with few appointments of advanced senior professors. This marked change (and infusion of intellectual energy and imagination) has enabled departments to reconfigure themselves in ways that respond to the often dramatic changes that have occurred in the configuration of knowledge within and across the humanities.

3. The personal, high-level involvement of former President Gerhard Casper is credited with providing the impetus for an entire series of efforts to make the humanities a priority at **Stanford University**. In October 1997, President Casper announced the creation of four new endowed Professorships for the Humanities and the Arts to enable departments to appoint the most distinguished scholars working in these fields today. Held in the School of Humanities and Sciences, the chairs are allocated to departments for the duration of the appointment of the chairholders. In addition, President Casper established the Stanford Presidential Lectures and Symposia in the Humanities and Arts, a lecture series to bring distinguished scholars, artists, and critics to Stanford. Visitors are asked to address the current shape and future directions of the humanities and have included Nobel Laureate Wole Soyinka, choreographer Pina Bausch, philosopher Alexander Nehamas, and cultural historian Roger Chartier. Symposia are devoted to the relationships between the humanities and other disciplines. They have included "Past Dependencies," which brought together humanists, social scientists, and legal scholars to examine how and why the past matters, and "Limits of Performance," in which humanists, doctors, and athletes explored the nature of human potential.

Like many universities over the past decade, NYU has faced the problem of an aging generation of scholars in its humanities departments and the need to replace them in a timely manner.

Recommendation 2: Enhance Opportunities for Faculty

4. An annually changing theme attracts both internal and outside visiting fellows to **Cornell University's** Society for the Humanities each year. All appointments are for either a semester or a year, and all include a teaching requirement. Fellows meet weekly over lunch to discuss each other's work and may be joined by other members of the Cornell community. The society sponsors or cosponsors many lectures and conferences during the year, which draw on internal and external speakers and are organized by both the fellows and other members of the Cornell community.
5. **Cornell University** faculty designed and launched a Writing in the Majors project, in order to provide advanced, writing-intensive courses for juniors and seniors in fields that have not traditionally focused heavily on writing. Students report that the writing process helps them think more clearly and in new ways about their ideas. The project's director reports that oral presentations, discussions, field studies, peer review of work, and collaborative projects are also part of the WIM initiatives.
6. **Emory University** established the Center for Teaching and Curriculum (CTC) and its University Advisory Council on Teaching (UACT) to provide the kind of support for teaching that has traditionally been reserved for research. The center concentrates on supporting faculty initiatives in Theory-Praxis Learning, in course development support for the new curricular proposal, and in working toward more meaningful and systematic methods for evaluating teaching. UACT, created in the spring of 1998, consists of representatives from each of Emory's nine schools. UACT helps support instructional development in the schools and promotes discussion and reflection on teaching generally across the university. The CTC and UACT often cosponsor activities, lectures, and workshops. The Theory Practice Learning (TPL) program, an associate program of the Center for Teaching and Curriculum, is now three years old and involves faculty from every department of the college and from many graduate and professional programs in the university. The TPL program helps faculty develop pedagogical skills for teaching students to learn by integrating classroom ideas with actions in and beyond the classroom. Over fifty courses in Emory College use some form of TPL strategies. In collaboration with the Center for Ethics, TPL has organized workshops, attended by over 100 faculty members and graduate students, explaining the basic theory of experiential learning and detailing how to reorganize courses to include practices of theory.
7. A direct result of faculty initiative, **McGill University's** School of the Environment is a three-faculty collaboration involving agriculture, science, and arts. The curriculum contains a core set of courses that brings together students from the three faculties. These involve considerable boundary-crossing on issues ranging from pure research to applied practices to ethical and public policy discussions.
8. **Northwestern University** has sponsored early-evening Humanities Domain Dinners organized around a topic and featuring a panel discussion led by humanities faculty. The programs have proved an effective way for faculty members from different departments to come together.
9. For the past five years, the administration in Liberal Arts at **Purdue University** has spent much time fostering examination of curricula. That climate encouraged non-English faculty to look at writing as a tool, not a burden, while it encouraged the English faculty to stop viewing first-year writing requirements as fixed and final. Faculty saw the need to rethink first-year composition as a way of creating a common ground for students throughout the university. Intensive summer workshops were held for faculty interested in increasing writing in non-composition courses, and financial support was provided to those who attended. Faculty coordinators from the Departments of English, Sociology, and Anthropology worked with fifty

faculty from the eleven departments in Liberal Arts. The faculty trained in the summer workshops have in turn offered 117 courses ranging from “Brain and Language” to the “World of Charlemagne,” in which varied writing assignments have been a central feature. Because faculty from very different disciplines (e.g., behavioral scientists, anthropologists, and classicists) have been part of the discussion, there is a growing recognition that the Department of English doesn’t “own” writing anymore. With that recognition has come a greater sense of agency in the non-English faculty. Faculty who have increased writing in their courses report a great deal of satisfaction with the outcomes. Student response has been most interesting. Of the 117 courses taught, only seventeen were actually designated as writing. The writing designation itself seemed to frighten students and discourage them from taking the course. In the other 100 courses, very few students complained about more writing. Indeed, narrative comments suggest students began to see the connection between writing and thinking.

10. **Stony Brook University-State University of New York’s** Humanities Institute Fellows Program provides release funding for one semester to faculty who devote that time to a research project for publication. Fellows are housed in the Humanities Institute and given full use of the resources it provides. Each fellow mentors a senior undergraduate, who serves as a research assistant/collaborator and who is engaged in a complementary project. Recent topics have included Diaspora and Nomadism with regard to Chinese immigrant cultures, the use and ideology of photography in Arab-Israeli conflict, and a study of Charles Atlas as a “masculinist” exemplar of Italian-American assimilation.
11. The Syracuse Symposium is an annual intellectual festival arranged by the College of Arts and Sciences on behalf of **Syracuse University**, and includes lectures, exhibits, performances, workshops, and other special events. The symposium celebrates interdisciplinary thinking, imagining, and creating, with a focus on a specific topic that has broad intellectual appeal and that forges connections among many areas of campus intellectual life. Heavily involved in the symposium on “Exploring Beauty” were the Departments of Physics, Anthropology, English, Fashion and Design Technologies, Fine Arts, Museum Studies, Women’s Studies, Religion, and Visual Communication, as well as Bird Library and Hendricks Chapel. The symposium had four major themes, each with at least one keynote speaker and many associated events: beauty and science, beauty in cross-cultural contexts, beauty and the human body, and beauty in everyday life. The theme for 2003 was “Journeys”: journeys of exploration and discovery, intellectual journeys, mythical and artistic journeys, migrations of peoples, exiles, liberations, pilgrimages, and more. Syracuse Symposium offers an excellent demonstration of how the humanities division can lead a campus-wide conversation on an essentially humanistic topic of wide-ranging interest and genuine academic breadth and depth.
12. In the past three years, the **University of California, Davis**, has greatly increased faculty participation in lower-division instruction. Departments are generally small, but faculty have focused on upper-division courses. In order to meet the demands of increased enrollment and provide a vehicle to introduce students to humanities at the lower division, UC Davis created a set of incentives that resulted in more courses at the lower division. Clear guidelines for faculty workload were created and are enforced through reports detailing individual faculty teaching. Department chairs are held accountable, and the university has made it clear that additional faculty resources will not be provided unless workload standards are met. As a result, faculty now engage with students at an earlier point in their studies.
13. Collaboration in teaching and research across departmental boundaries has increased significantly at the **University of California, Los Angeles**, over the past eight years. To a certain

At Purdue University, faculty who have increased writing in their courses report a great deal of satisfaction with the outcomes.

extent this is the result of administrative consolidations implemented in 1994 and refined in succeeding years. Because of drastic budget cuts, the number of administrative units in the Division of Humanities were reduced from twenty-five to seven, resulting in clusters of staff serving more than one department. Thrown together against their will, faculty — especially in the European language departments — started to develop a number of joint ventures, such as team-taught interdisciplinary courses. Newly created research centers have also fostered the growth of collaborative projects, conferences, and lecture series. New hires, especially at the junior level, have often straddled departmental boundaries and have been jointly appointed in up to three units.

14. The College of Arts and Sciences at the **University of North Carolina at Chapel Hill** has initiated a new program in Writing for the Screen and Stage. This program was devised by faculty members drawn together, under leadership from the CAS dean's office, from three of the university's areas of long-term strength: the Departments of Communication Studies, Dramatic Art, and English, the last of which has a strong creative writing faculty. The program is being funded roughly 50 percent by private gifts, has hired top-quality faculty members who have impressive professional credentials, has initiated an academic minor, and plans to offer a major within the next few years. The College of Arts and Sciences also has initiated a Jewish studies program, beginning with a minor during the fall of 2003. The program, imaginatively designed by faculty from several departments (English, German, history, political science, religious studies, and Slavic languages), is being funded in its initial stages primarily by gifts. Besides fostering scholarship in numerous disciplines, the center will arrange courses that aim to introduce Jewish history, literature, and culture to a primarily non-Jewish student clientele and to engage in extensive outreach to non-academic groups throughout North Carolina and the southeastern United States.
15. In 2002, the Oregon Humanities Center at the **University of Oregon** initiated a prestigious new fellowship program, designed to challenge humanities faculty to be more daring and experimental in their teaching and to think of the classroom as a laboratory for their research. The Coleman-Guitteau Teaching-and-Research Professorship encourages the integration of teaching and research by offering faculty a teaching fellowship followed by a one-term research fellowship during the same academic year. In order to receive this award, faculty must envision clear connections between their teaching and research and articulate the ways in which they plan to enlist their students directly in their research project.
16. The College of Letters, Arts and Sciences at the **University of Southern California** has established a General Education program for undergraduates that is taught almost exclusively by tenure-track or tenured faculty, who offer a variety of courses with a rich mix of class size and subject matter. Four of the six categories highlight the humanities and related social sciences. To encourage the development of the new General Education curriculum, the university simplified the review process for many of these courses, inviting faculty to teach material close to their current research and intellectual interests. At the same time, the writing program was entirely redesigned, so that students now complete a writing course in their freshman year that is affiliated with one of the General Education categories devoted to the critical analysis of contemporary social issues. A writing-intensive General Education course on interpreting texts is usually taken in the following year; and an advanced writing course, associated with a student's disciplinary or professional aspirations, is offered at the junior or senior level. The program makes particular demands on the humanities faculty, but it has raised evaluations of the educational experience among students, parents, and faculty. These changes, together with a departmental review process that involves faculty from inside and

outside the institution, have focused the university's attention on the humanities, their importance for students in all programs of study, and the university's vision of the future of the humanities at USC.

17. The College of Letters, Arts and Sciences at the **University of Southern California** offers a range of freshman seminars that allow faculty from all over the campus to teach subjects close to their own intellectual passions, even outside their professional areas of research. A Nobel prize-winning chemist and a Slavist offer a class dealing with Faust and its application to scientific thought; a medical school professor offers a class on the biological bases of *Spoon River Anthology*. The point is to inspire incoming freshman to a more ambitious conception of their academic careers, but the faculty have often found that teaching these classes helps connect them to their own love of the humanities.
18. Responding to a proposal by faculty members in the Departments of History and Education, **Washington University in St. Louis** in 2000 created an Arts and Sciences Interdisciplinary Initiative to foster interdisciplinary teaching and research across the humanities, social sciences, and natural sciences. Administered by an interdivisional executive committee of five senior faculty, the project aims to create new interdisciplinary courses to meet the needs of the new curriculum, to bring outside researchers onto campus each year, to establish new connections among Washington University faculty and between faculty and visitors, to encourage new directions in research, and to highlight and reinforce the symbiotic relationship of teaching and research.
19. Humanities faculty at **Washington University in St. Louis** played key roles in redesigning the university's new undergraduate arts and sciences curriculum, <http://www.artsci.wustl.edu/curriculum>, implemented in fall 2001. Highlights of the recommendations include a small seminar experience for every freshman; a capstone experience in the senior year to bring together previous learning experiences in an in-

depth exploration of a problem or topic; clusters of courses in four areas — natural sciences, social sciences, textual and historical studies, and language and the arts — from which students must complete required units; course requirements in diversity studies, one focusing on societies outside English-speaking North America and Britain, and one dealing with gender, ethnicity, race and/or social class; new emphasis on quantitative analysis; and designated writing-intensive courses to be required in addition to freshman composition. The creation of this curriculum came out of discussions among faculty and deans regarding the essential qualities that they felt should constitute an undergraduate education. Further discussion along these lines has led to the proposed development of a rigorous interdisciplinary honors program in the humanities, which is currently being developed. The program will draw on faculty across the humanities and social sciences. Students will work closely with a relatively small group of dedicated teachers drawn from tenured, tenure-track, and emeritus ranks. Graduates of the program will have learned to write and speak clearly and flexibly; will have broad experience in the classics of the Western philosophical and literary tradition; will have training in the historical analysis of those classics; will be fluent in at least one foreign language; and will have had considerable experience in independent research. Their work in the humanities will bridge disciplines and will foster in them the two great hermeneutic skills of criticism and appreciation. Students in the program will be exceptionally well prepared for a range of graduate programs in the humanities.

At the University of Southern California, new classes inspire incoming freshman to a more ambitious conception of their academic careers.

Faculty Recruitment and Retention

20. **Emory University's** Center for Humanistic Inquiry (CHI) program sponsors the Senior Fellows Program, which gives research opportunities to scholars interested in the humanities. Not only are fellows given an opportunity to pursue research in the humanities, they are also

obligated to contribute to the community through lectures, workshops, etc. These fellows may come from any department or discipline as long as their research pertains to the humanities.

21. The **University at Buffalo's** Poetics Program, unique when it was instituted but now emulated at other universities, attracts the university's best graduate students in English. The Poetics Program resulted from hiring academic stars, initially in a cluster hire that brought together a group of the best scholars of their kind. The cluster hire concept was vital to the success of the program. Endowed chairs in this area provide the funding necessary to sustain the lectures, performances, conferences, and programs that give the program its vitality.
22. With the help of the chancellor, the executive vice chancellor and provost, the vice chancellor for research, and the dean of arts and humanities, the Townsend Humanities Center at the **University of California, Berkeley**, now sponsors five annual Initiative Grants for Associate Professors. This two-year-old program provides a semester's teaching release time at full salary for recipients to pursue research. All grantees choose another faculty member with whom they can envisage a series of conversations beneficial to their research project. This counterpart may be at any rank but cannot come from the grantee's department. The pairs then meet six times during the semester for working lunches in which the counterpart presents the main issues of the grantee's work and summarizes some of the larger questions that it raises for his or her own discipline. This program provides a much-needed opportunity for younger faculty in the trough between the junior and senior levels to maintain momentum in their ongoing research. The release time allowed by the Initiative Grants provides a unique opportunity for associate professors to keep their research agendas at a steady career pace. The grants function as a productivity and morale booster for individual faculty and, by association, the campus as a whole.
23. In addition to hiring through traditional departmental structures, the **University of California, Irvine**, has experimented with recruitments in areas that span departmental interests. Drawing on faculty members from different departments and programs in the school, the dean, in consultation with department chairs, appointed a school-wide search committee. The committee screened applications from a number of fields, consulting with departments about their interest in candidates that potentially could be placed in their units. Departments participated in campus visits and final evaluation of the candidate. The recruitment practice has enabled the university to bridge disciplinary divisions while working within existing departmental administration structures. Although faculty areas of specialization continue to be disciplinary, by and large, experiments with new recruitment procedures can facilitate cross-disciplinary and interdisciplinary work through the hiring of faculty who have intellectual and curricular connections across disciplines.
24. The **University of Minnesota** has added thirty-four incremental faculty positions in the arts and humanities since 1997. In the past three years, the College of Liberal Arts has created three new chairs and professorships in the humanities. The university created the Department of Asian Languages and Literatures in 2000 and has built the Department of American Indian Studies. The university created the Humanities Institute in 1998, and it has played an important role in attracting and retaining humanities and arts faculty. Investment in excellent space for teaching, research, and intellectual interaction is also key to recruiting and retaining faculty. The university has planned renovations to the buildings that house the humanities departments, and has allocated additional space to create a "Humanities District" on the campus that will bring all of the humanities departments together geographically and an "Arts Quarter" that brings the arts departments together geographically.

Investment in excellent space for teaching, research, and intellectual interaction is also key to recruiting and retaining faculty.

25. The **University of Pennsylvania's** School of Arts and Science offers three to four Weiler Faculty Research Fellowships each year to mid-career humanists. These fellowships, which provide research funds and release time from teaching and administrative duties, are intended for research in the humanities and humanistic social sciences. They are awarded to faculty members who have a critical need for research and writing time outside of the usual sabbatical cycle.

Tenure and Promotion

26. In 1999, **Iowa State University** adopted a new, forward-looking document for promotion and tenure. Reflecting Iowa State's land-grant mission, this document encourages outreach activities for any faculty member. An increasing number of faculty, including those in the humanities, have begun to document the ways in which they have connected with new communities, particularly those outside of traditional academic venues. Each faculty member, however, must still demonstrate scholarship in the three areas of research/creative activities, teaching, and extension/professional practice.
27. The primary tenure criteria at the **University of Toronto** are teaching and research, although creative professional activity is another category that can also be used when justified. This category includes artistic activity (such as painting, film, or sculpture) as well as broadly based public education activity (such as media engagement or lectures). These can be factored into personnel decisions but supplement rather than replace classroom teaching and graduate supervision. Each year there is an assessment for merit-pay consideration. In this exercise, activity as a "public intellectual" and "public educator" receives significant weight. Such activity, when present in an exceptional quality or quantity, can be used to justify special salary adjustments.



Laurinda Dixon, William P. Tolley Teaching Professor in the Humanities, teaches a class in Northern Renaissance Art.

Photo courtesy of Syracuse University

28. The faculty at the **University of Washington** recently modified the Faculty Code to allow faculty to adjust, with the concurrence of the departmental chair, his/her proportion of involvement in teaching, research, and service. This change has allowed faculty to be evaluated for merit salary increases based on the profile they have developed with their chairs. At the same time, the formal criteria for tenure and promotion have not changed, and, while there is a greater acceptance of outreach as part of a faculty member's activities, tenure and promotion decisions still focus on scholarship and teaching.

Recommendation 3: Encourage Student Participation

Graduate Students

29. In response to changing trends in the academic job market, **Emory University's** Graduate School of Arts and Sciences (GSAS) has launched several initiatives to introduce PhD students in humanities and social sciences to non-traditional career opportunities. In 2000-2001, the GSAS launched the Robert W. Woodruff Library Graduate Fellows Program. Each year up to six fellowships are awarded to advanced graduate students. Fellows work from fifteen to twenty hours per week in the library in an area relating to their subject specialization. Library fellows work on a variety of research activities over the course of the year and, while centered in one library area, may engage in projects across several library departments. Fellows work with curators and specialists on projects such as preparing archival collections for research use and developing seminars or exhibitions from the collection; developing or managing a digital project in the fellow's subject area; assisting in research projects with numeric data sets; assisting in designing data-gathering tools and in statistical analysis of user survey instruments; assisting in analyzing and developing library collections in a particular subject area; and assisting students with research projects. Other programs that

As Colby Emerson and Anne Raine listen, Alys Weinbaum (English, University of Washington) [left] talks with Susan Squire (English and Women's Studies, Pennsylvania State University) after Squier's Humanities on the Move lecture sponsored by the Simpson Center.

Photo courtesy of University of Washington



Photo courtesy of University of Washington

expose graduate students to a variety of career options are coordinated through the Office of University-Community Partnerships Fellowships. The Graduate School of Arts and Sciences, together with the Office of University-Community Partnerships, offers Community Partnership Fellowships to six advanced graduate students. The fellows assist the director and staff of the Office of University-Community Partnerships in facilitating the integration of teaching, research, and service activities directed toward the Greater Atlanta community. Fellows serve approximately twenty hours per week and are assigned to a variety of teaching, research, and service activities over the course of the year. Examples may include assisting in the design and implementation of field study activity to complement traditional coursework, working on a research activity that provides direct benefit to an Atlanta-area agency or organization, or providing direct assistance to an Atlanta-area agency or organization (e.g., short-term research projects, grant proposals, needs assessments, etc.). Upon completion of the PhD, the OUCP fellows drawn from the humanities and social sciences are poised to consider a wider variety of career options.

30. **Emory University's** Graduate School of Arts and Sciences (GSAS) also inaugurated a program in conjunction with the Career Center designed to address the needs of students who are considering careers outside the academy. Several workshops for this population have been held, and students are regularly seen in individual career counseling sessions. The Career Center and the GSAS hosted the Inaugural Graduate Career Symposium in spring 2002. This three-fourths day program was designed in response to students' nonacademic career interests and concerns. The keynote speaker, Lihong D'Angelo, has worked in various capacities at Coca Cola since he earned his PhD in chemistry. About forty-five graduate students attended, and the feedback was very positive. In addition, the GSAS and Career Center Web sites will be expanded to include additional resources to assist graduate

students in their career explorations. The Office of Postdoctoral Education Career Resources, through the Career Center, provides information on postdoctoral openings as well as seminars on topics such as career building and grant writing. The office and Web page provide career development links, job listings, general academia/industry listings, and government and specific industry listings.

31. **Harvard University's** Graduate School of Arts and Sciences (GSAS) has increased funding for faculty-sponsored research workshops that often cut across disciplinary boundaries. These are the principal forums for graduate students to present new work, and they have helped to speed completion of doctoral dissertations.
32. The Robert and Nancy Hall Fellowship program at **The Johns Hopkins University** supports paid internships for graduate and undergraduate humanities students to engage in curatorial and educational work at the Walters Art Museum. Developed and funded jointly by the university and the Walters Museum, this endowed program makes it possible for students to have a substantive learning experience at a leading museum without regard to the student's financial means. During the school year and full-time in the summer, students participate in planning and research for special exhibitions and the permanent collection, working closely with mentors from the curatorial staff of the museum and the faculty at Hopkins.
33. **Princeton University's** Society of Fellows in the Liberal Arts, made up of recent PhD recipients in the humanities and in selected social and natural sciences, seeks to promote innovative inter-disciplinary approaches to scholarship and teaching. Postdoctoral (Cotsen) Fellows are appointed for three-year terms to pursue research and teach half-time in their academic department or in the Program in Humanistic Studies. The society also includes Princeton faculty members as Faculty Fellows. The Cotsen and Faculty Fellows meet regularly for informal and formal discussion, seminars, and lectures. Together, the fellows constitute a center that increases opportunities at the university for interdisciplinary teaching and learning and fosters a closer exchange among undergraduates, graduate students, and faculty. The society is located in the Joseph Henry House, a historic building at the center of campus named after its designer, the eminent scientist and Princeton professor Joseph Henry (1797-1878).
34. The Graduate School at **Michigan State University**, the College of Arts and Letters, and graduate program coordinators have been part of the national "Re-envisioning the PhD" discussion. Although students are being informed about opportunities for non-academic career choices after completing the doctoral degree, the curricula and requirements for the degree in traditional majors have changed little to accommodate students with interest in alternate career paths. However, the new PhD programs in rhetoric and writing and in African-American and African studies, as well as the specialization in women's studies at the graduate level, include intern or similar field experiences that clearly invite the students to apply their research expertise in business, government, or social service organizations, among others. In a collaborative effort, the Graduate School, Arts and Letters, and Career Services (with funding from the provost) are hiring a career advisor, to be housed in Arts and Letters and to focus on career paths for undergraduate, graduate, and PhD students. A new Web site and workshops, hosted by the Graduate School, provide information on career opportunities specifically for graduate students in Arts and Letters and the College of Social Science.
35. A PhD program in American Studies will be the first humanities doctoral program on the **Rutgers University's** Newark Campus. Involving faculty in African-American studies, anthropology, English, history, economics, education, jazz studies, law, modern languages, philosophy, political sciences, sociology, urban studies, visual and performing arts, and

women's and gender studies, the program focuses on public scholarship linking the academy to the diverse urban environments surrounding it. The strong commitment of the Rutgers program to expanding the options for public scholarship prepares graduates for employment in the public sector as staff members of government agencies, historical associations, public and private museums, and private and nonprofit consulting organizations. A rigorous internship program supports public scholarship and helps match students with potential employers. The program's service to the community through these internships is designed to integrate the scholarship with community interests and enhance employment options for graduates.

The MA program in museum studies at the University of Kansas, which attracts humanities, arts, and social sciences students, focuses specifically on training for careers outside the academy.

36. To expose graduate students to career options, the Department of Linguistics at **Stanford University** offers courses taught by linguists engaged in corporate research and colloquia featuring panelists who work in academe, corporate research, and private consulting.
37. A major new initiative at the **University of California, Santa Barbara**, is the Consortium for Literature, Theory, and Culture. The consortium brings together faculty and graduate students from the Division of Humanities and Fine Arts, as well as affiliates from other disciplines, to advance collaborative research in literary studies, broadly defined. While grounded in the study of national literary traditions, it seeks to encourage interdisciplinary and theoretical reflections on literature and culture in global and comparative contexts. The consortium's programs and activities are designed to assist departments in recruiting first-rate graduate students in literary studies and then to involve those students in a scholarly community of research and learning. Among the programs of the consortium are research assistantships for graduate students who will assist in its programs and activities, stipends to students finishing their dissertations, and funds for participating departments to increase fellowship awards to outstanding new graduate students. The consortium sponsors and facilitates a network of graduate courses in literary theory and interdisciplinary approaches to literature. Each year, limited numbers of these specified courses, individually or team-taught and offered by different departments, are open to graduate students from all participating programs. The consortium sponsors a graduate student conference each year on a theme related to some of the sponsored graduate courses. Possible future plans include a graduate emphasis in literary theory or a jointly administered master's degree.
38. Several departments in the humanities and social sciences at the **University of Kansas** have developed programs or advising policies that bring to their graduate students' attention career opportunities in fields that are both academic and non-academic, although the approaches across departments are by no means even or equally as powerful. The MA program in museum studies, which attracts humanities, arts, and social sciences students, focuses specifically on training for careers outside the academy. Among the other departments, English, Theatre and Film, Anthropology, Art History, and the language departments have been the most aggressive about multiplying the employment possibilities for their graduate students. In addition, the Hall Center offers student internships for graduate students in humanities fields who are interested in the public humanities. These allow the students to work with the humanities in the public or private sector. For the past three years the center has partnered with the Kansas State Historical Society to grant an internship to students who have taken on various tasks at the Kansas State Museum of History or for the State Historical Society. As part of its NEH Challenge Grant, the center plans to introduce a graduate fellowship in the humanities that will be available to students who aspire to work in the public humanities.
39. The Penn Humanities Forum at the **University of Pennsylvania** offers one dissertation fellow-

ship each academic year for a University of Pennsylvania graduate student in the humanities whose thesis pertains to the forum's research topic for the year of the fellowship. The award provides full support for the academic year, entitles the fellow to membership in the forum's weekly faculty research seminar, and requires part-time service to help in the production of its yearly programs. The Penn Humanities Forum also offers five Mellon Postdoctoral Fellowships for untenured scholars.

40. A gift of \$3,263,000 from the Catherine Filene Shouse Foundation was announced in July 2000 to the **University of Rochester's** Eastman School of Music to support and extend the school's innovative Arts Leadership Program. The newly named Catherine Filene Shouse Arts Leadership Program (ALP) prepares students not only to perform and to teach, but also to assume leadership roles in arts organizations. Although initially targeted at undergraduate students, the ALP has recently initiated a graduate-level certificate program. The ALP certificate curriculum includes internships with arts organizations, guest presentations, and courses such as "Entertainment Law and Music," "Entrepreneurship in Music," "Politics of Art," and "Artistic Programming for the Symphony Orchestra: Balancing Artistic Goals with Financial Realities." The seventy alumni of the undergraduate and graduate program have found performing and administrative positions with notable arts organizations including Columbia Artists Management, the Atlanta Symphony, Detroit Symphony Orchestra, the Symphony Orchestra Institute, the Juilliard School, and the National Endowment for the Arts.
41. For the last two years the **University of Southern California** has used a new funding configuration for PhD students close to finishing their degrees. The funding is awarded on a competitive basis and has taken two forms: Final Summer Fellowships and Final Year Fellowships. Final Summer Fellowships offer a \$5,000 stipend and are designed to enable students to work full-time on their dissertations over the summer. Recipients are expected to complete their degrees by the end of the subsequent fall semester and are no longer eligible for USC graduate funding after that point. Final Year Fellowships offer a stipend of \$16,000 and full tuition and health benefits for the academic year. Recipients are expected to complete their degrees by the end of the summer and are no longer eligible for USC graduate funding by the end of the following summer. Both Final Summer and Final Year Fellowships have proven popular among faculty advisors and students as ways of enabling students to work full-time on their research and at the same time providing incentives to finish.
42. **Washington University in St. Louis** supports a program of interdisciplinary seminars for dissertation students in early modern studies. Begun in 1996 and funded in part by a grant from the Andrew W. Mellon Foundation, these seminars serve a crucial role in graduate education. The seminars have brought dissertation writers out of the academic and intellectual isolation so typical within the current structure of graduate education in the humanities and social sciences, and have encouraged students to explore relationships between their fields and the intellectual work of contiguous disciplines. A seminar typically meets twice a week for six weeks beginning after commencement, and students receive a stipend. Governance of the seminar program relies on key humanities and social sciences faculty who have been most closely concerned with interdisciplinary education at Washington University. The faculty committee is involved in the planning and instruction of dissertation seminars and in recruiting, through personal contact, the best graduate students from Washington University and some neighboring institutions.
43. At **Yale University** in the spring of 2003 the Graduate School of Arts and Sciences and the University Library cosponsored an afternoon symposium titled "How to Do Things with Books: Academic Careers in University



University of Washington's undergraduate course, In Vivo: Traversing Scientific and Artistic Observations of Life, was initiated and sponsored by the Simpson Center.

Photo courtesy of University of Washington

Libraries.” The goal of the initiative was to introduce graduate students to the world of academic libraries and of special collections. More than 100 students from Yale and beyond New Haven attended this panel discussion, moderated by Alice Prochaska, Yale University librarian; the participants were all scholars with doctoral degrees in the humanities. The speakers — the general editor of the Yale Boswell papers, the curator of modern books and manuscripts at the Beinecke Rare Book and Manuscript Library, the director of the Arts Library, a professor of English, and the librarian for literature in English — inspired the students with eloquent accounts of their careers and the professional challenges of their positions.

Undergraduate Students

44. As a response to a growing perception that undergraduate access to interdisciplinary scholarship needed to be increased, the College of Humanities and Social Sciences at **Carnegie Mellon University** has established a Humanities Scholars Program, a four-year course of study that emphasizes comparative scholarship across the humanistic disciplines within the college. The cohort of students accepted into this undergraduate program will exploit the relative flexibility of the college’s departmental structures, examining social problems and circumstances from a variety of disciplinary perspectives.
45. The faculty at **Harvard University** has expanded the number and range of offerings in its common curriculum, the core program and freshman seminars. While this development does not solely affect the humanities, the effect of this expansion has been particularly beneficial in providing greater exposure of all undergraduates to senior faculty in this area. The number of freshman seminar offerings in the humanities — small-group instruction limited to an enrollment of twelve first-year undergraduates — has grown to ninety courses. This is higher than the number offered in the social or natural sciences.
46. In the coming year, **The Johns Hopkins University** will introduce a new residential program in Washington, DC, dedicated to providing a small number of undergraduates with an intensive educational experience in humanistic studies while offering perspectives on career paths in the humanities. Each student will participate in a semester-long program of courses on humanities-related topics, from research methodologies to specific content areas related to the work of the faculty-in-residence. In addition, each student will participate in an internship at a Washington cultural center, which will include a research project based on the holdings of the institution. This group of about fifteen students will also meet on a regular basis with professionals working in humanities-related fields.
47. The Center for Integrative Studies in the Arts and Humanities at **Michigan State University** requires. The courses are interdisciplinary core courses of all MSU students as part of the General Education sequence. The courses are designed around common themes that help students to become more familiar with ways of knowing in the arts and humanities and to

become more knowledgeable and capable in a range of intellectual and expressive abilities. The faculty members who teach these courses represent every arts and humanities discipline at the university. Themes include United States and the World; Europe and the World; Asia and the World; Latin America and the World; Literatures, Cultures, and Identities; Self, Society, and Technology; and Music and Culture. The courses encourage students to engage critically with their own society, history, and culture(s) or to learn more about the history and culture of other societies. They focus on key ideas and issues in human experience; encourage appreciation of the roles of knowledge and values in shaping and understanding human behavior; emphasize the responsibilities and opportunities of democratic citizenship; highlight the importance of language and the value of the creative arts; and alert students to important issues that occur and reoccur among peoples in an increasingly interconnected, interdependent world.

48. Faculty at the **University of California, Santa Barbara**, have been encouraged to integrate their teaching and research to a greater extent and to find ways to bring undergraduates into their research, even in courses designed for freshmen and General Education requirements. In the past, such innovations took place on the margins, where the departments saw them as a drain on their resources, and then disappeared rather than being integrated into the regular curriculum. The new approach has allowed departments to take ownership of interdisciplinary courses.
49. The Penn Humanities Forum at the **University of Pennsylvania** awards a number of undergraduate humanities research fellowships each year to promote undergraduate research in the humanities and build a community of undergraduates who cultivate the importance of humanistic thought across all disciplines. Undergraduate humanities fellows carry out an independent research project during the year, present the research findings at an open spring

symposium, and attend monthly seminars with guest faculty and other undergraduate humanities fellows. Fellows are also expected to participate in an undergraduate research symposium during the spring semester of their award.

Dual and Joint Degree Programs

50. Recognizing the importance of providing students with humanities work coupled with scholarship in social science and/or professional fields, **Rutgers University** offers a wide range of dual and joint degree programs. At the undergraduate level, a degree in a liberal arts and sciences discipline may be combined with engineering. Arts and sciences baccalaureate programs may also be combined with master's work in management, political science, criminal justice, accounting, education, public health, public policy, law, liberal studies, communications, and engineering. At the doctoral level, students may combine a PhD in philosophy with the JD. Finally, a certificate program in bioethics and public health is offered by Rutgers and the University of Medicine and Dentistry of New Jersey. Each of these joint programs promotes the broad perspectives and critical thinking skills associated with humanities studies and links these perspectives and skills to a wide range of options in employment and further study.
51. An impressive number of science and engineering students at **Stanford University** make music part of a double major. The "Engineers in the Arts" Fund provides financial support for engineering students to take music lessons offered through the Department of Music.
52. The Renaissance Scholars program at the **University of Southern California** recognizes outstanding undergraduates who choose to pursue a double major, or a major and a minor, in two or more widely disparate fields of study. USC has found that many of the most talented and enthusiastic Renaissance Scholars have majored or minored in a humanities discipline. Renaissance Scholars have chosen double

At Rutgers University, students may combine a PhD in philosophy with the JD.

At the University of Southern California, students report that studying the humanities enhances their intellectual skills, their preparation for graduate school and careers, and their understanding of civic and societal issues.

majors in such fields as creative writing and bio-engineering or vocal performance and Italian. The students report that studying the humanities enhances their intellectual skills, their preparation for graduate school and careers, and their understanding of civic and societal issues.

Recommendation 4: Provide Flexible Structures

53. The College of Humanities at the **University of Arizona** created in 2003 an initiative called “Vital Signs: The Work of Humanistic Inquiry Today.” The initiative will include formal presentations, workshops, and programmatic, research, and teaching collaborative grants to encourage faculty in the College of Humanities to initiate trans-disciplinary programs and collaborative teaching with faculty in disciplines not in the college. The initiative also will highlight the value of humanities in relation to other fields by placing the College of Humanities at the forefront of collaborative efforts at the university. On September 18 and 19, 2003, the College of Humanities sponsored the first in a series of open conversations and presentations to explore the humanities and interdisciplinary fields of knowledge. Faculty and students from humanities, sciences, social sciences, and the arts attended a presentation by Mary Louise Pratt, president of the Modern Language Association and Silver Professor of Spanish and Portuguese and Comparative Literature, and Renato Rosaldo Jr., professor of anthropology at **New York University**. A second event was planned for February 20 and 21, 2004.

Collaborations and Changes within the Humanities and Related Social Sciences

54. The Hewlett Foundation sponsored a three-year program at **Brandeis University** on “Strengthening Interdisciplinary Connections in the Brandeis General Education.” Faculty developed such courses as “Art for the People,” which involves students in thinking about how

the humanities benefit society, and an English literature course on cybertheory.

55. In 2000, **Brown University** inaugurated the Stephen Robert Initiative for the Study of Values. The focus of the initiative is on human values: the range of what philosophers call “goods” that give life meaning and foster well-being. The initiative creates a variety of campus forums for collective exploration of the range of human values, how we know and transmit them, what social and political institutions advance them, how we pursue them in our personal lives, and what we do when those goods are contested. This initiative also sponsors team-taught courses, bringing together professors from several departments at Brown. They feature small-group tutorials based in the residence halls.
56. **Michigan State University’s** Jewish Studies program was developed as an inter-departmental, cross-college, undergraduate specialization, and focuses on scholarship and coursework on the two centers of contemporary Judaism, the U.S. and Israel. Having developed a niche definition of contemporary Jewish studies means the program does not need to compete directly with other older and well-established Jewish studies (or Judaica) programs. Its unique two-centers character has provided the program the basis for considerable fund-raising success (close to \$2 million in under three years). The program has numerous opportunities for outreach to southeast Michigan; rapidly growing student interest and enrollments; a rich and varied co-curricular program of lectures, films, and other gatherings such as an annual Yiddish day; and the development of an online certificate program in contemporary Jewish thought.
57. **New York University** fosters “Working Research Groups” (WRGs) within the Faculty of Arts and Science Humanities. Working Research Groups move away from the reliance on formal, department-like structures to promote interdisciplinary opportunities in collaborative research. The research groups invite participation from interested parties across the

university and provide opportunities for faculty and graduate students to meet regularly across disciplines both for intellectual exchange and to foster curricular innovation. Begun in response to the infusion of new faculty, these WRGs are not funded in such a way as to encourage bringing in scholars from outside (though that may happen) but to enable new faculty and students at NYU to get to know one another and one another's work. The university anticipates that the WRGs may foster more awareness among graduate students of their opportunities to work on a common interest with faculty and peers in other disciplines. Some innovative undergraduate and graduate courses may also arise from connections made through these groups.

58. In response to a mandate from the Faculty Senate, **Stanford University** in 1997-98 introduced into the curriculum a new three-quarter course sequence for freshmen, the Introduction to the Humanities (IHUM) program. IHUM replaced the previous Cultures, Ideas, and Values program (CIV), which had been a chronological survey in the traditional western civilization mode. IHUM retains some of CIV's aims, but with a difference. While continuing to address ideas, values, creativity, and culture to enhance students' abilities in analysis, reasoning, and argumentation and to prepare them for advanced university work, IHUM introduces students to the varied traditions of humanistic inquiry through close reading of a limited number of important primary texts and in-depth examination of selected themes and problems. One-quarter introductory courses in the fall are followed by two-quarter thematic sequences. The team-taught fall courses emphasize a variety of methods to encourage students to approach texts as scholars working in different humanities disciplines do. Students are repeatedly confronted with the possibility of different — but equally valid and interesting — readings in the chosen texts, training they can then apply to the problems they engage with in the following two quarters. Phased in gradually, IHUM today enrolls the entire freshman class. Implementation of the IHUM program required the concerted efforts of dozens of faculty to address issues of curriculum design, course objectives, and pedagogical emphasis. Oversight of the program continues to be provided by a coordinating committee and a governance board. Articulate advocacy by the dean's office of the School of Humanities and Sciences has been critical to the program's success.
59. **Stony Brook University-State University of New York** pioneered the idea of the Federated Learning Community (FLC) and has run the program in some form for a number of years. A strictly limited number of sophomore students apply for places in a multidisciplinary course that is devoted to a unified area of investigation. Admitted students may enroll for one or two years; the two-year option is counted as a minor concentration in the student's degree. The most recent topic was globalization; previous topics include human sexuality, medical history, and urbanization. Faculty from various departments teach an approach to the central topic from the vantage point of their discipline, and enter into discussion with faculty from other disciplines in joint sessions. The process is overseen by a designated "master learner," who is a faculty member released from his or her department for the duration of the course. This person attends all classes with the students, and helps them to synthesize the information and approaches they have covered in special seminars.
60. Using the model established in the Federated Learning Community (see above), **Stony Brook University-State University of New York** has moved to make the experience of integrated group learning widely available to freshmen. In the University Learning Communities Program, first-year students are encouraged to register for a common set of courses that are block-scheduled and integrated in theme. Classes within this option are capped at thirty to thirty-five. Students meet in an additional, nonspecific seminar to discuss connections among their classes and to consolidate a synthesis of the material. Composition classes are

required as one of the courses in the group and provide a forum for a holistic, written understanding that reflects on the students' learning experience.

61. Established in 2000-01 as an administrative home for four interdisciplinary programs within the **University of Iowa's** College of Liberal Arts and Sciences (CLAS), the Division of Interdisciplinary Programs has now expanded to house nine programs. Interdisciplinary majors now include environmental sciences; leisure studies; literature, science, and the arts; and interdepartmental studies. Certificate programs are offered in aging studies, medieval studies, sexuality studies, and American Indian and native studies. The increase in programs under this divisional umbrella is due to equitable and highly effective administrative support offered by the division director. The programs formerly had widely varying levels of staff support, and in some cases had none. The director works with steering committees from each program to help the programs meet the challenges of interdisciplinarity. She also works with discipline-based departments to cosponsor courses and advocates on behalf of each program with the dean's office. The provost committed two years of support for divisional staff and two years of seed funding for interdisciplinary course development, and this seed grant plan has been very successful in generating courses that now are taught "on-load" because they are cross-listed between programs in the division and the faculty's home department. The support of the CLAS and the provost's office, as well as the work of the director and the cooperation of faculty associated with each program, have all contributed to the success of the division.
62. In 1998, the College of Liberal Arts at the **University of Minnesota** created the Institute for Global Studies (IGS) and charged it to build its research and teaching capacity with three imperatives in mind: understanding the globalization of knowledge, economies, and identities; interpreting the relationship between globalization and local/regional cultural and political processes; and elucidating the increasingly complex issues related to the understanding of nations, societies, and cultures. Institute for Global Studies faculty hold joint appointments between IGS and the Departments of Anthropology, Geography, History, and Women's Studies in order to build a core of interdisciplinary scholars in global studies as well as to strengthen key departments in the college. IGS fosters faculty and graduate student research on global and international themes, organizes interdisciplinary faculty seminars, and serves as the coordinating unit for campus centers and programs focused on global issues. IGS houses the global studies undergraduate major, which integrates comparative, area studies, and international relations approaches to global issues.
63. Funded by a grant from The Pew Charitable Trusts, the **University of Missouri-Columbia's** Center for Religion, the Professions, and the Public brings together scholars, professionals, and the public to address issues resulting from America's increasing religious diversity. Through education, the center works to prevent misunderstandings that can occur when professionals and those they serve come from different religious or cultural traditions.

Humanities and the Arts

64. The Paul Robeson Performing Arts Company (PRPAC) and the Community Folk Art Center (CFAC) are entities associated with **Syracuse University's** College of Arts and Sciences through integration with the Department of African American Studies, which has strengths in both the humanities and the social sciences. The PRPAC and CFAC provide facilities that are used for the production of dramatic pieces as well as art conceived and created by faculty, students, and local residents. In addition, courses are taught at these facilities not only for students of humanities in the College of Arts and Sciences, but also for students in the

School of Visual and Performing Arts and residents of the Syracuse community. The PRPAC and CFAC enjoy close associations with various local leaders and organizations, and provide a vibrant conduit for the creation and expression of the arts and the humanities in Syracuse.

65. Since its founding in 1994, the Shakespeare Festival at **Tulane University** has become a mainstay of the Louisiana theater scene. But more importantly, it has become an invaluable education resource for middle and high schools in the southeast part of the state. From June to mid-August, the festival produces two full-scale Shakespeare plays. In addition, for the past several years, the festival has also sought to bring a contemporary flavor to its lineup by putting on one new play by a Louisiana playwright. In the fall, Shakespeare on the Road, the festival's touring educational program, takes Shakespearean theatre to schools and communities around Louisiana that otherwise might not be able to experience it. In mid-January, the festival stages a remount of a recent summer production for several thousand students in middle and high schools. Some of the festival's other educational programs run concurrently with the summer season. One is the BellSouth Institute on Teaching Shakespeare, a program whose aim is to train educators in how to teach Shakespeare effectively. Another is a seven-week intern-training program for college students and graduating high school students interested in majoring in theatre. The Swan Series is a collection of free Shakespeare-related performances, lectures, films, and forums each Tuesday evening during the summer season. Past Swan Series have featured Shakespearean and Renaissance songs in live performance by gifted local musicians, evenings of folk dance from spirited local companies, and rare film screenings.



66. Opened in fall 2001, the Clarice Smith Performing Arts Center at the **University of Maryland** is a powerful dynamic for the College of Arts and Humanities as well as for the entire university. The center is a \$130-million structure that was designed to resemble a village; it covers thirteen acres and is home to the Departments of Theatre and Dance, the School of Music, and the Performing Arts Library, as well as six performance venues including a 1,200-seat concert hall, a 650-seat proscenium theatre, a 250-seat recital hall, a 200-seat dance theatre, and two studio or "black box" theatres. The center has stimulated roughly a tripling of applications to the School of Music, allowing an enormous increase in selectivity as the school did not increase significantly the numbers of either undergraduates or graduates. Dance has activated a dormant MFA with excellent results. Theatre is about to activate a track in acting in its MFA, which will further stimulate excellent undergraduates. Appointments to the regular faculty have been stellar, and fundraising has risen considerably. In fact, the university has raised approximately \$35 million in cash and pledges for an endowment to support center operations. Leadership at the department, college, and campus levels has been crucial.

The Myra's War performance project consists of a new theatre/dance/music work, performances, and lectures inspired by the work of Myra Hess, the British pianist who filled the empty National Gallery with concerts while bombs fell on war-torn London. Designed not only to create a new work of art, this project will also facilitate discussion regarding the role of the artist in society, especially as it is re-defined by political or social crisis.

Photo courtesy of University of Washington

67. With the October 2003 opening of a new art building, the West Bank Arts Quarter of the **University of Minnesota** is now complete. All of the university's arts disciplines are now located together in a single district. The new Regis Center for Art joins Rarig Center (home to theatre), Ferguson Hall (home to the School of Music), the Barbara Barker Center for Dance (home to dance), and Ted Mann Concert Hall at the south end of the university's West Bank campus. On one level, the West Bank Arts Quarter is a geographic space — some ten acres of buildings and grounds with arts teaching, research, production, performance, and exhibit facilities in very close proximity to each other. But the Arts Quarter is also much more than geography or a group of buildings. The goal of the Arts Quarter is to be a catalyst for transforming the arts at the university and beyond, helping students explore the creative process at the edges and intersections of the disciplines, forging a new intellectual agenda that will underlie the future scholarly and creative endeavors of faculty and students, and increasing the visibility of the university's arts programs to ensure greater outreach to the community. The Arts Quarter builds on substantial investments made over the past five years in new faculty and programs in electronic art and electronic music, ethnomusicology, theatre theory and history, and acting; and upon new and stronger partnerships among the faculties in music, theatre and dance, and art with theater and dance companies, the music community, and arts organizations throughout Minnesota, as well as with K-12 schools.
68. The Eastman School of Music of the **University of Rochester** has recently added a musical arts major (MUA) to its degree programs. Two classes of students have been accepted into the major thus far. The bachelor of music in musical arts (BM-MUA) is an honors curriculum that enables students to craft an individualized program of study, undertaken in consultation with a faculty committee, that leads to and culminates in a major senior project. The program of study may be wide-ranging and possibly cross-disciplinary, and is generally not possible within the structured requirements of other majors at Eastman. The degree has heavier requirements in humanities (two additional courses, in addition to the senior project) than other bachelor of music degrees, which are more focused on music performance and composition. The degree is intended to meet the needs of intellectually gifted music students who wish to have more humanistic breadth and individualized research as a part of their undergraduate curriculum.
69. At **Yale University** the Beinecke Rare Book and Manuscript Library has embarked on a series of cosponsored programs and events with the Yale School of Music, the Institute for Sacred Music, and the Department of Music. The overarching concept for the initiatives — “Text, Context, and Performance” — was inspired by the gift of a major collection of musical manuscripts collected by Frederick R. Koch. In collaboration with the School of Music, a centennial celebration of Sir William Walton's life included an exhibition and catalogue of his works now preserved in the Beinecke Library, concerts of his works (including a complete version of *Façade* with Susanna, Lady Walton), and an international colloquium with scholars and musicians discussing the historical and cultural settings of his compositions. The final concert, free and open to the public, attracted more than 2,000 individuals from Yale and the greater New Haven communities. With the Department of Music (Collegium Musicum) and the Institute of Sacred Music, a series of programs is now scheduled annually. Each event includes a lecture by a scholar or writer, followed by a concert based on the music materials in the Beinecke Library. The performers for all of the concerts are primarily undergraduate and graduate musicians at Yale who are interested in the historical and contemporary performance of music.



Walton O. Schalick, MD, PhD, an instructor in pediatrics in the School of Medicine and an assistant professor in the department of history in Arts & Sciences at Washington University in St. Louis, brings combined interests in medical science and history into the classroom and the neonatal intensive care unit. Schalick's research brings the historical and the clinical together in a comparative study of children with disabilities in France, Germany, the United Kingdom, and the United States in the 19th and 20th centuries.

Photo courtesy of WUSTL/Medical Photo Services

Humanities and the Sciences

70. With the help of a \$1-million grant from the David and Lucile Packard Foundation, the **California Institute of Technology** is establishing the Social Cognitive Neuroscience Laboratory. Under the direction of Steven Quartz, associate professor of philosophy, the laboratory seeks to create a new interdisciplinary field of research, a brain-based approach to the humanities and social sciences. Philosophers, economists, and biologists are working together to develop a brain-imaging approach to the neural basis of moral and economic behavior. They are designing functional magnetic imaging experiments to investigate moral behavior involving a number of well-known dilemmas, the effect of social status on learning and intelligence, and the capacity to think of others as having minds.
71. **Emory University's** Luce Seminar allowed selected faculty members a semester free of administrative and teaching responsibilities to look at connections among and between the humanities and the social and natural sciences.
- Many faculty participants described the seminar as an authentic, intellectual challenge. It was based on a theme designed to attract and challenge faculty from a broad array of disciplines. In 1996, the program evolved into the Gustafson seminar series. Led by local faculty, this program brings together faculty fellows from across the university to explore topics that apply cross-disciplinary expertise to issues that influence scholarship in higher education. The spring 2002 Gustafson seminar focused on "Scholarship, Entrepreneurship, and the Corporatization of the Academy."
72. Since 1986, the Bioethics Program at **Iowa State University** has helped professors incorporate ethics discussions into their life-science classrooms. The program has two unique features: its close ties to the agricultural sciences and to the biotechnology program; and its current extensive outreach program to the K-12 educators in Iowa, extension personnel, and other community leaders who bring bioethical information to the public.

Michigan State University is developing new research and teaching methods for undergraduate and graduate students that seek to combine the values of scientific discovery, learning, and engagement with local communities.

73. The **Massachusetts Institute of Technology** has recently developed two new interdisciplinary graduate programs that are principally humanistic in focus and content and that intersect with MIT's mission in the sciences and engineering: the comparative media studies program and the science writing program. These two master's degree programs add new strength to graduate education in the humanities and attract excellent students. Some of these go on to pursue the PhD in the history and social study of science and technology, a collaborative effort of MIT's anthropology program, history faculty, and the Science, Technology, and Society Program. These new degree programs allow a significant number of humanities faculty the opportunity, some for the first time, to work with graduate students who are committed to their areas of humanistic inquiry.
74. The Department of Philosophy in the College of Arts and Letters at **Michigan State University** is a partner in a unique W.K. Kellogg Foundation initiative that is exploring the moral dimensions of issues surrounding agriculture, natural resources, and the food industry in order to ensure their economic, social, environmental, and ecological sustainability. A new endowed faculty chair — the W.K. Kellogg Chair in Food, Agricultural, and Community Ethics — will stimulate cross-disciplinary dialogue around the ethical issues that scientists face and create a learning environment that combines scientific expertise with an examination of the complex moral questions that continue to arise as the world grows more and more interconnected and as competing demands on natural resources emerge. The holder of the chair is a member of the faculty in the Department of Philosophy and shares a joint appointment in the College of Arts and Letters and the College of Agriculture and Natural Resources. He is developing new research and teaching methods for undergraduate and graduate students that seek to combine the values of scientific discovery, learning, and engagement with local communities. Areas of ethical investigation include sustainable agriculture, organic farming, health and food safety, biotechnology assessment, the protection of natural resources, and animal welfare.
75. **Rice University** asked four top scientists to participate in the annual workshops that plan each academic year's syllabus for the introductory humanities curriculum. One of these scientists was Neal Lane, former science advisor to President Clinton and former director of the National Science Foundation. As a result, significant changes were made to the 2002-2003 introductory humanities curriculum.
76. Launched in 1997, **Stanford University's** Archaeology Center is playing a leading role in the fusion of the humanistic and scientific models of archaeology. Intended to build bridges among the humanities, social sciences, and natural sciences, the center houses an interdisciplinary program with course offerings and affiliated faculty in four departments in the School of Humanities and Sciences (art and art history, anthropological sciences, classics, cultural and social anthropology) and two in the School of Earth Sciences (geophysics, and geological and environmental sciences). Strong in both archaeological theory and survey archaeology, the center is facilitating an international dialogue on the development of archaeological theory and practice. It is breaking new ground in the training and development of the next generation of archaeologists. It offers an undergraduate major and minor and supports a graduate cohort of three students per year. Students currently participate in excavations on the Stanford campus, and in Sicily, Turkey, and Peru.
77. The Nature and Culture Program at the **University of California, Davis**, houses an undergraduate major that focuses on the intersection of science and humanities. The Program in Nature and Culture (NAC) is an interdisciplinary curriculum aimed at providing students with a rich understanding of the manifold relationships between human cultures and the natural world. Majors are required to complete twenty-five units in basic physical and bio-

logical sciences, a minimum of twelve units in social sciences, six to seven units in environmental and ecological studies, and twelve units in the humanities. Many courses are team taught by faculty in the sciences and humanities.

78. At the **University of Oregon**, environmental studies is a faculty-developed field that crosses the boundaries of traditional disciplines, challenging faculty and students to look at the relationship between humans and their environment from a variety of perspectives. The program draws upon the strengths of the campus community and its connections to the greater geographic area of the Pacific Northwest. Students have the opportunity to integrate coursework in the sciences, social sciences, and humanities, as well as the professional programs of management, public policy, design, and law. Literary and philosophical studies are a key part of the curriculum, and a humanities component is required of all students.
79. The **University of Toronto** offers a double-major, four-year honors program in which students combine a humanities major with a major from either social sciences or sciences. About 20 percent of the students at the university participate in this program.

Collaborations Between the Humanities and Professional Schools

80. **Brown University's** medical school, which is part of the Division of Biology and Medicine, offers instruction to all levels of students: undergraduates, graduate students, and medical students. Its Program in Liberal Medical Education (PLME) admits students as freshmen to an eight-year program and is designed to allow students to pursue a broad liberal education prior to their professional study.
81. **Michigan State University's** Center for Ethics and Humanities in the Life Sciences is a collaborative endeavor among the College of Arts and Letters, the College of Human Medicine, and the College of Osteopathic Medicine. Faculty in Philosophy and English are active members of the center, and the College of Arts and Letters offers an interdisciplinary program in Health and Humanities. Several faculty members in philosophy, who work in ethics, have joint appointments with the center and/or one of the medical schools. Joint MA-JD degrees will soon become available for English and for Health and Humanities.
82. The Institute for Medicine in Contemporary Society at **Stony Brook University-State University of New York** ran an interdisciplinary conference at the Stony Brook Manhattan site in May 2000. The symposium brought together doctors, nurses, ethicists, literary scholars, and others from almost forty institutions to explore the significance of narrative in health care, evaluate what constitutes competence in narrative understanding, and consider ways of educating health-care professionals. The Institute for Medicine in Contemporary Society also has run a writing contest for five years that is open to all those who have had contact with University Hospital, including patients and their families, staff and faculty, and students. Submissions, in both prose and poetry, deal with an aspect of illness, healing, or medicine. A noted poet or author in the field judges the entries, and awards are given in the context of a public reading and seminars. Sherwin Nulan, Danny Abse, and David Watts have participated in the program. The best entries are printed and distributed in the MCS journal, *Contexts*.
83. The **University of Missouri-Columbia** School of Journalism has taken a leadership role in bridging art, scholarship in the humanities, and professional practice. In collaboration with the International Press Institute, the Missouri journalism school publishes the *Global Journalist* and produces the associated thirty-minute radio show dedicated to the promotion and protection of freedom of expression and the improvement of journalistic practices throughout the world. The journalism school also hosts one of the world's largest

and most prestigious photojournalism awards — the Annual Picture of the Year International Competition.

84. The College of Letters, Arts and Sciences at the **University of Southern California** has responded to calls from medical schools by creating a major in health and humanities that allows students to study health from the various perspectives of the natural and social sciences and the humanities. The core requires class work in the natural sciences and in evolution, ecology, and culture. In addition, students choose among modules including bioethics; health, gender, and ethnicity; health and aging; psychology; and biotechnology. There is also an experiential learning component, which requires an internship with an associated classroom component. Recognizing the humanities and the social sciences as fields with relevant contributions to the health professions has elicited the gratitude and endorsement of students, educators, and practitioners in those professions.

Collaborations with Museums

85. The Rose Art Museum at **Brandeis University** has three years of funding to bring Henry Luce Visiting Scholars to campus. Each visitor teaches a course, creates internships for students, and writes an essay that draws attention to some aspect of the contemporary art collection for which the Rose Art Museum is known.
86. **Case Western Reserve University** engages in ongoing collaborations with the Cleveland Museum of Art. A course on “Everyday Life in Imperial China: Chinese Social History and Its Representation in Art and Material Culture” was developed as a collaboration of the museum, CWRU’s Department of History, and the interdisciplinary Asian Studies Program. Using the collections of the Cleveland Museum of Art’s internationally recognized collections in Chinese art, students combined the methodologies of socioeconomic history and art history. Another course, “Childhood Through Art,”
- was developed as a collaboration of the museum, CWRU’s Department of Art History and Art, and the interdisciplinary Childhood Studies Program. Again, using the collections of the art museum, the course examined the representations of children in paintings, drawings, sculpture, and other media to explore questions about the nature of childhood in different periods of history and in different cultures.
87. The **University of North Carolina at Chapel Hill’s** Ackland Art Museum, through its education department, seeks to collaborate with faculty in the humanities. A devoted space near the museum’s front entrance is titled “A Window on the Humanities.” Students and faculty in humanities courses are invited to mount exhibits there. As part of its regular coursework last spring, for example, a Shakespeare section selected a series of Shakespeare illustrations from the Ackland’s collections and provided descriptive commentary for an exhibit that was on view for several weeks. Student and faculty interest in these projects runs high.
88. The **University of Pennsylvania’s** Museum of Archaeology and Anthropology (UPM) offers numerous programs to external audiences. UPM’s International Classroom promotes intercultural understanding between residents of the Delaware Valley area and people from around the world. This program arranges for international residents, students, and scholars living in the Delaware Valley to give presentations about their countries of origin and their cultures. Programs are offered for school classes and assemblies, community organizations, college courses, teacher workshops, study groups, and businesses. UPM also has an award-winning Museum on the Go educational program that brings ancient and traditional cultures into Philadelphia schools. For more than 25 years, the program has used artifacts from the collections of the University of Pennsylvania Museum to create a hands-on “mini-museum” in the classroom by trained guides.

89. Four years ago, the **University of Southern California** launched its Initiative for Excellence in the Humanities. This project has resulted in more than \$10 million in private support for humanities programming and faculty and student support. The initiative, which will continue throughout the next decade, seeks to provide opportunities for interdisciplinary scholarship and to explore the issues that confront humanities education and scholarship in today's society. One of the most successful aspects of the initiative has been a series of interdisciplinary colloquia, seminars, study groups, and guest speakers funded by a Challenge Grant from the Ahmanson Foundation. These colloquia and other events involved the humanities faculty and students; invited distinguished participants from other universities; and participants from other local institutions, such as the Getty and the Huntington museums. The colloquia have taken place over a multiyear period and centered on three cross-disciplinary themes: visual culture, language and mind, and history and temporality. The effort has led to new faculty collaboration, faculty publications, student dissertations, new courses, and, in general, broader and stronger undergraduate and graduate programs. It has also created or reinvigorated relationships with the Huntington and the Getty museums and the Getty Research Institute. Recently, the fourth biennial meeting of the Forum on European Expansion and Global Interaction was held at the Huntington Library, funded in part by the Ahmanson Foundation and the Humanities Initiative. Three Guggenheim Fellowship winners were named from among the faculty during the first year of the initiative, and four more have followed.

Institutes and Centers

90. Established in 1996, the Baker-Nord Center for the Humanities at **Case Western Reserve University** has been a focal point for the humanities. The center promotes cross-disciplinary contact and discussion, intra- and extra-

university outreach on humanities topics, innovative programming and curricular support, and collaboration with other University Circle* institutions. The center also provides enhanced funding for humanities work. It sponsors conferences, seminars, lectures, research, and special events that enhance the presence and visibility of the humanities. The presence and activities of the Baker-Nord Center have led to greater student interest and deeper awareness of the value of the humanities, and have stimulated faculty and student research and scholarly activity, thereby vastly enhancing morale in the humanities and allied disciplines. The center also has helped to create a sense of unity and intellectual purpose among humanities departments, and has afforded the humanities a much broader exposure at a university traditionally focused on science and engineering. The success of the center, and the greater attention paid to the arts and humanities at Case Western Reserve University, has been due largely to the efforts of Dean Samuel Savin of the College of Arts and Sciences and his immediate predecessor, John Bassett (now president of Clark University). Both of them worked to identify and commit endowment funds for this effort; appoint and support an energetic, committed, and talented director and co-director of the Baker-Nord Center; appoint and support an energetic, committed, and talented assistant dean for interdisciplinary programs; provide staff with the needed expertise; and identify and renovate high-quality space that reflected the priority of the humanities.

The presence and activities of the Baker-Nord Center at Case Western University have led to greater student interest and deeper awareness of the value of the humanities.

* University Circle is a one-square-mile concentration of cultural and health care institutions adjacent to Case Western Reserve University. It includes Severance Hall, home of the Cleveland Orchestra; the Cleveland Museum of Art; the Cleveland Natural History Museum; the Western Reserve Historical Society; the Cleveland Botanical Gardens; the Cleveland Institute of Art; the Cleveland Institute of Music; the Cleveland Music School Settlement; the Cleveland Children's Museum; etc.

91. **Michigan State University's** Center for Great Lakes Culture (CGLC) focuses on the history, people, traditions, and customs of the Great Lakes region. Its major goal is to identify, collect, study, interpret, and disseminate the cultural history and expressions of the diverse peoples, traditions, and customs of the Great Lakes region and the region's interactions with the world.* Another MSU center, MATRIX, the Center for Humane Arts, Letters, and Social Sciences Online, is devoted to the application of new technologies in humanities and social science teaching and research. The center creates and maintains online resources, provides training opportunities, and creates forums for the exchange of ideas and expertise in new teaching technologies. In addition to serving MSU and its faculty and academic units, MATRIX is the home of H-Net: Humanities and Social Sciences Online. H-Net houses and supports over 100 free, interactive listservs, edited by scholars in North America, Europe, Africa, and the Pacific. MATRIX has received a very high level of external funding from federal grant agencies such as NSF, NEH, Ford, Mellon, and USAID, and has very high on- and off-campus visibility, which includes international recognition and extensive collaborations with other countries, especially in western and southern Africa. Its members collaborate extensively with other disciplines, including those outside of the humanities. The associated faculty have a high level of external recognition, including requests to serve on boards and committees for national and international organizations. Up to 1.3 million Web site hits are recorded per week. Notable academic accomplishments include projects providing educational access (e.g., for women in Africa), content for schools (e.g., "Civics Online"), and educational outreach (work with off-campus groups from other countries and local school districts).†
92. **Northwestern University** founded the Alice Berline Kaplan Center for the Humanities in 1992 with seed money from President Arnold Weber. These funds enabled the center to start its activities at once by awarding four fellowships for the academic year 1992-1993 and offering a number of lectures and workshops for faculty, students, and the general public. In the following year it began its annual speaker series, based on an annual theme, and offered classes. In 1995 the center moved into a renovated building of its own, which allowed it to further enhance its activities. The Kaplan Center's diverse activities promote interdisciplinary conversation among humanists working with different materials and texts throughout the university.

Each year the center announces a general topic addressed by visiting speakers and designed to spark wide-ranging interdisciplinary debate among Northwestern humanists. The annual themes have included: Authenticity and Identity (1993-1994); Culture and Resistance (1994-1995); The Claim of Theories (1995-1996); The Meanings of the Modern (1996-1997); Science and Defining the Human (1997-1998); Cultures and Technologies of Time (1998-1999); Arts and Publics (1999-2000); Black Identities, Race, and Modernity (2000-2001); Media on the American Landscape (2001-2002); and Gender, Evolution, and the Transhuman (2002-2003). Discussion focuses primarily on presentations by six or more leading figures from outside the university who are invited to the Evanston campus to teach classes, give lectures, and lead workshops. These visitors represent different academic departments and theoretical positions, and students and faculty members who attend the entire center series gain insight not only into a specific topic, but also into the major interpretive issues that currently drive the humanities. The Kaplan Center also organizes graduate and undergraduate seminars around the annual theme. These courses draw students from many different departments and programs and provide them with an opportunity to

* Further information about the CGLC can be found at <http://www.greatlakes.msu.edu>.

† Further information about MATRIX can be found at <http://www.matrix.msu.edu/newmatrix>.

explore provocative interdisciplinary scholarship with outside visitors. These exciting exchanges in small groups help graduate students craft dissertation theses; they assist undergraduates deciding whether to pursue post-graduate education in the humanities.

The Kaplan Center awards year-long fellowships to faculty members in the Weinberg College of Arts and Sciences. They are joined by a library fellow. These scholars work on independent projects and participate in the life of the center. At the conclusion of their research leave, the Weinberg College Fellows also design new undergraduate courses based on their work that are offered at the center. Also chosen every year are four faculty and four graduate affiliates whose work involves some aspect of the yearly theme; they receive a grant to help in their research and participate in center activities and discussions.

Faculty and graduate student cross-disciplinary discussions and collaborations are fostered at the center by several workshop series for faculty and students, now sustained by a generous Mellon Foundation grant. Thanks to the Mellon grant, the center also sustains the BISTRO (Bibliographical and Scholarly Technology Resource Office) program for first-year doctoral students, and Project Hermes (an undergraduate programming initiative), thus offering NU humanists major support in the area of humanities research through electronic technology. The center dispenses travel grants to help graduate students with dissertation research (another Mellon grant initiative) and organizes the Mellon Dissertation Forum, a biannual event at which graduate students present their dissertation projects to a cross-disciplinary audience of students and faculty. The center also offers affiliation and support to a Woodrow Wilson Postdoctoral Fellow, and provides offices to NU faculty on leave, all of which promotes a lively atmosphere of scholarly exchange. It also cosponsors lectures and conferences within NU, and collaborates with other Chicago institutions, most notably the Chicago Humanities Festival (including the

Classics in Context seminars for Chicago high school teachers) and the Illinois Humanities Council (in particular the Odyssey Project, offering free college-credit seminars for underprivileged Chicago adults).

Apart from the year-long humanities seminar geared to the theme and visiting speakers, the Kaplan Center offers undergraduates courses designed by former fellows, an internship program, and a humanities minor. The Donald and Frances Powell Undergraduate Humanities Internship Program places undergraduates in Chicago-area humanities, arts, and cultural institutions. These include the Chicago Humanities Festival, Guild Complex, Newberry Library, Chicago Historical Society, Art Institute, Museum of Contemporary Art, Lyric Opera, and several theaters, as well as Northwestern University Press in Evanston. The program is designed to help students explore the diversity and vitality of the arts in Chicago by fostering an interdisciplinary, hands-on approach to developing research projects using resources of area arts institutions. The minor in advanced interdisciplinary studies in the humanities trains humanities and social science majors in interdisciplinary topics, methods, and theories, and it exposes them to contemporary developments and debates in disciplines other than their own. This minor expands the intellectual base of students majoring in a traditional humanities field and rounds out the accomplishments of those who are in performance or science.

93. In 1997, **The Ohio State University** established the Institute for Collaborative Research and Public Humanities as a unit within the College of Humanities. The institute's mission is to "facilitate innovative modes of cooperation and collaboration among scholars in the humanities and ... promote the engagement of the humanities with the public culture beyond the university." It is funded by the College of Humanities, the office of the provost, and grants and gifts. It is located in the George Wells Knight House in a student community adjacent to campus. The institute has given fac-

The program at Northwestern University is designed to help students explore the diversity and vitality of the arts in Chicago by fostering an interdisciplinary, hands-on approach to developing research projects using resources of area arts institutions.

ulty members an unprecedented extradisciplinary site from which they can investigate topics and problems of common concern. One way it accomplishes this is by annually appointing fellows chosen from groups of two or more Ohio State collaborators who submitted proposals in response to a prior announcement. Collaborators' projects, which may include the appointment of visiting scholars, become the annual research topic(s) of the institute. Collaborative activity is also encouraged through a program of informal presentations by pairs of faculty working on similar concerns, a yearlong symposium that addresses issues of moment in the university, lecture series, and special events. Another area of special success is the institute's living/learning residential community of undergraduate humanities students that seeks to connect students and faculty intellectually outside the classroom. A further success of the institute has been its engagement of the humanities with the public culture beyond the university. Institute outreach activities currently include creation of an encyclopedia of the Midwest; cosponsorship with the Columbus, Ohio, Museum of Art of the "The Big Picture," a series of talks by OSU faculty experts to broaden the experiences of museum visitors during the museum's 2003-04 exhibition year; and, in cooperation with the university's Center for Folklore Studies, a survey of the ways ethnic communities preserve their cultures through heritage schools. Factors in the success of the institute include the provision of centrally funded investment, an energetic partnership with community organizations, and good working relationships with other units throughout the university.

94. About five years ago a powerful fundraising effort began at the Center for the Study of Cultures (CSC) at **Rice University**. This resulted in two major grants, one for \$1.475 million from the Mellon Foundation, and one for \$400,000 from the National Endowment for the Humanities. These grants, plus vigorous leadership by professors David Nirenberg and Werner Kelber, have totally transformed the

eight-year-old CSC, turning it into the intellectual backbone of the School of Humanities. The center has as one of its missions bringing science and the humanities closer together. It does so by facilitating forty to fifty events a year, ranging in scale from a single guest scholar invited to speak to a few students on a Thursday afternoon, to national conferences such as the recent annual conventions of the Society for the Study of Narrative Literature and the Modernist Studies Association. In between, the center facilitates workshops, colloquia, seminars, and other events, all proposed and administered by interested faculty. The center names three Rice faculty as center fellows each year. These fellows get a semester release from teaching, and the competition among the faculty for these fellowships has become very intense. In addition, the center sponsors eleven reading/discussion groups and workshops. The purpose of the Mellon grant, which the university succeeded in matching, was to fund two or three rotating post-docs a year. The NEH grant, for which the university also met the matching requirements, will fund an equivalent program of visiting senior scholars.

95. The Mid-Atlantic Regional Center for the Humanities (MARCH), formed in partnership by **Rutgers University** and Temple University, is funded by a Challenge Grant from the National Endowment for the Humanities. It is organized around a series of demonstration projects that develop innovative humanities strategies and programs to improve the quality of life in the Mid-Atlantic. As a catalyst for collaboration and change, MARCH advances understanding and appreciation of regional identity through research, training, communication, and public programming; connects humanities organizations to each other and to their communities; informs discourse among policymakers, educators, community leaders, and the media; and communicates a meaningful sense of place to create a picture of the Mid-Atlantic region as a locus of American diversity, past and present.

96. Established in 1999 and given a naming endowment in 2002, the Melbern G. Glasscock Center for Humanities Research at **Texas A&M University** fosters and promotes the humanities and humanities scholarship. Annually, the Glasscock Center holds a major international conference or lecture series on an interdisciplinary theme, presents the Susanne M. Glasscock Book Prize to a book of superior interdisciplinary humanities scholarship, and invites a limited number of visiting fellows to hold short-term residencies in the center. The Glasscock Center's internal faculty-release fellowships each year relieve four Texas A&M University humanities faculty from one semester's teaching obligations to pursue research projects while resident in the center. The center further provides financial and practical assistance for visiting speakers, small symposia, and conferences, while also holding regular colloquia of works-in-progress and providing competitively awarded stipends to support faculty, graduate students, and undergraduate research.
97. Rather than a center, the **University of California, Los Angeles**, has a consortium of what were mostly pre-existing centers. The goal of the humanities consortium is to nurture new ways of discussing and thinking about the most pressing issues in the humanities, to develop substantial debate across intellectual disciplines, and to forge new relationships between humanities scholarship and the public at large. The consortium integrates the activities of three major centers: the Center for Medieval and Renaissance Studies, the Center for Seventeenth- and Eighteenth-Century Studies, and the Center for Modern and Contemporary Studies. In addition, the Center for Jewish Studies is administratively linked to the consortium.
98. The Franke Institute for the Humanities at the **University of Chicago**, founded in 1990, provides space and facilities for faculty research, discussions, debates, symposia, and public conferences. It is intended to support research in the humanities and to provide a public venue for evaluating that research through scholarly debate and discussion. It helps foster a community of scholars, thinkers, and artists. It serves as the primary interdisciplinary and public information arm of the division of humanities — for example, through a public lecture series titled “The Humanities in Public Life” at the university's Gleacher Center in downtown Chicago. Fellowships are provided for six to seven tenured and tenure-track University of Chicago humanities faculty (including a humanistically oriented member of the social sciences faculty) each year to allow them to pursue independent research without teaching or administrative duties for two quarters. In addition, the institute supports four doctoral fellowships for University of Chicago graduate students each year. The institute also offers seed grants to small university faculty groups for research that is not yet ready for major external funding. These grants encourage work across disciplines and even across divisions with regard to curricular development and other efforts. During 2003-06, the institute is coordinating a project titled “New Perspectives on the Disciplines: Comparative Studies in Higher Education,” which is funded by the Andrew W. Mellon Foundation, and which includes conferences, lectures and fellowships.
99. The **University of Iowa's** Obermann Center for Advanced Studies is a place and program that is dedicated to humanities scholarship and to research in a broad range of disciplines. Accommodating thirty UI and visiting scholars, the Obermann Center promotes scholarly interaction informally through coffee hours and colloquia, and formally through several endowment-supported grants programs for research projects, symposia, and seminars that require extended collaboration designed to result in publication. Recent summer- and semester-long seminars have focused on opera, sexuality and society, and the ethical implications of stored human tissues. The Obermann Center also is committed to bringing scholarship to the public and to developing strong academic-community humanities partnerships.

The goal of the humanities consortium at the University of California, Los Angeles, is to nurture new ways of discussing and thinking about the most pressing issues in the humanities.

A program at the University of Nebraska-Lincoln is intended to emphasize interdisciplinary learning in the humanities and collaboration among humanities scholars, other scholars, and the public.

100. Founded in 1997, the **University of Colorado's** Center for Humanities and the Arts (CHA) serves as a focus for humanistic scholarship and artistic creation across the Boulder campus. Each year, CHA selects a theme around which to organize its central activities: a year-long faculty and graduate student seminar, a lecture series, and a spring colloquium. CHA also supports innovative research and creative work through monthly "Work-in-Progress" sessions, interdisciplinary workshops, and events with other units on campus. In addition, CHA plays an important role in supporting graduate education. CHA grants approximately \$300,000 in graduate fellowships each year; has sent graduate students to **Cornell University's** School of Criticism and Theory; has hosted Woodrow Wilson postdoctoral fellowships in the humanities; and runs an internship program for students seeking employment outside the academy, a program that won a 1999 Innovation Award from the Woodrow Wilson National Fellowship Foundation. In spring 2003, CHA hosted its first visiting scholar/artist. All of the center's events are free and open to all constituencies. Through all of its programs, the center works to encourage interdepartmental and cross-campus dialogue, to raise the profile of the arts and humanities in Boulder, and to build support for scholarship and creative activity.
101. The free-standing Center for the Literary Arts at the **University of Missouri-Columbia** brokers activities among a number of existing units, develops new initiatives, and serves as a nexus for fundraising. It builds upon strong programs in creative writing, theatrical and cinematic writing, graphic design, the campus writing program, the *Missouri Review*, the University of Missouri Press, and the School of Journalism. It works with the College of Education's English Education programs, the modern language departments, and regional elementary and secondary schools. The chief work of the center is to advance serious writing by bringing significant writers to campus for readings, workshops, and residencies; to provide support for graduate and undergraduate writing students; to develop outreach activities to schools, prisons, and the Columbia community; to award book prizes; and to foster any activities that enhance writing at MU. In addition, one of the new activities developed by the center has been "Mizzou on Broadway," a relationship with the York Theatre through which student work is performed in New York by MU student actors, supported by MU student technicians. The York Theatre offers internship opportunities for MU students and produces the work of MU writers as part of its own repertory as well as offering showcase opportunities. This parallels a related activity in the arts, "Mizzou on Tour," which offers award-winning music students the opportunity to perform in Carnegie Hall and the Kennedy Center.
102. With initial support from the National Endowment for the Humanities, the **University of Nebraska-Lincoln** established the Great Plains Regional Center for the Humanities. This program is intended to serve the states of Nebraska, North Dakota, South Dakota, Kansas, and Oklahoma and to emphasize interdisciplinary learning in the humanities and collaboration among humanities scholars, other scholars, and the public. Its goal is to provide venues for the exploration of the history, literature, people, diverse cultural expressions, and symbolic and physical environment of the Great Plains. The center involves partnerships with fifteen organizations in Nebraska: Center for Great Plains Studies, School at the Center, Humanities Program at University of Nebraska-Lincoln, University of Nebraska Press, Gallup Research Center, International Quilt Study Center, University of Nebraska State Museum, Sheldon Memorial Art Gallery and Sculpture Garden, Mary Riepma Ross Film Theater, Nebraska Humanities Council, Nebraska State Historical Society, Nebraska Educational Telecommunications, Lincoln Humanities/Fine Arts Focus Public High School, Nebraska Division of Travel and Tourism, and the Nebraska Library Commission.

103. Funded primarily by alumni gifts, the Institute for the Arts and Humanities at the **University of North Carolina at Chapel Hill** provides semester-long research fellowships for about thirty faculty per year. These fellows — who work in the arts, humanities, and humanistic social sciences as well as related disciplines in journalism, public health, law, and other professional schools — meet weekly for seminars that often yield new collaborations as well as improved individual work. Several of the fellowships seek especially to fund scholarship that will have an immediate impact on graduate and undergraduate teaching. Although the institute has been doing this kind of work for twenty years, its new \$6-million building provides improved space in an exceptionally beautiful and conspicuous setting, and the new building provides space for innovation in humanistic research, service, and teaching. It also makes an “incubator” space available to scholars who wish to work together on innovative team projects. As intended, the program is proving effective both in recruiting and retaining humanities faculty. The grants are awarded primarily to faculty at the assistant and associate ranks whose proposals demonstrate that their scholarly research will have an immediate impact on specific undergraduate courses.

104. The humanities have been central to the **University of Oregon**’s mission since its inception in 1876. Indeed, the UO remains the only public institution in Oregon offering PhD programs in the humanities. As a comparatively small institution within the AAU, the UO has seized opportunities to cultivate exceptionally strong interdisciplinary efforts, both within the humanities and linking the humanities to broader societal issues and multicultural concerns. Central to that effort is a cadre of research centers and institutes that address topics of interest to the humanities, such as Asian and Pacific studies, diversity and community, and applied second language studies. Two of the most prominent UO centers are the Oregon Humanities Center (OHC) and the Center for the Study of Women in Society (CSWS). Both



Kari Tupper (Comparative History of Ideas and Women Studies) and John Toews (History) team teach a Danz Course in the Humanities. These courses enable first-year students at the University of Washington to engage in challenging, cross-disciplinary work.

Photo courtesy of University of Washington

have served as catalysts for interdisciplinary scholarship, as well as for connecting humanities research to the public at large. For example, CSWS and OHC fund Research Interest Groups (RIGs) to facilitate collaborative research and inquiry, to create support groups for grant proposal preparation, to build connections between scholars and community activists, and to enhance cross-disciplinary interactions. Similarly, the OHC, through its internal support of research and teaching fellowships as well as its extensive outreach programs, provides a critical forum for linking diverse disciplines, from the languages and literature to the arts and professions. Issues of interest in the social and natural sciences are also discussed in the context of humanities disciplines such as philosophy, history, and ethics. As a consequence, isolated academic disciplines connect more effectively and become more relevant to individuals outside of the academy. Both CSWS and OHC have helped to support the new Wired Humanities Program (WHP). The WHP establishes critical linkages between research and teaching, between disciplines, and between the humanities and emergent electronic technologies, thereby enhancing both quality and access related to humanities pedagogy and scholarship.

105. In 1997, the **University of Washington**, through a reallocation of university resources and a \$5-million private donation, established the Walter Chapin Simpson Center for the Humanities. The center has radically changed the scope and impact of the humanities on the campus and in the region. With this new fund-

The University of Washington's Simpson Center has made a distinctive mark and raised the profile of the humanities in the region.

ing, the center was able to commit to a high level of engagement in three areas — collaborative research, innovative teaching, and public humanities. The Simpson Center has provided time and opportunities for scholarship that would not have taken place under “ordinary” circumstances — especially scholarship involving multiple scholars from various disciplines; for teaching that would not have fallen easily under a departmental aegis; and for public engagement that it would be impossible to do otherwise. The Simpson Center sponsors approximately thirty collaborative research projects, team-teaching initiatives, and large-scale public programs each year. Examples include collaborative research projects that involve faculty from many different departments; a partnership with undergraduate education in the development of an intensive summer research institute in the arts and humanities with faculty from the arts, the social sciences, and the humanities divisions; an introductory course team-taught by faculty in the humanities and related social sciences with researchers in the medical school; and a series of public Seattle Humanities Forum events and interdisciplinary symposia cosponsored with campus museums and other local cultural organizations. Particularly in the category of public engagement, the Simpson Center has made a distinctive mark and raised the profile of the humanities in the region. Crucial to the success of this effort have been both the significant increase in the funding and the support of the entire administration — president, provost, and deans. Perhaps most importantly, the faculty have seen the center as an invaluable resource. Faculty value the Simpson Center because they see it as eclectic and as promoting a very wide range of intellectual inquiry; chairs realize that it is not a threat to departmental initiatives or prerogatives. The center's director also has played a critical role in creating an atmosphere of inclusion and opportunity.

106. The seminars and activities at the Whitney Humanities Center at **Yale University** reach across the traditional disciplinary boundaries,

and even beyond the traditional edges of the humanities, to include, for example, the School of Medicine, the Yale Center for British Art, and the Yale Divinity School. Under the leadership of medievalist Maria Rosa Menocal, professor of Spanish and Portuguese, the center has recently launched collaborative programs that seek to integrate theory with practice in the humanities and arts. Initiatives, such as the reunion of former Bollingen Prize winners that featured both an evening of poetry reading and a scholarly symposium on the craft and state of poetry in the United States today, brought together faculty and students in the humanities, poets, critics, curators of the Yale American literature collections, and members of the New Haven community. A future program on contemporary Italian writers of narrative will feature bilingual readings by past winners of the Strega Prize. The broad appeal of these programs has exceeded expectations. The evening of poetry reading drew an audience of more than 800, as a result of which the more scholarly conference was unusually well attended. These programs are viewed at Yale as examples of proposed enhancements to the undergraduate curriculum recommended by a special faculty committee. The Yale curriculum report sets as one of its priorities the “recruitment of artists and figures who bridge the gap between artistic theory and practice.” The Whitney Humanities Center provides an ideal interactive locus for conversations among writers, artists, musicians, scholars, doctors, lawyers, and, of course, students.

Recommendation 5: Promote the Humanities and Build Partnerships

Outreach Efforts to the Community

107. **Case Western Reserve University** engages in humanities outreach to the community in four basic ways. First, many lectures throughout the year are open to the public and publicized widely. Second, several departments have joint appointments with various institutions in



Hundreds of ArtsBridge children perform the Aztec dance for university and community audiences at the University of California, Irvine. ArtsBridge provides an opportunity for university students and faculty to share their knowledge about the arts and humanities with the community.

Photo courtesy of University of California, Irvine

University Circle.* The Department of Art History and Art, for example, shares two faculty members with the Cleveland Museum of Art and one faculty member with the Cleveland Institute of Art. Third, individual faculty members or groups initiate their own activities. The interdisciplinary Evolutionary Biology Program (composed of faculty in philosophy, religion, anthropology, and biology) held a panel discussion titled “God and Evolution,” which drew an overflow audience to a 2,000-seat downtown theater. Finally, humanities outreach has occurred through the development of courses that involve collaborations of CWRU students and faculty with institutions in neighboring University Circle. “Introduction to

Music I” involves a collaboration between the CWRU Department of Music and the Cleveland Orchestra. Course material is geared to the performance schedule of the orchestra. Students attend performances as a regular part of their course activity. In addition, the faculty member teaching this course assists with the preparation of program descriptions for the Cleveland Orchestra. Two other courses, “Comparative Ethics” and “Ethics in Local Perspective,” involve collaborations of the CWRU Department of Religion with local hospitals and health institutions. These courses ask students to think about contemporary moral problems from both theoretical and practical perspectives while directly addressing ethical issues from a Cleveland perspective. Theoretical aspects include work in moral philosophy and critical thinking; practical aspects focus on how local Cleveland institutions confront and deal with moral problems, such as euthanasia.

108. In January 2000, **Emory University’s** Office of University-Community Partnerships (OUCP) was created to enhance the integration of

* University Circle is a one-square-mile concentration of cultural and health care institutions adjacent to Case Western Reserve University. It includes Severance Hall, home of the Cleveland Orchestra; the Cleveland Museum of Art; the Cleveland Natural History Museum; the Western Reserve Historical Society; the Cleveland Botanical Gardens; the Cleveland Institute of Art; the Cleveland Institute of Music; the Cleveland Music School Settlement; the Cleveland Children’s Museum, etc.

Emory's teaching, research, and service missions with an emphasis on serving the Greater Atlanta community. The new initiative received a \$600,000 grant from the Kenneth Cole Foundation. OUCP helps community groups, organizations, and agencies access help and support from Emory faculty, staff, and students. A related program is the Atlanta Outreach Consortium, which was established in 1999 to coordinate and promote community outreach among Atlanta's four research universities, Clark Atlanta, Emory, Georgia State, and Georgia Tech. The presidents of the four universities meet quarterly along with a steering committee consisting of three faculty and staff from each school. The consortium is currently exploring opportunities for joint outreach programs and activities among the participating institutions.

The Ohio State University's African-American Studies Community Extensions Center integrates academic research and extension activities, with special emphasis on work that affects the African-American and African community.

109. The Carter Center, in partnership with **Emory University**, is guided by a fundamental commitment to human rights and the alleviation of human suffering; it seeks to prevent and resolve conflicts, enhance freedom and democracy, and improve health. All staff members at the center are recruited through the Emory University Human Resources Department. Programs are directed by resident experts or fellows, some of whom teach at Emory University. They design and implement activities in cooperation with President and Mrs. Jimmy Carter, networks of world leaders, other nongovernmental organizations (NGOs), and partners in the United States and abroad. The center is associated with Emory University and is governed by an independent board of trustees, chaired by former President Carter. The center's board of councilors provides its programs with the advice and support of prominent regional and local figures. The Carter Center's Interfaith Health Program, established in January 1998, is designed to promote the development of curriculum, training programs, community partnerships, and "best practices" research linking faith and health. Funded by the John Templeton Foundation, the consortium is a partnership of several U.S. universities including **University of Pittsburgh**, University of South Carolina, **University of California, Berkeley**, and Emory.
110. **The Ohio State University's** African-American and African Studies Community Extension Center is a powerful source of outreach to the community. Located three minutes from downtown and in the heart of a predominantly African-American area of the city, the Extension Center was opened in 1985 to enhance community access to the university and thereby enhance the relationship between the university and the Columbus African-American and African community. The programs of the Extension Center integrate academic research and extension activities, with special emphasis on work that affects the African-American and African community. Its programs are offered at either no cost or a nominal cost to the public.
111. The Institute for Ethnicity, Culture, and the Modern Experience at **Rutgers University** is a vital resource for the diverse communities and organizations that make up Greater Newark. Institute programs consistently draw large and attentive audiences into the public sphere, where the issues of ethnicity, race, culture, and modernism are explored and given resonance. Moreover, the institute, which is now approaching its eighth anniversary, has fulfilled and exceeded its initial objective to serve as an academic resource that enables a cross section of citizens to engage in new thinking about the complexities of culture. It regularly engages faculty from humanities and social science disciplines and professional schools in dialogues about ethnic relations, cultural differences, urban issues, and historical figures. While the institute remains program-driven, it has successfully initiated faculty development and civic fellowship initiatives to foster collaboration and interaction between civic leaders and public scholars, thereby further enriching program content.
112. Managed by undergraduate students at **Rutgers University**, the New Jersey Folk Festival, held

annually on the grounds of the Eagleton Institute on the Douglass campus, attracts an estimated 15,000 people. Its primary focus is on the traditional indigenous music, crafts, and foods of the diverse ethnic and cultural communities within New Jersey and the surrounding region. This light-hearted event involves a broad section of the community, including prospective students. The festival provides a positive introduction to campus life, with an emphasis on humanities and the arts.

113. Since the spring quarter 2001, **Stanford University's** Continuing Studies and the John W. Gardner Center for Youth and Their Communities has joined with the Ethics in Society Program to sponsor the Hope House Scholars Program, in which humanities courses taught by Stanford faculty are offered quarterly to the residents of Hope House, a local residential drug and alcohol treatment facility for women. The Hope House students, approximately fifteen per quarter, write essays on the assigned readings, such as classical Greek dramas. To date, participating faculty have come from the Departments of Philosophy, Political Science, and Religious Studies. Stanford undergraduates serve as teaching assistants and writing tutors. Upon successful completion of the course, each Hope House resident receives a certificate from Stanford Continuing Studies verifying the two units of credit earned, units that can be used toward a degree at a local junior college. Of the seventeen participants in the first class, nine went on to enroll in four-year colleges and one entered nursing school.
114. The **University at Buffalo** has started a Saturday morning lecture series for high school students as well as a summer lunchtime series of lectures for the general public to showcase recent developments in various disciplines including the humanities.
115. The Gifts to the Community Program at the **University of California, San Diego**, gives faculty an opportunity to get involved with a variety of community organizations. Activities include

lectures to elementary schools, civic organizations, and retirement centers. Fifty such events occurred over the last two years. The university's Center for the Humanities also offers free public lectures and scholarly conferences.

116. The humanities program at the **University of Colorado, Boulder**, consistently and energetically promotes its work to the community. It hosts two annual conferences that have historically drawn many community members; it has an advisory board made up almost exclusively of interested and involved community members; it invites the community to special events such as cultural productions and guest speakers; and it recruits heavily from the community for its required ethics course for small-group facilitators.
117. Iowa City and the **University of Iowa** have long been a haven for writers. The university is the home of the Iowa Writers' Workshop, the Program in Nonfiction Writing, the Playwrights Workshop, the International Writing Program, and the Iowa Young Writers' Studio. The Iowa Writers' Workshop was the first creative writing degree program in a U.S. university. The workshop was made possible by the university's decision early in the twentieth century to grant academic thesis credit for creative work in the arts — also a first in U.S. higher education. The Writers' Workshop has served as the blueprint for most of the other university-based creative writing programs, which have collectively transformed the terrain of American literary life. The Program in Nonfiction Writing is home to Iowa's MFA in nonfiction, a degree program that provides accomplished students the opportunity to study and write literary nonfiction. The Iowa Young Writers' Studio gives high school students a chance to immerse themselves in the creative writing life at the University of Iowa. The Young Writers' Studio offers in-depth writing workshops in fiction, poetry, and creative writing. Classes are small; students are mentored by professional writers and graduate students pursuing degrees at the Iowa Writers' Workshop. The studio is a place

The Writer's Workshop at the University of Iowa has served as the blueprint for most of the other university-based creative writing programs, which have collectively transformed the terrain of American literary life.

for talented students to explore their interest in writing, challenge their imagination, and learn the fundamentals of their craft.

pressing topical interest and convey the expertise of university faculty, and of visitors to the university, to a large non-academic audience.

Life of the Mind Insight Seminars, at the University of Oregon, are designed for adults who would like to re-immense themselves in university life and the life of the mind.

118. The **University of Missouri-Columbia** instills a renewed appreciation for the humanities through MU Lifespan Learning, a popular non-credit extension program that attracts hundreds of area residents ages fifty and up. Participants gather for weekly classes, many taught by current and retired faculty, to re-engage their love of “learning for the sake of learning.” Course titles have included “Shakespeare’s Comic Spirit,” “The Lewis and Clark Expedition,” “Memoir Writing,” “The Civil War in Missouri,” “Fundamental Perspectives of Photography,” “American Composers and Their Music,” “Historical Bases for Current Happenings in the Middle East,” and “What Have We Learned About Globalization Lately?”
119. **The University of North Carolina at Chapel Hill’s** College of Arts and Sciences has a program focusing on humanities and human values, which provides a variety of outreach programs. In 2001-2002, this program provided thirty-eight events, which brought 2,322 participants to campus. These events included twenty-three weekend seminars, seven summer seminars, a seminar for business executives, one for school principals, one for teachers, and one for attorneys. These vary in length, from two days to a week, and they offer an enormous variety of topics in all humanities areas.
120. The Oregon Humanities Center at the **University of Oregon** produces a weekly half-hour television program (“UO Today”). It features interviews, conducted by the center’s director, with Oregon faculty and distinguished visitors to the university, often followed by lectures or performances by those interviewed. This television program, which debuted in 1996 and is broadcast on cable-access channels, has the capacity of bringing the humanities at the University of Oregon into more than half a million homes throughout the state of Oregon. The subjects discussed are often of
121. Life of the Mind is a continuing education program created by a group of **University of Oregon** professors and Eugene community members who felt that the university should be providing more exciting learning opportunities for adults. In middle life, the questions addressed by the humanities take on a new reality. The program’s creators observed that society offers little guidance for this stage of life, although other cultures consider it a time for thinking and writing, seeking wisdom and understanding, and coming to grips with ultimate questions. They believed that the university should encourage middle-aged adults to make time for philosophy, literature, history, religion, art, music, and even language study, which exercises the mind. Life of the Mind Insight Seminars are designed for adults who would like to re-immense themselves in university life and the life of the mind. Each seminar is run by a team of academic and real-world experts and is limited to fifteen members. Books and meals are included in the cost, which ranges from \$150 to \$300 depending on the length of the seminar.
122. Founded in 1995 by a group of students, faculty, staff, and alumni, the Kelly Writers House is an actual thirteen-room house on the **University of Pennsylvania’s** campus that serves as a center for writers of all kinds from Penn and the Philadelphia region at large. Each semester the Writers House hosts approximately 150 public programs and projects — poetry readings, film screenings, seminars, Web magazines, lectures, dinners, radio broadcasts, workshops, art exhibits, and musical performances — and about 500 people visit the house each week. Writers House also has a strong virtual presence with ongoing interactive Webcasts that give listeners from across the country the opportunity to talk with writers such as John Updike, Robert Creeley, Tony Kushner, and Grace Paley. Through its many programs and projects, the

Writers House promotes the full range of contemporary literature, addressing writing both as a practice and as an object of study.

123. The **University of Pittsburgh's** PITT ARTS program enables and encourages students to take advantage of Pittsburgh's vibrant arts community. It sponsors free student excursions to the symphony, opera, ballet, theater, art galleries, and museums. All programs are free to Pitt undergraduates, and all programs include educational aspects, such as opportunities to speak directly with performers and artists. In addition, Pitt students have free access to the Carnegie Museum of Art and Natural History and the Andy Warhol Museum. This program gives all students a humanities orientation to the arts.

124. **University of Virginia** anthropology professor Jeff Hantman has been working with the Monacan Indian Nation for more than 13 years on projects ranging from archaeological surveys and excavations to reconstructing ancient Monacan sites and developing a traveling exhibition. Hantman and his students are assisting the Monacans so they can receive federal recognition as an Indian Nation. Today, the Monacan Nation is revitalized and reconstructing its history and culture with the help of Hantman and the University of Virginia Anthropology Department. There are more than 1,400 members of the tribe, which is recognized by the Commonwealth of Virginia. Federal recognition would make members eligible for federal grants, housing, scholarships, and loans, and allow for the repatriation of human remains and artifacts.

125. **Vanderbilt University's** Robert Penn Warren Center for the Humanities cosponsors an annual public lecture with the Tennessee Humanities Council. The lecture, called the Robert Penn Warren Lecture on Southern Letters, is held in various locations in Nashville. The Warren Center also recently completed a multiyear collaborative project with the Tennessee Holocaust Commission. The project involved faculty members and school teach-



UVA Anthropology Professor Jeff Hantman (standing) with some of his students at the Monacan village site of Monasukapanough in Charlottesville, Virginia.

Photo courtesy of University of Virginia

ers from across the state of Tennessee and resulted in the publication of *The Holocaust and Other Genocides*, edited by Helmut Walser Smith. The Warren Center mails notices of all of its public lectures and programs throughout the middle Tennessee area. Its mailing list includes schools, museums, and libraries.

Developing Relationships with K-12 Schools and Teachers

126. **Case Western Reserve University's** Department of Modern Languages and Literatures has organized a project linking CWRU undergraduates with a local Cleveland elementary school, whose student body is half Hispanic, to work with young students to produce family histories and related projects. Faculty in art education and related disciplines are working with a project that develops curricula and trains teachers to introduce preschoolers to various local cultural institutions.
127. In the fall of 2001, **Emory University's** Center for Teaching Curriculum, the University Advisory Council on Teaching, and the

- University Teaching Fund invited K-12 educators and counselors to a public lecture given by noted pediatrician and learning differences expert Dr. Mel Levine. The lecture was titled “How Learning Works When It’s Working.”
128. **Michigan State University’s** English Department organizes a spring conference on the English language arts for secondary English teachers. The conference tries to target new teachers and provides an opportunity for both new and experienced classroom teachers to share their expertise by presenting at one of the breakout sessions.
129. **The Ohio State University’s** History Teaching Institute works with AP history teachers in Ohio high schools to develop curricula and to incorporate the best practices using technology in the classroom. For example, the History Teaching Institute staff has reviewed, identified, and characterized dozens of Web sites in order to make the Web more manageable and user-friendly for Ohio’s high school history teachers. In addition, they have prepared some twenty-five lesson plans based on primary sources available on the Web. These offer teachers innovative suggestions about how to use active learning strategies and different types of sources to engage their students. In addition, a recent \$1-million grant from the Department of Education will allow the institute to provide its services to every middle and high school teacher of American history in Columbus, Ohio, public schools. The grant supports History WORKS, a three-year professional development program of monthly seminars, summer institutes, and a Web-based resource center.
130. **Pennsylvania State University’s** Civil War Era Center has a range of outreach activities including tours to important battlefield sites and a summer workshop for high school history teachers. Currently the center and PSU’s Ethics Institute and its Africana Research Center are major partners on UNESCO’s trans-Atlantic slave trade project, which seeks to reach out to K-12 teachers around the world to help infuse better knowledge of the worldwide slave trade.
131. **Rice University’s** History Department is participating in a program initiated by the Houston Independent School District in which secondary school teachers take classes in American history taught by two of Rice University’s most senior and successful historians. In return, HISD, through a Department of Education grant, provides funds for the department to hire a visiting professor to teach the survey to the university’s own students.
132. **Rutgers University’s** History Department works closely with the New Jersey Department of Education on projects involving in-service professional development of Newark public school teachers. The university’s English department offers day-long workshops on subjects ranging from Chaucer or women writers to issues such as using film in the classroom or using the Internet in teaching literature. These are held both during the academic year and as two-week summer institutes for Advanced Placement teachers.
133. Since 2000, **Stanford University** has been offering three-week residential institutes for high school students as part of its summer session. Each is directed by a member of the Stanford faculty or academic staff and offers an intensive introduction to a discipline and to college life. Three of these institutes are in the humanities: the Philosophy Discovery Institute, the Creative Writing Discovery Institute, and the Drama Discovery Institute. Undergraduates serve as dormitory counselors and teaching assistants, and the directors are also in residence. The Philosophy Institute has proven especially popular, enrolling sixty students in 2002. The others attract approximately twenty-five to thirty students.
134. **Stanford University** runs a program for schools with truly international reach, the Stanford Program on International and Cross-Cultural Education (SPICE). Since 1976, SPICE has developed more than 100 multidis-

ciplinary curriculum units on international themes for elementary, middle, and high schools. Approximately 25 percent of SPICE's annual budget is devoted to projects in the humanities. SPICE sells between 4,000 and 5,000 curriculum units per year to approximately 3,000 schools, including independent schools overseas and U.S. Department of Defense schools. SPICE also offers a variety of professional development seminars for school teachers. For example, SPICE teaches annual workshops for middle and high school teachers in conjunction with the National Consortium for Teaching about Asia.

135. Outreach in the arts takes many forms at **Stanford University**. Stegner Fellows in the Creative Writing Program go to elementary, middle, and high schools to give writing workshops. In 2002, the Committee on Black Performing Arts brought the Umzansi Zulu Dance Troupe to campus from South Africa. The troupe gave a series of master classes to students in grades K-8 and to high school students. The Department of Music is especially active in arts education programs. Throughout the academic year, ensembles such as the Chamber Chorale and the St. Lawrence Quintet offer concerts and mentoring to high school students. In the summers, the department offers taiko day camps for a range of age groups (from grades four through high school), encompassing drumming, martial arts, and movement. The university also hosts — but does not finance — the annual summer Stanford Jazz Workshop, now in its thirtieth year. In 2002, several hundred musicians ages twelve to seventeen participated in Jazz Camp, with tuition scholarships available to 100 students with financial need. The Dance Division invites school groups to “Moving Together” concerts and offers movement classes on Saturdays to children (ages three to seven). Student dance groups also perform regularly at local schools.
136. The **Texas A&M University** Regents' Initiative for Excellence in Education funds an

academy for educator development on each campus in the TAMU system, as well as collaborative research conducted by teams comprised of faculty from the colleges other than education, the College of Education, and partnering public school administrators and teachers. Nine of the eighty-one local inductees have come from liberal arts departments. For all five years of the initiative, an associate dean of liberal arts has served on the President's Advisory Council subcommittee that recommends candidates for the academy and sets its research priorities; and a professor from the Department of English has served as the coordinator of research, overseeing hundreds of thousands of dollars in awards. English is also among departments and community organizations and units participating in the career-shadowing program sponsored by the local school district for students in grades eleven and twelve.

137. Established in 2000, the Writing Ambassadors Program at the **University of California, Davis**, brings undergraduates from a variety of disciplines into the classroom to assist teachers and students in local preschool to twelfth grade classes. In addition to developing students' communication skills, the program focuses on helping teachers use reading and writing strategies as classroom tools that promote active learning and critical thinking in any content area. In 2001-02, the program sponsored fifty-five undergraduates in more than ten schools in the region. The program also cooperates with the School of Education on campus.



ArtsBridge pupils participating in a University of California, Irvine, program demonstrate their mastery of Vietnamese culture and history.

Photo courtesy of University of California, Irvine

138. The Department of Spanish and Portuguese at the **University of California, Los Angeles**, has an active outreach effort that ranges from Saturday lectures on Latin American literature for teachers to the development of service learning projects in the community for undergraduates. In addition, UCLA's writing programs

faculty have worked with community colleges, and English faculty have mounted summer institutes for high school teachers on Shakespeare and other topics.

139. The **University of Florida's** Alliance Program is a partnership between the university and six predominantly minority high schools in the state of Florida: Jacksonville Raines, Jacksonville Ribault, Miami Senior High School, Miami Carol City, Orlando Evans, and Orlando Jones. The university provides a staff person to represent the University of Florida in each city, and to work with teachers at the schools to identify ways in which the University of Florida can assist them and the students. Because each school has particular needs, most programs are tailored to the needs of the school. Regular programs are held at each school for the teachers, based on their interest and need. In addition, the university supports a Summer Leadership Institute for eight faculty members from each school every July. The institute focuses on issues and ideas identified by the advisory committee from the participating high schools. The university also offers scholarships to the top five graduates of each high school as a sign of its commitment to the school and the students.
140. The Hall Center is the **University of Kansas'** major vehicle for K-12 outreach. The center has hosted a number of National Endowment for the Humanities-sponsored Summer Seminars for School Teachers. This experience forms the basis for the programs it is developing to meet the needs of K-12 teachers in Kansas and the greater Kansas City area under its NEH Challenge Grant. An annual summer seminar for school teachers was built into the most recent Challenge Grant, and that program will be formalized by the time the funding is available to launch it. A Web site will also be a resource for K-12 teachers. In addition, the affiliated centers offer a variety of programs and materials directed to K-12 teachers and students. The attending teachers, who come from as far away as Iowa, gain an understanding of issues and ideas about how to put them to use in their classrooms, as well as curricular materials to take back to their schools.
141. The **University of Nebraska-Lincoln** and the Nebraska Humanities Council collaborated in producing Lewis and Clark teacher institutes in 2001 and 2002. The summer institutes are designed to help K-12 teachers learn about Nebraska history in the context of the Lewis and Clark Expedition. They help teachers to develop new ways of teaching local history to their students. The Rural Resources Project, sponsored by the UNL Teachers' College, is an Internet-based "archive" site (<http://www.tc.unl.edu/rrp/SACHome.html>) that is intended to put teachers across Nebraska in communication with one another in order to enhance teaching and generate or share teaching ideas, and to teach students about their Nebraska heritage. The Web site covers literature, art, music, architecture, history, film, and folk art in the periods of American Indians, explorers, pioneers through the 1890s, twentieth century through World War I, the Roaring '20s, Depression and Dust Bowl to World War II, and post-World War II including the 1960s revolt, civil rights movements, the farm crisis of the 1980s, and the farm crisis of the 1990s.
142. The Western Pennsylvania Writing Project is a collaborative program of the **University of Pittsburgh** and area school districts to improve writing and the teaching of writing at all grade levels and in all disciplines. This project was created in 1984 with initial funding from the Bay Area/National Writing Project and matching support from the Pittsburgh Public Schools. The project is a partnership of writing teachers at all levels, from kindergarten through college, who come together in summer institutes, school-based workshops, and informal meetings throughout the year to pool their ideas, research, and classroom experience. Summer Institutes in the Teaching of Writing offer selected teachers a six-credit graduate seminar in the teaching of writing. Participants meet all day, four days a week, during the month of July. Teachers are invited to write in a variety of modes and to share

their writing with each other in small response groups. Out of this practice with the writing process, teachers develop their own theories about how students learn by writing. Several hours during the week are devoted to discussion of books and articles on writing and teaching as well as talks with visiting writers and researchers. Participants present to each other their own most effective methods for teaching writing. These presentations often become the basis of school-based professional development workshops given during the school year.

143. The **University of Pittsburgh's** Shakespeare-in-the-Schools (SITS) is the educational outreach program and professional touring company of the Department of Theater Arts. It brings Shakespeare and other classical theater forms, including non-Western forms, to students throughout western Pennsylvania and the tri-state region, demonstrating through live performances the excitement and accessibility of the classics. Each year SITS offers an adaptation of a Shakespeare play, which tours during the months of January, February, March, and April. It offers specialty tours that vary in content and subject matter at various times throughout the school year. The touring programs usually accommodate two shows a day and travel anywhere within a three-hour drive from Pittsburgh. To assist teachers in preparing their students to see the performances, SITS produces in-depth study guides. For more intensive preparation, teachers are invited to participate in annual teachers' workshops.
144. The **University of Pittsburgh's** Young Writers Institute, one of the most distinguished projects in the country, is a summer writing camp for children in grades three through twelve. Students work on individual projects and participate in workshops with writers from the Pittsburgh area, including MFA students from the University of Pittsburgh. In 2002, the institute included 370 children, 25 percent of them attending on scholarship, working at eight different sites in western Pennsylvania.
145. The Eastman School of Music at the **University of Rochester** and the Rochester City School District entered a formal partnership in 1996 to provide expanded musical education and opportunity for city youth and to work together to provide a model urban music education program. Although the core of the partnership involves collaborative curriculum and program planning, the most visible program, Eastman Pathways, provides nearly seventy motivated city school students with scholarship aid, allowing them to pursue music studies through Eastman's Community Education Division at little or no cost. Scholarship recipients follow different paths depending upon their ages and ability levels. Those showing exceptional musical ability and commitment ultimately may be eligible to pursue a rigorous course of study, helping them prepare for entry into an undergraduate degree program in music, possibly for admission to Eastman's collegiate division. Each path requires commitment and communication among students and their parents, CED faculty, and music teachers from the Rochester City School District.
146. The **University of Southern California's** Multi-Media Literacy Program has reached out to secondary school teachers in the humanities and their students. The university has lent technical expertise, provided software and hardware access, and held teacher-training sessions. The MLP holds an annual summer institute to train high school humanities teachers in multi-media literacy, and USC graduate assistants have gone into local high schools to help further with the implementation.
147. Last year well over 300 undergraduate students in humanities and related social sciences courses at the **University of Southern California** used what they were learning in class to tutor or offer mini-courses to students in the local public schools.
148. The Mentorship Program at the **University of Toronto** has for almost twenty years placed top local high school students in humanities

The University of Pittsburgh's Shakespeare-in-the-Schools program brings Shakespeare and other classical theater forms, including non-Western forms, to students throughout western Pennsylvania and the tri-state region, demonstrating through live performances the excitement and accessibility of the classics.

research projects at the university. Projects have included the Graffigny project, the Dictionary of Old English, The Athenians, and the Records of Early English Drama.

149. Since its inception in 1988, **Vanderbilt University's** Warren Center has regularly sponsored projects involving secondary school teachers. For the past two summers, the Warren Center has been home to a professional development program titled "We the People: The Citizen and the Constitution." The program, funded by the U.S. Department of Education, helps teachers find creative ways to educate students on the history and principles of constitutional government. Constitutional scholars from a variety of disciplines at Vanderbilt lead the series of workshops.

Recommendation 6: Strengthen Foreign Language and Cultural Studies

General Instruction

150. In 2002 **California Institute of Technology's** Hixon Writing Center and the Office of International Student Programs piloted a new project called "Conversation Partners." The project aims to help foreign graduate students improve their English and to promote intercultural dialogue. Undergraduate writing tutors were paired with graduate students for an hour of conversation every week. The graduate students valued the speaking practice, and all the participants appreciated the chance to learn about another culture. The undergraduates especially valued the opportunity to get to know graduate students and learn from them more about graduate study.
151. Language instruction beyond the elementary level is a cornerstone of the recently unveiled "Arts Renaissance" at **McGill University**. While all the major European and Asian languages are still taught in departments, teaching of languages at McGill is done in units that combine literature and socio-cultural components directly or due to cross-appointments of professors from other departments.
152. **The Ohio State University's** Foreign Language Center administers the Collaborative Articulation and Assessment Project (CAAP), initially funded by the Department of Education's Fund for the Improvement of Postsecondary Education and currently funded by the Ohio Board of Regents and the College of Humanities. Through the CAAP program, high school and college instructors collaborate to create a core curriculum and a common set of instructional objectives for foreign language students at each stage of a four-level language program. The purpose of the CAAP program is to ensure that students move smoothly through a course of language study, from one level to the next, addressing the problems they encounter when they make the transition between high school courses and the college classroom.
153. The Language Resource Center at **Rice University** has invented a unique authoring program called ExTemplate, now in version 2.0, which permits writing quizzes and even proficiency exams and placement tests in any language, using all four modalities (speaking, writing, listening, and reading). ExTemplate can use not only correctly accented European languages but also Chinese, Japanese, Hebrew, Arabic, or any language that can be typed into a computer. With only a small amount of training, faculty can embed videos, sound recordings, and other information in their quizzes. ExTemplate is Web-based and easily usable from the students' rooms or even from off campus.
154. Four years ago at **Rice University** only 10 percent of introductory language courses were taught by tenured or tenure-track faculty. To deal with this situation, responsibility for all language training through the third year was transferred to the Center for the Study of Languages. All lecturers involved in this training were moved from the traditional language and literature departments to the center's budget, and the lecturer track was professionalized. Lecturers were put on salary, provided travel money for conferences,

and given eligibility for a teaching prize. The rank of senior lecturer was introduced, and a language resource center was created to introduce high-tech teaching techniques. These changes were the culmination of five years of vigorous, sometimes rancorous, debate over how languages should be taught.

155. **Rutgers University's** Transliterations program is an initiative designed to foster graduate scholarship in multiple languages. Rutgers provides special fellowship funds to attract outstanding graduate students who are competent to do scholarly work in two languages other than English. These students get enhanced fellowship support and TA stipends. The program has stimulated a rethinking of other literature programs, which now require students to broaden their study by taking courses outside of their primary area. The program also supports summer language courses to assist students to upgrade their skills, as well as funds to sponsor talks and workshops.
156. The **University of California, Davis**, is the home of the UC Consortium for Language Learning and Teaching. The consortium, funded by contributions from all nine UC campuses plus the Office of the President, is designed to make effective use of UC's vast linguistic resources and expertise at a time when foreign language enrollments are increasing dramatically in some areas and decreasing in others. It fosters collaboration among and across the language programs on the UC campuses with an eye to increasing student access to language study through a combination of the best classroom practices, technological enhancements, and Education Abroad programs.
157. In 2001, through a significant donation from a **University of California, Irvine**, alumnus and commitment from UCI, the School of Humanities launched the new International Center for Writing and Translation to foster writing, translation, and criticism in multilingual and international contexts. The following goals are integral to the general mission of the center: supporting writers working in various languages

and diverse genres, including fiction and creative nonfiction, through grants and residencies; fostering research and discussion of the theory, practice, and aesthetics and politics of translation, broadly conceived; supporting translations of work of literary merit; sponsoring conferences, workshops, and public forums on writing and translation, as well as readings and performances; and supporting activities of UCI faculty, students, and the surrounding community involving the far-reaching themes of cultural literacy and cross-cultural transposition.

158. The **University of Florida's** Language Across the Curriculum provides educational opportunities for undergraduate students who wish to combine disciplinary coursework with language instruction. For the past two years, the university has offered courses in history, literature, business, and language, enabling undergraduates to take classes and receive credit for courses that integrate the study of some aspect of Latin America and Europe with language study. The university is now examining ways to expand this initiative to Asia and Africa.
159. In 2001, four relatively small and stressed departments — the Departments of Asian Languages, French, German, and Spanish — at the **University of Maryland, College Park**, came together in the School of Languages, Literatures, and Cultures, thereby becoming a single unit that is now the second largest in the college in numbers of faculty. This was not a move intended to save money — indeed, the college increased its investment in the school substantially in the course of the amalgamation. The goal was to strengthen the departments and produce greater excellence. In curriculum, a new MA in Second Language Acquisition was added, one that satisfies demand by teachers, translators, and others, while offering young faculty research opportunities. In research, it has resulted in the creation of a new lab for work in Second Language Acquisition. Staff support for faculty has improved markedly. Overall, the change has been successful, but some faculty still view it as a reduction rather than an increase in support.

Rutger's University Transliterations program provides special fellowship funds to attract outstanding graduate students who are competent to do scholarly work in two languages other than English.

160. The **University of Wisconsin-Madison** College of Letters and Science, in collaboration with the International Institute, is in the process of establishing the UW-Madison Language Institute. The college already houses eleven internationally prominent departments of language and literatures that have the capacity to teach more than sixty languages. The Language Institute will coordinate current research, technological, and outreach initiatives, such as World Languages Day; a PhD program in Second Language Acquisition; a Global Forum in Languages, Literatures, and Cultures; collaborative efforts in shared technologies; foreign language teaching assistant workshops; and language resources fairs. It will make possible the expansion of existing collaboration with the Area and International Studies Program by working with Title IV National Resources centers on campus, and helping coordinate and support language floors in the new International Learning Community. It will also provide new services for the university and community, such as writing labs for larger language departments, a translation services database, a database of alumni with language skills and related careers, and capstone graduate programs. It will serve to generate revenue from grants and services provided to the community so that current resources can be used more effectively. Finally, the Language Institute will enable the university's language and literature departments to have the visibility they need both for fundraising purposes and to promote the study of language and literature at every level in the community.
161. **Yale University** has always given high priority to the study of the humanities and prides itself on an international curriculum for its undergraduate, graduate, and professional students. Recognizing the proliferation of the languages that students wish to learn and of the uses for which they wish to learn them, and the concomitant need to broaden and deepen the contexts into which language learning is integrated, in 1998 Yale established (with significant help

from the Mellon Foundation) the Center for Language Study. It provides professional support and leadership for the university's 100-plus language teachers in over fifty languages. These teachers hold faculty appointments in their departments and area studies councils, which continue to be their intellectual homes as exponents of their languages and cultures. However, the CLS provides a broader structure within which to create a second intellectual home for language pedagogy, research in second language acquisition, and materials development. A series of initiatives supports vertical integration of language faculty into their departments and area studies programs as well as horizontal integration into a professional community. The success of the CLS in these areas was recognized by a recent Committee on the Yale College Education, the draft report of which recommended the establishment of Yale centers for writing and for quantitative reasoning with explicit reference to the kind of support structures provided by the CLS. The CLS provides fully digital technological support for language learning. CLS staff regularly offer seminars on a wide range of pedagogical topics as well as workshops and coaching on technological tools and resources. Funding is available both for language teachers and graduate students to attend conferences and workshops on language pedagogy and for summer salaries and staff support for their projects to develop materials, testing, and curricula. The CLS has been awarded a three-year grant from the Department of Education for the creation of nine Web-based templates that will be used by teachers of all Yale's languages, both to develop pedagogical materials at all levels and to develop learning resources around authentic materials.

Less Commonly Taught Languages

162. While language programs in general benefit from increasing enrollments and increasing public awareness, programs such as Arabic are not as common as, and do not enjoy either the resources or the enrollments of language pro-

grams in, French and Spanish. In order to help these programs succeed, the Center for Advanced Research on Language Acquisition at the **University of Minnesota** sponsors the Less Commonly Taught Languages Project (which defines less commonly taught languages as all languages except English, French, German, and Spanish). The project's goals are to increase enrollment, help teachers develop high-quality teaching material, and help teachers communicate with each other and work together. They also provide a database of institutions that teach less commonly taught languages (LCTLs).

163. The Yamada Language Center at the **University of Oregon** provides a number of programs to strengthen foreign language instruction and create interest in and enthusiasm for foreign cultures. Using the expertise of its faculty and of talented native-speaker assistants, the Yamada Language Center's self-study program in rarely taught languages provides motivated students with a unique learning opportunity. Small classes, an emphasis on communication, and specially selected materials combine for an engaging learning experience. Students are assessed on an individual basis and language progress is dependent on individual effort and prior knowledge. Each of the self-study sections is led by a native-speaker tutor. These sessions are not typical classes per se but rather offer the chance to practice speaking skills, learn new vocabulary in role-play sessions, and ask questions about outside materials study. The native speaker is an additional resource for study of the particular language, rather than a typical language teacher who will have daily formal lessons prepared. The Yamada Language Center offers a well-attended Foreign Language Day for high school students, who arrive from across the state for a day of activities ranging from a mini-language class to Chinese calligraphy lessons to a lecture on a foreign film or novel. The Language Center also offers a virtual language-learning lab where students use the most recent software and virtual connections to study a variety of languages.

164. The **University of Toronto** has secured a series of endowments for language instruction in several lesser-taught languages: Yiddish, Finnish, Hungarian, and Polish. Others are underway. These endowments provide funding for language instruction "off budget" so that lesser-taught languages are not under budget pressure.
165. Burgeoning interest in the less commonly taught languages at **Yale University** led to the program in Directed Independent Language Study (DILS), which allows students with appropriate academic reasons to study a wide range of languages not taught at Yale. In the past three years DILS has supported seventy students in the study of twenty-six languages. The Center for Language Study (CLS) is now planning to adapt the DILS model to address the needs of students who want languages for special purposes such as advanced study in another discipline or internships and fieldwork abroad. Language courses for graduate and professional students whose schedules do not permit enrollment in five-days-per-week undergraduate courses are also under development. Yale sees the integration of substantive language proficiency into students' work in every discipline as one of the most effective ways to strengthen the humanistic content of the entire curriculum.

Yale University sees the integration of substantive language proficiency into students' work in every discipline as one of the most effective ways to strengthen the humanistic content of the entire curriculum.

Building K-16 Bridges

166. To address the challenge of teacher preparation for proficiency-oriented instruction, **Rutgers University** offers graduate-level programs in a World Languages Institute for K-12 world language teachers. The institute offers core courses in language-acquisition theory, foreign language teaching methodology, and technology that reflect the New Jersey Core Curriculum Standards and the National Standards for Second Language Teaching.
167. The Partnership Across Languages (PAL) coalition at the **University of Arizona** was initiated in 1994 primarily for second language K-

The Deep South Regional Humanities Center at Tulane University was established in 2001 with major support from the National Endowment for the Humanities.

16 educators to provide a venue for the sharing of professional concerns and the planning of collaborative action. A steering committee of approximately twenty-five educators meets monthly to strategize responses to issues that affect second language instruction horizontally across districts as well as vertically from elementary school through community college and university. PAL projects such as the Southern Arizona Language Fair, the Second Language Teachers' Symposium, and the networking fora for French, German, and Spanish instructors of all levels are the most publicly recognizable efforts of the coalition. The coalition also promotes the quick and frank sharing of information and the networking of skills, which have kept communication lines open among instructional levels. The results have included the organization of professional development workshops around timely topics and the creation of a new master's program in German at the University of Arizona that will put qualified German teachers quickly into Tucson area high schools. In 2000, PAL began to study how the learning of a foreign language in southern Arizona classrooms relates to specific workforce development issues. This most recent focus will expand the coalition membership to those in the business community who are already showing interest in joining the dialogue about the shared benefits of a language-savvy workforce for the Tucson-area economy.

Projects

168. A recently approved baccalaureate program in Portuguese and Lusophone World Studies at **Rutgers University** provides instruction in the language, literature, culture, and history of the Portuguese-speaking world. Close ties with the Portuguese-speaking community of Newark's Ironbound neighborhood and broader ties to the burgeoning Lusophone community of the greater Newark area provide important opportunities for students to combine experiential learning with classroom instruction.
169. Each semester, the Latin American and Caribbean Studies Center at the **Stony Brook University-State University of New York** runs a series of talks and seminars across the disciplines, a thematic symposium, an exhibition of recent Latin American artwork, and a film festival. Students may enroll for a minor in Latin-American and Caribbean Studies. The center has entered into collaborations with **Yale University** in a joint "Colloquium on the Americas," which is based at Stony Brook Manhattan. It is creating a SUNY-wide network of scholars and institutes. Exchange programs have been initiated with major research universities in Mexico, Peru, and Argentina, and the center is a partner in the journal *APUNTES*.
170. **Tulane University** and Northwestern State University have formed a consortium to promote the study of the Creole language, people, and culture. Both universities have expertise in the area of Creole studies. In 1991, Tulane established a program in Francophone studies and hired linguist Thomas Klingler, whose research focuses on varieties of French in Louisiana and in particular on Louisiana Creole. Since 1990 Klingler has recorded hundreds of hours of interviews with speakers of Creole and Cajun. He also regularly teaches a course in which students interview Louisiana Francophones. In addition, Tulane is home to the Deep South Regional Humanities Center, which will help coordinate the Creole Studies Consortium. This center was established in 2001 with major support from the National Endowment for the Humanities. NSU established its Louisiana Creole Heritage Center in 1998. Already the center has become a major resource in matters relating to Creole culture and history in Louisiana and has gathered a great deal of previously inaccessible information on Creoles. The Tulane-NSU partnership will enable both universities to expand Creole research, education, and outreach programs in ways that would not be possible if they were to continue working separately.

171. LiT*gloss* at the **University at Buffalo** is a collection of texts of literary or cultural interest, written in languages other than English, and expertly annotated so as to facilitate comprehension by English-speaking readers. The LiT*gloss* collection is available at the Web site <http://wings.buffalo.edu/litgloss/> and consists of over 100 texts in almost two dozen languages. The university provided the initial funding for this effort.
172. Information technology is being used by the **University of Pennsylvania** in creative ways in an Italian class designed to study cultural values and assumptions in America and Italy. Students from the University of Pennsylvania and students from Italy fill out the same online questionnaire. The questionnaire is aimed at eliciting differences in cultural perspectives, opinions, and values. Results from American and Italian students are shown side by side for ease of comparison, and students are asked to analyze and discuss differences in the responses. Online discussions between the Italian and American students help to test students' hypotheses and foster understanding of differences in culture and worldview.
174. Students at **Brown University** can also use digital and online resources to prepare their own scholarly and creative works. Even undergraduate students are participating in projects like the hypermedia fiction courses, taught by faculty in creative writing and by the Electronic Writing Fellow in Creative Writing. The Multimedia Labs, specialized computer labs for courses with a hands-on requirement, support this work. One hyperfiction section each semester also uses the CAVE, an interactive, immersive 3D environment.
175. **Brown University's** Computing in the Humanities Users Group (CHUG) is a faculty and staff-initiated informal seminar that supports innovative information technology. For more than fifteen years, this group has routinely invited speakers to campus to participate in discussions on many topics relevant to humanities computing, ranging from electronic editions through digital art and fiction to visualization software for archaeological records.
176. **Carnegie Mellon University** has supported the use of new technologies in redefining traditional humanities initiatives. The Picola Project (Public Informed Citizens Online Assembly) is a project of the Multi-Media Lab of the Center for the Advancement of Applied Ethics within the Philosophy Department. This initiative will develop an online environment for community consultation and problem-solving using video, audio, and textual communication. Through online tools, it seeks to achieve the kinds of beneficial results that have been documented by Deliberative Polling[®], a face-to-face interaction technique pioneered by Professor James Fishkin of the **University of Texas at Austin**, who is acting as a consultant on the project. The resulting demonstration will evaluate the feasibility of online citizen consultation in a proven, constructive form, and the feasibility of a comparison of the efficacy of online and face-to-face deliberative encounters.

Recommendation 7: Support Digital Information and Technology

General

173. **Brown University's** Scholarly Technology Groups (STG) support the development and use of advanced information technology in academic research and scholarly communication, with a focus on the humanities. STG explores new technologies and practices, and provides consulting and project management services to humanities projects. Through its annual faculty grants program, it develops and supports five to eight faculty projects a year. STG works closely with the Women Writers Project, a pioneering digital publishing and text encoding project that provides expertise on Web coding, scholarly text encoding and text representation, and digital editorial methods.

Institutional Planning

Over 800 undergraduate majors at Indiana University are now in Informatics and New Media programs.

177. **Indiana University's** new School of Informatics was created in 1999 to promote the study of information technology and the role it plays in the arts, sciences, professions, and society. The School of Informatics includes the New Media program offered at **Indiana University-Purdue University, Indianapolis**. The New Media curriculum combines classic artistic and technical theory with the new and evolving skill set that is needed in the fast-paced world of computer-based media technology. By leveraging the strengths of several existing departments, programs, and research centers involved in the study of information science and technology, the School of Informatics has established undergraduate and graduate education, research, placement, and outreach programs. Over 800 undergraduate majors are now in Informatics and New Media programs. Informatics offers MS degrees in Bioinformatics, Chemical Informatics, Health Informatics, Human Computer Interaction, and Media Arts. Informatics is also at the forefront of research and has just established the Informatics Research Institute with two major federal grants.
178. **Iowa State University** is in the initial implementation stages of a university-wide communications initiative called ISUComm, a four-year plan for undergraduate communication education that integrates the study of written, oral, visual, and electronic communication. The development of the initiative has included heavy faculty involvement, yearly campus-wide institutes (including this year's mini-conference on the e-portfolio), and teams of faculty communications consultants who are working with individual departments to craft discipline-specific communications plans. Pilot sections of the foundation courses will be offered during the 2003-2004 year, and will include the use of e-portfolios in addition to a focus on civic and cultural themes.
179. The **University of Maryland, College Park** created the Maryland Institute for Technology in

the Humanities (MITH) with a successfully matched \$1.6-million Challenge Grant from the National Endowment for the Humanities. The center is contributing to both research and teaching, and is helping with outreach within the college. MITH maintains a multi-level agenda, with a special focus on three interrelated areas: digital projects and research, teaching with technology, and outreach. In the area of digital projects and research, MITH is involved in a number of collaborations, including online archives, an electronic journal, a virtual exhibition, and various resource centers. Work in the field of teaching with technology includes a summer institute for local high school and university instructors, a speaker series and poly-seminar, and dozens of workshops for departments across the College of Arts and Humanities. Finally, an integral part of MITH is outreach to University of Maryland faculty, students, and staff, as well as to local educators. Additionally, MITH possesses specialized IT labs in art and art history, music, theater, and English.

Searching

180. **The Ohio State University's** Web Media Collective (<http://his.colums.ohio-state.edu/Webcollective/index.cfm>) is a cross-disciplinary research group involving the College of Humanities, the College of the Arts, and the College of Education. The collective identifies redundant efforts in Web media collection development and explores ways centralized infrastructure resources can be leveraged to meet the needs of students and faculty. To date, some 6,000 students have benefited from the collective's work through Web access to instructional media in art history, history, humanities, art, and education, as well as other disciplines that share resources with these units. The Web Media Collective is funded equally by the College of Humanities, the College of the Arts, and the College of Education.

Data Analysis

181. The Trans-Atlantic Slave Trade Database was created by the W.E.B. Du Bois Institute for African-American Research at **Harvard University**. This database, available on CD-ROM, contains records from 75 percent of all the slave ships sailing under British, French, Spanish, and Dutch flags between 1662 and 1860.
182. “Microcosms: Objects of Knowledge” is an ambitious and successful project at the **University of California, Santa Barbara**, that brings together art historians, archaeologists, historians of science, artists, computer scientists, and museum staff to study the remarkably diverse material collections held in the UC system. The aim is not just to account for the 40 million objects collected throughout the University of California, but also to consider the epistemology of collecting. The project has received support from the UC Humanities Research Institute, the UC Office of the President, the Getty Foundation, and the Delmas Foundation.

Preservation and Access

183. The United States Agriculture Information Network (USAIN) and the National Agriculture Library (NAL) developed a national plan for the preservation of agricultural literature in 1993. As part of that effort, **Cornell University** has managed the section of the plan to preserve state and local literature published between 1820 and 1945 and held in the libraries of land-grant universities. With support from the National Endowment for the Humanities totaling \$3,163,200, four phases of this project have been funded. Twenty-three states have participated: Alabama, New York, Pennsylvania, Wisconsin, California, Connecticut, Florida, Nebraska, Texas, Hawaii, Montana, Arizona, Arkansas, Iowa, Minnesota, Kansas, North Dakota, New Mexico, Michigan, North Carolina, Georgia, Ohio, and Illinois.

184. Established in 1966 on the campus of Fisk University in Nashville, Tennessee, the Amistad Research Center has made its home at **Tulane University** since 1987. The center is a non-profit manuscripts library for historical research. Its mission is to provide resources for research on America’s ethnic history, the African Diaspora, human relations, and civil rights to educate, inform, and transform national and international communities. Among the Amistad Research Center’s diverse visitors are researchers from the U.S. and abroad, public and parochial school tours, area college and university students, elementary and secondary school teachers enrolled in summer workshops, participants in the ongoing public humanities lectures and art exhibitions, and a constant flow of tourists. The center has been extensively cited in articles, books, and film productions researched there. The center has numerous collaborative partners and has had recent grant awards from the National Endowment for the Humanities and the National Endowment for the Arts, and a National Leadership Award from the Institute of Museum and Library Sciences.
185. The **University of Pennsylvania**’s Schoenberg Center for Electronic Text and Image (SCETI) is a fully integrated digital library created in 1996 to publish virtual facsimiles of rare books and manuscripts in the Penn Library’s collections. This includes the Furness Shakespeare Library, the Robert and Molly Freedman Jewish Music Archive, and the Dreiser Web source. SCETI seeks to make accessible primary source materials to scholars and researchers. The site is free and open to all.
186. American Culture Studies (AmCS) at **Washington University in St. Louis** is working with the Missouri State Archives and the St. Louis Circuit Clerk’s Office to digitize selected cases from the Historic Circuit Court Records. Recently rediscovered, this collection of old court records sat undisturbed for decades. The records offer a unique view into how the legal process, courts, and people’s lives intersect and

The Amistad Research Center at Tulane University, provides resources for research on America’s ethnic history, the African Diaspora, human relations, and civil rights to educate, inform, and transform national and international communities.

provide a larger cultural context for those who were involved with the court. The State Archives recently began the process of cataloging and preserving the documents, only to find that the collection was larger and infinitely more valuable than anybody predicted. AmCS interns are currently helping with the preservation and cataloging process. After cataloging the documents, AmCS began digitizing them and developing a searchable database that employs new metadata standards for digital collections and will have a broader use for cataloging other digital collections within the university. Washington University has already digitized or is in the process of digitizing cases relating to the Dred Scott decision, Lewis and Clark, and African American freedom suits. The materials will support curricula in a number of Arts and Sciences courses. In addition, students in the three courses will have the opportunity to help build the court records database. As this is the only local archival internship available in this field, Arts and Sciences students at Washington University have the unique opportunity to build the critical research and writing skills necessary for academic study and to work with primary research materials as they gain technological fluency. The project is funded by Arts and Sciences from a variety of internal sources, including operating budget, gifts, and endowment. American Culture Studies is also funded by endowment grants from the Danforth Foundation and from alumna Lynne Cooper Harvey.

Teaching

187. **Case Western Reserve University's** Center for Music and Technology provides a space where faculty can work with a music educator/technology specialist to develop innovative courseware. A series of exercises to facilitate ear training in intonation is currently being completed. Another effort is the development of Web-accessible databases that can be used not only in music courses but also in other courses that deal with medieval and Renaissance culture, e.g., the Early Instrument Database and the Historical Dance Video Glossary. Another effort has been the development of computer-based examples of "musical maps," which illustrate visually but without words the form and movement of a piece of music.
188. The **Massachusetts Institute of Technology** is known for its interactive language-learning projects in French, Spanish, Japanese, and German and for the Shakespeare Electronic Archive. Funding for these projects has come principally from the National Endowment for the Humanities, the Mellon Foundation, the Microsoft-MIT initiative (I-Campus), and individual donors.
189. The Jewish Studies program at **Michigan State University** is developing an online multidisciplinary distance learning program in "Modern Jewish Life." Four noncredit courses, taught by faculty at MSU and from the Hebrew University in Jerusalem and Tel Aviv University (who are regular visiting faculty at MSU), will focus on the Hebrew Bible today, Jewish-American lives, and the history and culture of Israel. The program currently is being piloted in Michigan and with a small group of MSU alumni across the country through statewide, regional, and national events. The online certificate program in Jewish Studies is being provided seed money by the university but is expected to run profitably through fees paid by leisure learners who sign up for the courses.
190. **Purdue University's** Visual and Performing Arts faculty have delivered an Internet-based course in photography in collaboration with colleagues at **Pennsylvania State University**. Faculty in Communication have used videoconferencing to develop a new graduate course involving students and faculty at **Purdue University**, the **University of Illinois**, the **University of Southern California**, and the **University of California, Santa Barbara**.
191. The **University of California, Irvine**, offers a mass-enrollment Humanities Core Course that introduces students to modes of humanistic

inquiry and coordinates the course's content with intensive writing. The double-unit course fulfills the composition requirement and the humanistic inquiry requirement. Discussion sections are staffed by teaching assistants drawn from all units in the school. In the last two years, the unionization of the graduate student teaching assistants has caused the campus to review the workload burden for section leaders in this course. A Web-based set of teaching resources has been developed. It includes model assignments, suggestions for organizing discussions, and guides to further reading. These resources have greatly streamlined the work of teaching assistants for the course and ensured that they can complete their work in the 220 hours-per-quarter limit dictated by the union contract. The teaching resource page has also served to create a sense of community among instructors. Good suggestions are easily shared, and the Web site has tended to encourage teaching assistants to make best practices available to all those involved in the course. Similar initiatives have been pioneered by instructors in the composition program, who have developed many online teaching modules and teacher resources.

192. At the **University of Pittsburgh**, a course on the history and philosophy of science is delivered in a fully automated, interactive Web-based format. All course readings and content mastery quizzes are delivered online, with interactive questions and animated Shockwave simulations, interactive Java applets that demonstrate key concepts, and a virtual "causality lab." The lab simulates causal systems upon which students can set up experiments, obtain and analyze data, and construct and test causal hypotheses.
193. The **University of Southern California** offers a number of multimedia literacy courses in the humanities and related social sciences each semester as part of the Multi-Media Literacy Program. The purpose of this program is to allow students and faculty to examine holistically the effect of different media (computer

technologies, digital video, and digital audio) on the presentation of subject matter in the classroom and the intellectual universe more generally. In these classes students learn to use computer software (Final Cut Pro, Director, PhotoShop, Dreamweaver, Flash, Aftereffects, Fireworks, and MIDI) to present their ideas on very traditional academic topics in visual and auditory formats, and they study the benefits and restrictions of the various modes of expression in this context.

194. The **University of Virginia's** Center for Digital History is intended to help transform the way U.S. history is taught. The center provides high-quality, well-researched, and reliable history resources via a Web site to schools, libraries, historical societies, and the general public. It is also developing document delivery and search technologies and using relational databases and geographic information systems to help enhance the study and learning of American history. Partnerships include the Center for Teacher and Technology Education, the Woodson Institute for Afro-American and African Studies, and the Center for Liberal Arts at UVA, as well as Virginia Tech, Norfolk State University, University of Virginia at Wise, the Library of Virginia, and the Central Virginia Educational Television Corporation in Richmond.



Tom Cogill William Thomas, director of the Virginia Center for Digital History at the University of Virginia, and graduate student Susanna Lee research documents for one of the center's online projects, "Valley of the Shadow." This project takes two communities, one Northern and one Southern, through the experience of the American Civil War.

Photo courtesy of UVA News Services

Multimedia Projects

195. **Columbia University** offers a virtual tour of Amiens Cathedral at <http://www.mcah.columbia.edu/Amiens.html>. This allows the user to examine texts about the cathedral, its creation, and its meaning while simultaneously examining images of the cathedral itself.
196. The University Library at **Princeton University** recently sponsored pioneering

work on early typography using computer-assisted forms of analysis devised by a recent Princeton undergraduate and a university librarian. The university funded this work from a central fund devoted to improving instruction, created at the time of the university's 250th anniversary.

197. The **Stanford University** Humanities Laboratory is currently building a Web-based hypertextbook to present current scholarship on medieval Spain, emphasizing the interactions among Jewish, Christian, and Moslem communities and the various links among Iberia, North Africa, Asia, and the New World. Viewers can study primary documents together with English translations; hear sound clips of secular and religious music; and view images of mosques, synagogues, churches, and castles. Experts from four colleges and universities in addition to Stanford — Bryn Mawr College, Kenyon College, the University of Cincinnati, and the **University of Toronto** — send their work through a Stanford-built, Web-based content-management system, from which the work is added to the appropriate textbook pages. The Stanford Humanities Laboratory is providing the funding.

198. The Humanities Informatics Initiative at **Texas A&M University** brings together scholars from around the university — principally in the College of Liberal Arts, the College of Engineering, and the Texas A&M University Libraries — to advance research in the application of information technology both to scholarly activities in the humanities and to exploration of the human record. The initiative is developing innovative computing tools, digital collections, and hypertextual archives of broadly significant academic and educational value to the humanities. The initiative receives substantial funding from the university and enjoys support and leadership from the Glasscock Center for Humanities Research. The Cervantes Project, an element in the Humanities Informatics Initiative, entails collaboration between Texas A&M University's Department

of Modern and Classical Languages, the Spanish National Library, the Centro de Estudios Cervantinos, the Center for the Study of Digital Libraries, and **Indiana University-Purdue University**. The project contains three major sections: a comprehensive bibliography of studies, editions, and translations of Cervantes' works; a digital library with several searchable electronic editions of Cervantes' works; and a digital archive of images on Cervantes' time and works (currently being revamped for better search capabilities). This project is funded by Texas A&M University and the National Science Foundation.

199. The **University of California, Santa Barbara's** English Department is home to the National Endowment for the Humanities-funded "Transcriptions Project," an innovative, Internet-based instructional and research project designed to integrate technology and the humanities. Faculty and students develop courses and collaborative research projects focused on two themes. One consists of the social and cultural contexts that now make "information" so powerful — e.g., postindustrial business, the global economy, new media, cyberculture, intellectual property, and free speech. The other theme includes the contexts that allow users to reconceptualize literature and the humanities in particular from the viewpoint of the evolving languages and culture of the information age. Some courses, for example, bring together oral, manuscript, print, and hypertext cultures. Courses make common use of online media to facilitate online discussion, research on the Internet, and/or the authoring of collaborative Web resources. Associated with Professor Alan Liu's internationally famous "Voice of the Shuttle" humanities resource Web site, this project considers the emerging culture of information and technology from historical and cultural perspectives. The project offers analyses of the new paradigms of knowledge and learning that will have a significant impact on education, business, entertainment, and society in the next century.

The "Transcriptions Project" at the University of California, Santa Barbara, offers analyses of the new paradigms of knowledge and learning that will have a significant impact on education, business, entertainment, and society in the next century.

200. With funding from the Missouri State Archives, the Missouri Secretary of State's Office, and the National Endowment for the Humanities — and as part of the national commemoration of the Lewis and Clark Bicentennial (2003-2006) — the Geographic Research Center and the Department of Geography at the **University of Missouri-Columbia** have created a Web site that has the goal of geo-referencing, digitizing, and mapping all of the retrievable information from the Lewis and Clark journals and the eighteenth- and nineteenth-century land-survey notes along the Big River Corridors of the state of Missouri. Currently offered on the Web site are specific campsite maps, photo-realistic images of important river landmarks, animated virtual Missouri River travel, and an interactive map server offering various layers of geographical data on the expedition's outward and homeward journeys joined with the natural and cultural history of the Missouri River environment.
201. The Walt Whitman Archive at the **University of Nebraska-Lincoln** is a virtual outlet of Whitman works, history, biography, photographs, and reviews that makes his multiple editions available to a broad audience. The Web project began in 1995 when Professor Kenneth Price and colleagues, including co-editor Ed Folsom of the **University of Iowa**, began delving into the developments in digital archiving and hypertext, which opens numerous windows and paths with a click on a Web page. With a three-year, \$175,000 collaborative research grant from the National Endowment for the Humanities, Price and Folsom's teams continue to gather, digitize, and make available on the archive all of Whitman's manuscripts. Another project, the Willa Cather Electronic Archive, aims to provide broad access to a variety of material documenting and contextualizing the work of one of America's most acclaimed writers. The archive includes definitive texts of Cather's writings, articles by Cather scholars, historical photographs, and information about upcoming Cather-related activities. This project was recently made a University of Nebraska Priority Project.
202. The Vergil Project at the **University of Pennsylvania** is a collaborative enterprise dedicated to collecting, creating, and disseminating resources for teaching and research about Vergil. Its main goal is to develop an online, interactive hypertext database of all materials that might be of interest to any student of Vergil, from the novice to the professional scholar, from the passionate amateur to the casual browser. The purpose of this resource is to facilitate the study and enjoyment of Vergil's poetry and to make it freely accessible to the widest possible audience. The database is a collection of information about Vergil's works that can be organized and presented as a text with commentary. Both the text and the commentary, however, are able to draw on far more information than any printed edition. Furthermore, both text and commentary can be customized to the user's specifications.
203. The **University of Virginia's** Rossetti Hypermedia Archive, a digital project of the university's Institute for Advanced Technology in the Humanities, is a site devoted to the works, both poetic and pictorial, of Dante Gabriel Rossetti, at <http://jefferson.village.virginia.edu/rossetti/tour/toura.html>. When the archive is complete, it will contain all of Rossetti's works, plus integrated commentary, notes, and glosses.
204. The new Center for Digital and Experimental Arts at the **University of Washington** brings together arts, computer science, architecture, and other disciplines in the creation of innovative, primarily digital artworks. The center offers BFA and PhD programs and benefits students in other areas, such as cinema studies. In addition, the Center for Advanced Research and Technology in the Arts and Humanities (CARTAH) offers opportunities for faculty and students to produce texts, visual images, and databases in the full range of disciplines within the arts and humanities.

205. **Washington University in St. Louis's** Spenser Project Archive focuses on the large body of work of Edmund Spenser, a sixteenth-century English poet. Included in the project are plans for an electronic version of the edition that will provide tools for continuing update and comparison of versions of Spenser's works, along with a collection of resources for researchers and scholars. A team of students in an upper-level computer science course in the Washington University School of Engineering and Applied Science has been working with Joseph Loewenstein, professor of English, to develop a plan for a prototype database engine that would support the Spenser Project Archive. These students receive degree credit for their work on this project. Funded by Arts and Sciences from a variety of internal sources, including operating budget, gifts, and endowment, the Spenser project is currently seeking external funding from the National Endowment for the Humanities and foundations.

Digital Libraries

206. **New York University's** expanding digital library program, a joint initiative of the Libraries and Information Technology Services, enables both new forms of digital scholarship and expanded access to primary resources. Digital scholarship is supported by the new Studio for Digital Projects and Research, an interdisciplinary center that supports experimentation with and creation of technology applications in the arts, humanities, and related disciplines by facilitating the creation, use, analysis, and repurposing of digital resources for research. These resources include primary texts, reference works, finding aids, analytical tools, images, video, and audio materials, as well as state-of-the-art hardware and software. The Studio advises upon and assists with the creation, use, and analysis of such resources and encourages their integration into teaching and research. The Studio also provides a home for digital scholarly content development projects, media-intensive Internet 2 experimentation, and collaboration with NYU's digital library. NYU's digital library program works collaboratively with faculty to develop and provide access to a growing range of primary sources of interest to their research and teaching. Examples include digital access to ethnographic and avant-garde performance videos, to printed materials not otherwise available in libraries, and to collaborative digitization projects with other institutions.
207. The **Rutgers University** libraries are working with a long-range plan called "A Bridge to the Future: The Rutgers Digital Library Initiative" (DLI). The libraries are developing a new library system characterized by its ability to use technology to enhance information services to students and faculty, to support new instructional methodologies, and to improve access to all forms of information. While the library maintains both print and digital materials, the new initiative focuses on development of a user-centered information technology infrastructure; design of more effective services capitalizing on technology; acquisition, organization, and dissemination of high-quality digital content; creation of new multimedia content; experimentation with digital preservation; continuous assessment and evaluation; and appropriate changes in the provision of services and information resources.
208. The **University of Rochester** libraries and the Frederick Douglass Institute are working together to build a digital collection of Frederick Douglass materials found in the western New York region. In phase one of the project, now underway, the Rare Books and Special Collections Department of the Libraries will digitize Douglass documents held by the university's libraries. Phase two of the project will begin when an adequate inventory of digitized documents exists for students to begin researching the context for the primary source and writing the short essay that will be appended to the documents. Also during phase two, librarians will enrich access to the collection by applying metadata, and student editors will integrate the essays into the database and pro-

*Digital Library at Duke.*

Photo courtesy of Duke University

vide a consistency to the project. The students involved with the project come from the university's History Department and from the English Department's undergraduate program in "Writing, Media, and Communication" and its graduate program in "Text and Medium." Students will be involved in all phases of the project. Initially they will work with the rare book librarians to digitize the materials. However, their most important contributions will be as researchers, determining the context of each letter; as authors of the essays, expanding the usefulness of the primary collections; and as editors, structuring the digital collections and appending the supporting materials to provide an overall unity and look to the result.

Recommendation 8: Focus on Libraries and Books

This section contains no examples.

Recommendation 9: Provide Funding

209. **Cornell University** received a \$6-million grant from the Atlantic Philanthropies for the fiscal years 2002-07. This will help support bridged faculty positions, research for new faculty, and team-taught seminars in American and comparative studies, and will help to ease the strain on the English, History, and Government Departments caused by the retirements of a number of distinguished faculty members.
210. **Emory University** established its University Teaching Fund in 1996 through the provost's office, with an allocation of \$250,000 per year to be awarded subsequent to internal competition, for grants to support teaching improvement and innovation. Since its inception, nearly \$900,000 for over 100 grants has been distributed to over forty different departments and programs from within the College, as well as the Schools of Public Health, Law, Business, Nursing, and Theology. Based on these results, Emory feels that its initial goal of catalyzing innovative and interdisciplinary teaching has been largely attained.
211. As a result of the Bloomington Endowment Campaign, the number of arts and humanities

Rutger's University's Strategic Resource and Opportunity Analysis program has proved to be a critical source of university funding for strategic priorities, including the humanities.

- faculty endowments at **Indiana University** has increased from five to twenty-eight endowed chairs, curatorships, and professorships. Also, through a matching gift from the Bloomington chancellor's office and president's office, approximately \$1 million has gone to support outstanding arts and humanities fellows over a three-year period.
212. In support of **The Johns Hopkins University's** mission to foster research opportunities for all students, including undergraduates, the Woodrow Wilson Scholars Program provides funding for exceptional undergraduates to pursue independent research projects. Almost half of the fellows are working in the humanities. This is a group not usually able to secure such funding. The fellows work closely with faculty mentors and in collaboration with their colleagues from all disciplines. The program has been exceptionally effective in supporting innovative and original research by undergraduates in the humanities while providing significant opportunities for scholarly interaction across disciplines. All students receive a grant of \$10,000 to be spent as needed for their projects (travel, equipment, books, salary supplement, etc.).
213. **McGill University** offers start-up grants to new professors, and all receive laptop computers to facilitate the use of technology in the classroom. In addition, all have access to travel funds and grants for small projects. The Faculty of Arts has also appointed a special research coordinator whose job it is to make sure professors exploit funding opportunities including but extending beyond the traditional Social Sciences and Humanities Research Council of Canada and Quebec provincial sources.
214. In 1999, **The Ohio State University** inaugurated its Selective Investment Award program. Although it is not restricted to the humanities and social sciences, Selective Investment funding has been won by the Departments of Economics, English, History, Political Science, and Psychology. The Selective Investment program provides winning units with \$500,000 over four years, with those monies matched by the receiving units. Winners are selected, in part, on their potential to be among the leading programs in the country.
215. **The Ohio State University** has consolidated its fundraising efforts across the arts and sciences colleges so that development officers for all of the arts and sciences are housed together and work as a team. Although each officer has primary responsibility for a specific unit or units, each also has functional responsibilities that cut across all of the units. This model provides economies in staffing and space, permits a common marketing identity, creates a career ladder for the development officers, cuts down on turnover, and allows for greater specialization and more focused initiatives. This greater flexibility is expected to lead to more major gifts for the arts and sciences.
216. **Rutgers University's** Strategic Resource and Opportunity Analysis (SROA) program is an ambitious reallocation program designed to shift administrative savings to academic priorities. It has proved to be a critical source of university funding for strategic priorities, including the humanities. Rutgers also has provided critical seed money to launch several high-profile, interdisciplinary humanities centers. In each case, the goal has been to leverage the university investment to generate ongoing external funding from federal agencies, foundations, and private donations.
217. Innovative curriculum development in the humanities at **Rutgers University** is supported through the Rutgers Dialogues Grants program. This initiative supports programs that focus on learning goals generated as a result of a broad university-wide curriculum review. Humanities fields figure prominently in the areas addressed by the goals, including critical thinking, oral and written communication, historical understanding, multicultural and international understanding, understanding of literary and artistic expression, understanding the bases of individual and social behavior, and ethical awareness.

218. In its current space plan, **Syracuse University** is providing \$8 million for building renovations in connection with the creation of a humanities center. As part of this initiative, the College of Arts and Sciences is providing summer stipends and travel grants for six faculty members of a committee to work with the associate dean for humanities, a position newly created specifically to work on issues related to the humanities in the college. The committee will recommend to the dean of the college a plan of action at the conclusion of its deliberations.
219. The chancellor and the former executive vice chancellor of the **University of California, Santa Barbara**, have made special supplemental funding available to the Division of Humanities and Fine Arts. The funding is for courses that integrate the curricular and the extracurricular through guest lecturers, visiting professors, artists in residence, exhibitions, performances, student internships, or collaborations with other cultural or educational institutions. The university has encouraged collaborative research projects with “vertical integration” — in other words, projects that have related faculty, graduate, and undergraduate components. These initiatives to a great extent seek to build on existing strengths and support the most promising work of faculty, and since most of the projects require multi-year commitments, the funds will be spent over a period of years. The dean’s office has also provided important financial incentives to faculty and departments. Most of this financial support has been designed and structured to support graduate students and programming, although funds also have been provided for operating expenses, equipment, conferences and lectures, brochures, and Web site development. A relatively small amount has been provided for faculty summer stipends and course replacement.
220. The humanities at the **University of Illinois at Urbana-Champaign** have been a priority for fundraising to build an endowment from private sources. Over the past five years, commitments have been secured totaling more than \$15 million for humanities endowments to support faculty chairs and professorships, fellowships and scholarships, and programs. More than \$200,000 annually in current-use gifts are raised in support of humanities departments and programs.
221. The **University of Iowa**’s Arts and Humanities Initiative was funded by special action of the state of Iowa. Approximately \$400,000 annually was added to the university’s base budget, to be used exclusively for the advancement of arts and humanities at the university. In an annual competitive process, funds may be requested for individual or collaborative projects (with budgets of up to \$7,500), conference grants (up to \$10,000), or major project grants (up to \$50,000). In spring 2002, the fifth year of the program, competitive awards totaling more than \$250,000 were made to thirty-four faculty and staff members. Additional discretionary funding supported scholarly projects; research travel; special projects and performances; and subventions for arts and humanities publications, music CDs, and artist exhibit catalogs. The program, which was originally conceived as an institutional means of replacing and transcending support lost through the downsizing of NEA and NEH programs, received prominent coverage in *The Chronicle of Higher Education*.
222. The **University of Kansas** has taken two important steps to promote humanities research and scholarship. First, the university launched the Humanities Grant Development Office (HGDO) within the Hall Center for the Humanities. The latter is jointly sponsored by the College of Liberal Arts and Sciences, the KU Center for Research, and the Hall Center. Second, the university codified Supplemental Salary Funds (SSF), which are granted by the College of Liberal Arts and Sciences to its faculty members who win research fellowships to bridge the gap between the fellowship stipends and their regular salaries. The combination of the SSF and assistance with identification of

funding sources and development of competitive grant and fellowship applications has resulted in an unprecedented success rate in achieving grants and fellowships among the KU humanities and humanities-related social sciences faculty. In FY 2001 the rate of success was 30 percent, well above the national average of 5 percent. This is in part because the number of faculty members applying annually has more than doubled since the SSF and HGDO were implemented. The number of grant and fellowship applications is increasing and their quality is improving. This success has come in part through extensive promotion of the services of the HGDO and, through that office, notification about the availability of the SSF. The availability of funding keeps faculty from having to take a salary cut when they accept a prestigious fellowship, but it also provides a valuable incentive to apply.

The University of Oregon's New Faculty Awards assist beginning UO faculty who do not have summer salary or start-up funds to establish their research activities.

223. The Arts and Humanities Research Enhancement Fund through the office of the vice chancellor for research at the **University of Nebraska-Lincoln** is designed to provide seed money to help long-term projects attain external funding. The university has also established the Wilson Fund for Humanities in Medicine with private donations to encourage prospective medical students to major in humanities programs. The fund finances dedicated courses, scholarships, and activities, and includes a speaker series.
224. The **University of North Carolina at Chapel Hill** initiated its Spray-Randleigh Faculty Fellowship program in 2002. This is a gift of \$300,000 per year to provide summer salaries for the next three years for scholars working in traditional humanities areas, especially in English and American literature and in European and American history.
225. College of Arts and Sciences (CAS) Program Grants at the **University of Oregon** provide matching funds of \$4,000 to \$10,000 to departments that develop academic directions and special programs that enhance their distinctiveness. As a result of this new program, CAS has

invested significantly in the development of American ethnic literatures in the English department. Another CAS Program Grant helped theater arts fund a symposium on the Oregon writer Ken Kesey that brings together specialists in performance and fiction with interested community members. When the Germanic languages and literatures department received a grant from the Nordic Council to organize a series of cross-disciplinary events on medical ethics, CAS provided additional funding to expand the opportunities and increase the audience. The Program Grants reflect an increasingly decentralized approach to budget management that places responsibility for program development in the hands of department heads and faculty.

226. The office of the vice president for research at the **University of Oregon** offers a number of programs in support of faculty and graduate student development, with a strong focus in the arts and humanities disciplines. The Doctoral Research Fellowship program, jointly funded by the Graduate School, is designed to promote research excellence by assisting exceptional doctoral candidates to complete their dissertations. Since the program's inauguration in 1991, three to six UO doctoral degree candidates have received the doctoral research fellowships each year. The Summer Faculty Research Awards are provided annually to approximately twenty faculty whose proposals are selected by a faculty research committee through a competitive review process. New Faculty Awards assist beginning UO faculty who do not have summer salary or start-up funds to establish their research activities. The award provides a stipend and supplement for research expenses to all eligible faculty following the first year of their appointments. One of the incentives the UO offers to exceptional candidates for positions in the humanities is the Humanities Center Recruitment Fellowship. This award gives the incoming faculty member a term off from teaching to pursue research full time, typically during his or her first year at the university. These recruitment fellowships have

allowed the UO to hire outstanding young humanists who otherwise would have accepted faculty positions elsewhere.

227. The **University of Pittsburgh** has used salary savings, arising from a contraction of the size of faculty after a successful early retirement plan, to augment support to the faculty. The Faculty of Arts and Sciences (FAS) Direct Faculty Support Fund consists of an annual additional allocation of \$500 per tenured/tenure stream (T/TS) faculty member to the base budget of departments that do not benefit substantially from start-up funds and in which faculty have fewer opportunities to attract external research support. In addition, the FAS Faculty Research and Scholarship Program finances requests from faculty, supported by departments, for funds in support of activities that will have an impact on faculty research and scholarship that is broader than could be achieved by individual research allowances alone. The \$150,000 budgeted for this program annually corresponds to the aggregate of \$500 per T/TS faculty member in the humanities and social sciences.
228. In light of a series of provincial and federal funding decisions emphasizing scientific research, the **University of Toronto** reallocated internal funds and endowment funds in an effort to maintain an approximately level playing field for the humanities. The Jackman Endowment in the Arts is a double-matched, 15-million CDN donation that creates a 45-million CDN endowment exclusively for faculty, students, and programming in the arts. The university also maintains a Dean's Travel Fund in the amount of \$150,000 per year, which is directed exclusively to humanists and social scientists to help cover expenses related to research and conference travel. Annual competition for the fund is stiff.
229. As part of its Academic Venture Capital Fund initiative, **Vanderbilt University** in 2003 invested more than \$8 million from the endowment corpus in two interdisciplinary initiatives in the humanities and social sciences. These are the Center for the Americas and the Center for Religion and Culture. The former examines the history, peoples, and culture of the Americas, and the latter focuses on the importance of religious expression across cultures and historical periods. Each center will be supported for a five-year period, and during that time a development effort will be undertaken to provide endowment earnings to support the operating budgets of each center.
230. **Washington University in St. Louis** developed the Arts and Sciences Technology and Curriculum Initiative. Designed to expose students to technology and teach them to look for ways to take advantage of the powerful tools available to them as they work and learn, the initiative began during the 1999-2000 academic year with \$100,000 set aside to support faculty who innovatively incorporate technology into their teaching. During the first year Arts and Sciences faculty submitted twenty-one project proposals, fourteen of which were funded, with eight of these in the humanities. In the second year, eleven proposals were submitted and eight funded, seven of which were from humanities faculty. Both the interdisciplinary and technology initiatives — without publicly saying so explicitly — target faculty in the humanities and social sciences.

APPENDIX II

The Humanities Support Infrastructure

In the United States, funding and other support for the humanities comes from numerous and varied sources. Prominent among these are universities, the National Endowment for the Humanities, and the Mellon Foundation. But there are a host of other sources helping to support humanists' work in various ways.

Universities

Universities are undoubtedly the core supporters of humanities work. They provide humanists with salaried jobs, benefits, sabbatical time, and financial support for research, office space, and equipment. They also offer access to humanities resources gathered in libraries, museums, and/or humanities centers, and create communities of humanist scholars who work with and learn from each other. Perhaps most importantly, universities educate the next generation of humanists, giving younger scholars the knowledge and the connections with established scholars that will make their future work possible.

University funding comes primarily from endowments, tuition, alumni donations, and other private and/or corporate donors, with varying levels of state and/or federal funding. Funding for specific research performed at universities may come from the NEH, private foundations, disciplinary organizations, and/or independent humanities organizations such as the ACLS. Often, even when a scholar's project receives outside funding, the university with which the scholar is affiliated provides some form of support, at least in the form of sabbatical time and/or access to resources and office space. As John D'Arms stated in a 1997 paper, despite declines in outside humanities funding, "[u]niversities have remained willing to carry the costs of staff benefits during periods of leave and to 'top up' fellowships...."²¹ Thus, an official at a fellowship-granting organization commented that private organizations (like his own) ought to attempt to keep fellowships high, so as to reduce the burden on universities. Unfortunately, a combination of reduced federal funding for the National

Endowment for the Humanities and reduced support from private foundations has forced universities to pick up a greater portion of the burden of humanities support.

Related to this issue is a question brought up by an official at a large funding organization. He comments that foundations complain that the humanities "plead poverty" but, in the foundations' view, are funded by "hidden subsidies" from universities, including such things as libraries that primarily benefit humanities scholars, and scholarships that in large part go to humanities and liberal arts scholars.

The National Endowment for the Humanities

The National Endowment for the Humanities is a key supporter of the humanities and is the main vehicle for federal humanities support. Its budget comes primarily from the federal government, though it gets some money from private donors. The NEH supports projects across the humanities spectrum, from faculty fellowships to public cultural events, unlike many private foundations and private centers that support only work that coincides with their general mission and/or interests. The NEH supports both individuals and organizations. It is the largest provider of faculty fellowships, and these fellowships are portable. The faculty member receiving the fellowship is not restricted to working in a particular location or for a particular organization, as is the case with grants from many other organizations. Some NEH grants require the recipient to raise matching dollars; Challenge Grants require \$3 or \$4 in matching dollars for each federal dollar. The NEH is also the primary supporter of the state humanities councils.

Over the years, the combined impact of budget cuts and inflation has reduced the number, diversity, and buying power of NEH grants. In 1996, Congress cut funding for the agency by 36 percent, lowering its budget from \$172 million to \$110 million. Sixty percent of

The NEH supports projects across the humanities spectrum, from faculty fellowships to public cultural events, unlike many private foundations and private centers that support only work that coincides with their general mission and/or interests.

the cuts were made to education and research programs. State humanities councils received a larger portion of the NEH budget primarily because of their influence in Congress. Each state and territory has its own humanities council, and since the state councils produce primarily public-oriented, popular projects, they appeal to congressional constituents and thus to representatives and senators. John D'Arms noted that "state programs are expected to remain immune from [budget] cuts, since congressional appreciation for the work of the state councils is viewed by many as the strongest bulwark protecting the Endowment from extinction."²

Another issue of concern in recent years has been the shift toward short-term projects at the expense of long-term projects. In December 2000, NEH proposed a policy to give priority to scholarly projects with a specific timetable. Scholars maintained that such moves would hinder projects that are, for example, doing long-term work on the collected papers of historical figures such as Mark Twain or Thomas Jefferson, or work on important ancient-language reference works.³

Most foundations are primarily supported through endowments left by their founders, but they may receive some money from the NEH, other foundations, or private donors.

Private Foundations

Private foundations, especially the Mellon Foundation, are strong supporters of humanities research and to some extent have helped make up for National Endowment for the Humanities budget cuts. The Mellon Foundation deserves special mention; it is "head and shoulders above the other foundations" in funding humanities work, according to one humanities advocate. John D'Arms estimated in 1997 that the Mellon Foundation granted about 50 to 60 percent of the \$50 million granted by all foundations towards humanities work.⁴ Most foundations are primarily supported through endowments left by their founders, but they may receive some money from the NEH, other foundations, or private donors.

Foundations vary greatly in terms of what work they will fund. Most have missions and agendas of their own and fund work that agrees with those agendas. Mellon is one of the few foundations specifically dedicated to basic humanities scholarship. Some foundations will consider unsolicited proposals; some, like the Rockefeller Foundation, prefer to seek out grantees themselves. Some, like Mellon and The Pew Charitable

Trusts, will only fund organizations and institutions; some, like the Guggenheim Foundation, support only individuals.

An official at a humanities advocacy organization praised foundations for their flexibility and their ability to move quickly. She commented that "people [at foundations] have big ideas and make them happen." While she was "very glad" about NEH's central role in American humanities, she was "absolutely dazzled" by what foundations can do. Interesting projects currently being funded by major foundations include the Woodrow Wilson Foundation's Humanities At Work project, designed to help academic humanists use their talents and training in community-based work while helping new PhDs to find jobs (frequently outside the traditional academic career path). The Woodrow Wilson Foundation also runs the only national postdoctoral fellowship program for the humanities, in partnership with twenty-two universities. The Mellon Foundation, among numerous other activities, helped to fund JSTOR, now a private organization dedicated to using information technology to improve scholarly communication.

On the other hand, John D'Arms worried that many foundations are focusing their grants on the arts and abandoning humanities fellowships. "Of the three major foundations that had anchored the core fellowship programs [in the 1980s], only the Mellon has maintained its record of substantial grantmaking into the 1990s...[n]or have other large foundations stepped forward to take their places."⁵ D'Arms pointed out that the universities and colleges have taken up a large part of the slack in providing and supplementing fellowships. An official at an independent humanities organization is more reassuring, saying that now that the "culture wars" are largely over, foundations seem more willing to fund humanities projects again. Still, he worries that when endowments do badly in the market, foundations may have a more difficult time making grants. He also points out that foundations are becoming more mission-driven. It may be more difficult for humanists to get grants if their work does not fit closely with a foundation's mission.

University Humanities Centers

University-based humanities centers are frequently well funded, in part because of their connections to universities and their appeal for private donors. They vary greatly in size from university to university. They often foster interdisciplinary work and allow university faculty to pursue such collaborations. They provide fellowships for graduate students, and fellowships and sabbaticals for faculty. They fund research and teaching, and sponsor exhibits, lectures, and courses for credit and/or continuing education classes. **Stanford University's** humanities center, for example, offers graduate workshops funded by the Mellon Foundation that bring several faculty members and advanced graduate students together to explore topics of interest and discuss works in progress. The goals are to encourage faculty members to pursue new, frequently interdisciplinary areas of study while engaging graduate students in continuing scholarly conversations. One official at a prominent humanities organization referred to the growth of university-based centers as a very positive development, one that should be encouraged and that AAU universities should encourage.

Independent Humanities Centers

Independent humanities centers are similar in nature, but unaffiliated with universities. They are primarily supported by foundations, private and corporate donors, and sometimes by the NEH. They provide fellowships to faculty members and to some graduate students and/or new PhDs. Most, like the National Humanities Center, offer fellowships to bring scholars to their centers to study, thus providing them with access to resources and to a community of other scholars. They also promote other programs to aid the humanities. For example, the NHC provides summer programs for faculty in liberal arts and other colleges. It has also developed innovative programs that make efficient use of faculty time to strengthen teaching in the schools, especially in response to new state-based standards for instruction in history and other fields. The Center for Arts and Culture has launched the Cultural Commons, “an online space for networking, information exchange, community building, and issue identification in cultural policy” at <http://www.culturalpolicy.org/issuepages/info/template.cfm?page=Commons>.

The Social Sciences Research Center should also be mentioned. Although, as the name implies, it focuses on the social sciences, its interests frequently overlap with the humanities. The organization was originally founded by a group of social science disciplinary associations to help with research, funding, and publications. It now funds fellowships and maintains projects and committees in various areas of the social sciences.

Independent Research Libraries

Independent research libraries, such as the Huntington Library, the Folger Shakespeare Library, the Newberry Library in Chicago, and even the New York Public Library, also provide important support to the humanities. One official at a funding organization referred to them as “freestanding mini-universities.” These are important primarily because of the valuable resources that they gather together, but also because of the fellowships, lectures, and exhibits that they support. Their collections frequently include invaluable primary sources, and they help to preserve some of the most vital humanities-related documents in the world. They are frequently funded by private endowments, with help from private and corporate donors and foundations.

These independent research libraries, like humanities centers, often fund fellowships to bring scholars to their collections. For example, the Folger offers two sets of fellowships — two funded in part by the Mellon Foundation, with stipends of \$30,000 and \$45,000, and three funded by the NEH, with maximum stipends of \$30,000 — plus numerous short-term fellowships. The Huntington offers over 100 fellowships per year, with a range of stipends and a variety of funding sources. Most also host conferences, lectures, and exhibitions, and in the Folger's case, plays.

The Library of Congress, funded primarily by the federal government, has a special role in the matter of preservation and access.

The Library of Congress

The Library of Congress, funded primarily by the federal government, has a special role in the matter of preservation and access. It is unique in that it tries to collect works in every possible area. It also collects works in every format, unlike many libraries that are still far more comfortable with print. It exists primarily to serve Congress but is also an incomparable resource for the ordinary citizen. Its special collections

are immensely valuable and far more comprehensive than can be found almost anywhere else.

The Library of Congress is currently participating in a public-private partnership to create a National Digital Library, designed to make the core of the library's collection widely accessible over the Internet. The "American Memory" section of that project, for example, has about 7.5 million digital items online in text, pictures, and sound, all of which focus on American history and culture. Another focus is the "Meeting of the Frontiers" project, a collaboration between the Library of Congress and Russian libraries, involving the history and culture of Russia, Siberia, and the American West, and their interactions with each other. Just beginning is a similar project titled "American Memory/Dutch Memory" in collaboration with the Royal Library in the Netherlands. Also, with numerous other federal agencies (including the National Archives), the Library of Congress is working on the National Digital Information Infrastructure Preservation Program, designed to preserve digital materials (e.g., Web sites, databases, television, and radio programs).

The Library of Congress also offers fellowships, including one program in partnership with the Mellon and Luce Foundations, the American Council of Learned Societies, and the AAU, to bring ten junior scholars to the library to use the area-studies special collections (three must be studying in the East Asian collection). There are eight endowed chairs for senior scholars (five of which also include positions for two junior scholars each).

It should also be mentioned that the Library of Congress includes the National Copyright Office, of immense value both to humanists seeking materials published but not yet in the library's collections, and to humanists seeking to publish their own work.

State Humanities Councils

State humanities councils, discussed above in relation to the NEH, are an important factor in linking humanities work to the surrounding community. There is a state humanities council for every state and territory in the United States. These councils receive their primary funding from the NEH. Other donors include foundations, private and corporate donors, and, in some cases, the states. State funding varies widely.

State humanities councils only fund work that is publicly accessible.

Connecticut, Minnesota, Louisiana, Massachusetts, Maine, Pennsylvania, and Virginia have all been successful in getting significant state funding, while many Western state councils struggle. Arizona, for example, gets little state funding despite making what one humanities advocate called a "very effective" case for cultural heritage and tourism. Since state humanities councils, unlike state arts councils, are not state agencies, they tend to receive far less money from the state than arts councils do.

State humanities councils only fund work that is publicly accessible. Typical projects include state cultural heritage projects, oral history projects, and speakers' bureaus (which provide communities with lists of scholars available to give public lectures; the community then applies for a stipend to bring a scholar to the community). What projects are funded depends very much on the particular state council. Some initiate projects, some fund proposals submitted to them, and some do both. Most have an interest in Web-based projects. Texas, for example, has online interactive exhibits on several topics, including chivalry and knighthood, Texas culture, the ancient world, and studies of people living on American borders. Many are encouraging cultural heritage projects in order to draw tourism to the state, thus increasing their value in the eyes of state legislatures and governors.

Disciplinary Associations and the ACLS

Disciplinary associations, such as the American Historical Association and the American Political Science Association, support the humanities primarily by serving as a focus for community. Disciplinary associations generally support one or more scholarly journals; arrange for conventions and scholarly meetings; serve as political advocates for their field; and award grants, fellowships, and recognition awards to outstanding scholars. They are funded by dues and generally dedicated to the promotion of one field or subfield.

The American Council of Learned Societies (ACLS), whose funding comes primarily from an endowment and from several foundations, including the Mellon Foundation, is a federation of sixty-four national scholarly associations. It provides fellowships and grants to humanities scholars at various stages in their

careers. It funds a wide variety of humanities scholarship, and fosters programs in international and area studies. It has sponsored and continues to sponsor discussions and programs on numerous vital topics in the humanities, including scholarly publication, the use of computing technology in the humanities, curricular development and teacher education, the future of research libraries, and many more.

Museums

Museums support the humanities by making resources available to scholars and to the public, and by funding humanities research. Museums range from the giant, federally funded, and privately endowed Smithsonian Institution to small house museums funded primarily through admission fees and private donors.

Private Donors

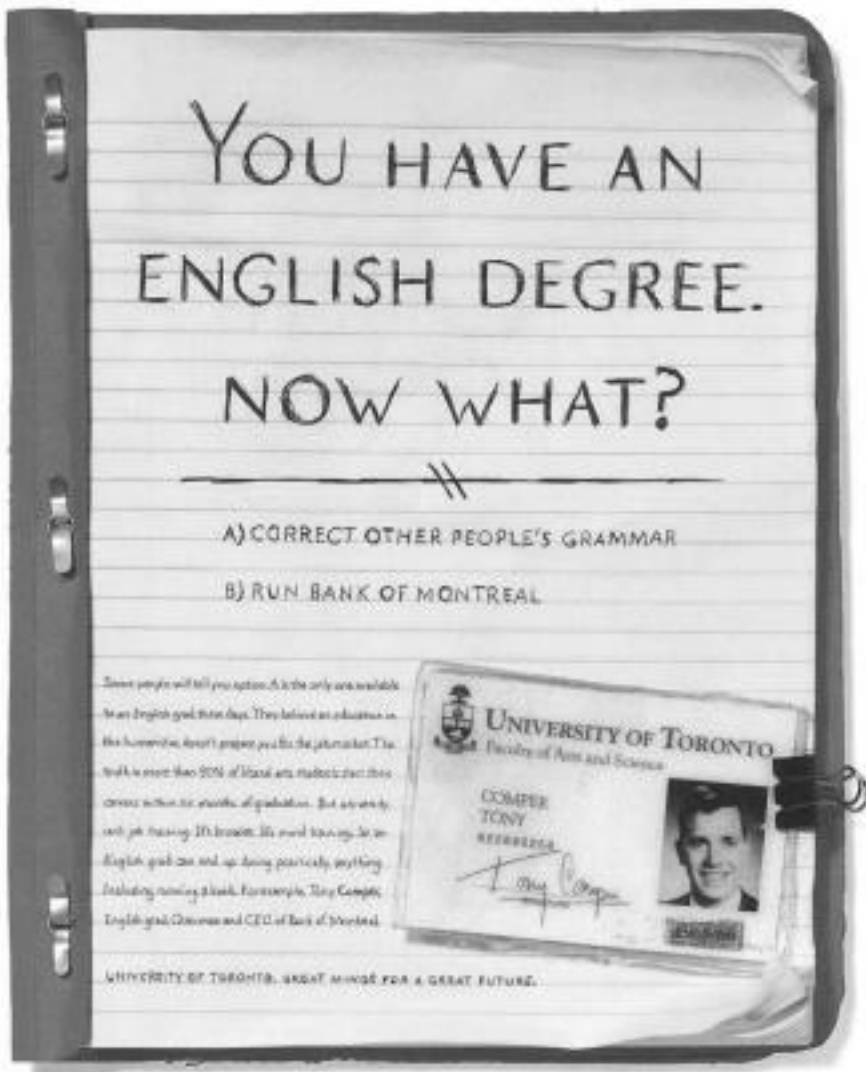
Private donors are themselves crucial supporters of the humanities. They are quite hard to track, of course, since they vary widely in funds, interests, and projects supported, and some donate anonymously. Still, they should not be overlooked. Wealthy private donors endowed most foundations, many universities, and some museums (including the Smithsonian itself) and libraries. Even donors of average income regularly help to maintain the annual funds and/or the humanities centers at their alma maters, or help support their local museums and libraries through donations and memberships.

Endnotes

1. John D'Arms, "Funding Trends in the Academic Humanities," *What's Happened to the Humanities?* (Princeton: Princeton University Press, 1997).
2. Ibid.
3. Ron Southwick, "Humanities Council Proposes Policy Shift to Favor Shorter Term Projects," *The Chronicle of Higher Education* (December 1, 2000): A28, February 23, 2004 <http://chronicle.com/prm/weekly/v47/i14/14a02801.htm>.
4. John D'Arms, "Funding Trends in the Academic Humanities," *What's Happened to the Humanities?* (Princeton: Princeton University Press, 1997).
5. Ibid.

APPENDIX III

University of Toronto's Humanities Campaign

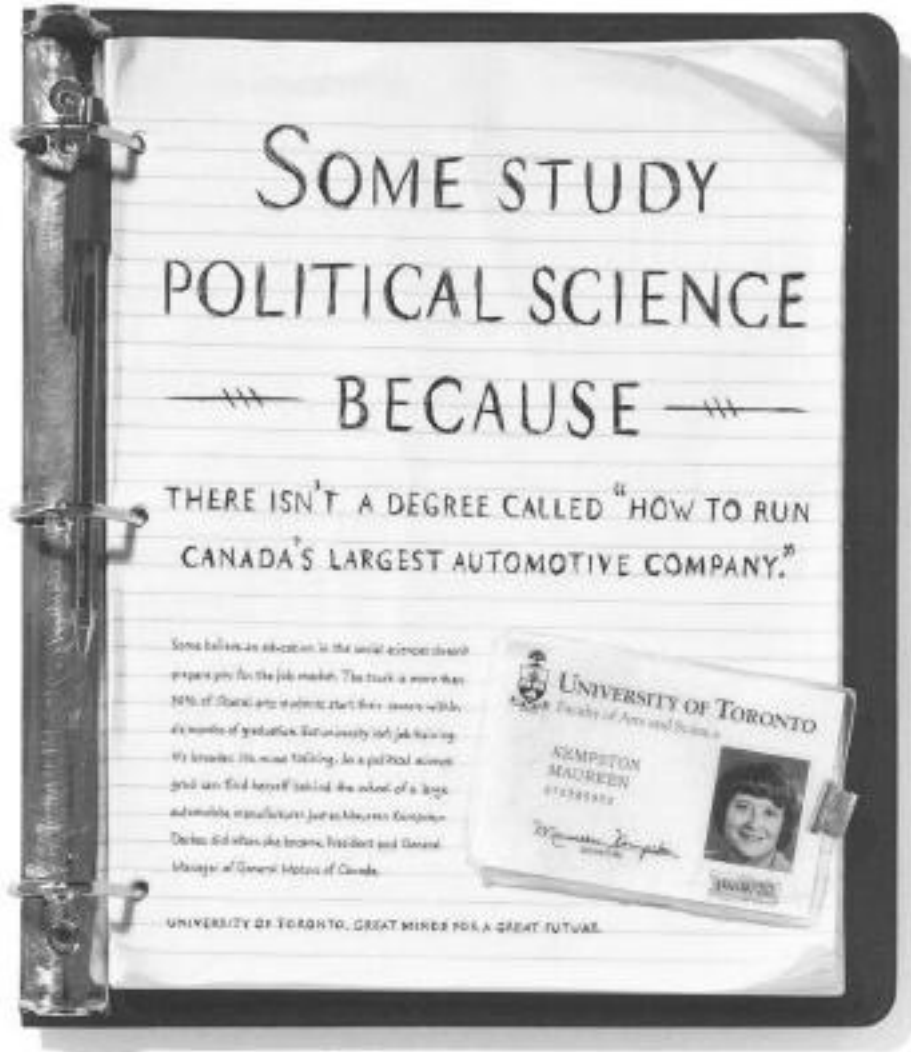


JUST ANOTHER
DO-NOTHING
-BUT-RUN-A-MUTUAL-FUND-COMPANY
PHILOSOPHY GRAD.

Some believe an education in the humanities doesn't prepare you for the job market. The truth is more than 30% of liberal arts students start their careers within six months of graduation. But university isn't job-training. It's broader. It's varied training. So a philosophy grad can make the leap into the prestigious world of mutual funds. The obvious. One in print: Gordon Cheesbrough, President & CEO of Atlantic Investment.

UNIVERSITY OF TORONTO: GREAT MINDS FOR A GREAT FUTURE.

UNIVERSITY OF TORONTO
Faculty of Arts and Science
CHEESBROUGH
GORDON
1973/24



SOCIOLOGY GRADUATE?

OH YEAH, THAT HAS FUTURE CEO WRITTEN ALL OVER IT.

Many people believe a sociology degree doesn't prepare you for the job market (let alone the CEO's office). The truth is more than 90% of liberal arts students start their careers within six months of graduation. But university isn't just teaching. It's breaking. It's mind-teasing. So a sociology grad can jump into the high-tech world of telecommunications. And, in some cases, end up running the company. Just like Carol Stephenson, President and CEO of Lucent Technologies Canada.

UNIVERSITY OF TORONTO. GREAT MINDS FOR A GREAT FUTURE.

UNIVERSITY OF TORONTO
Faculty of Arts and Science

STEPHENSON
CAROL
957137083

Carol Stephenson
President and CEO

2002/03

APPENDIX IV

AAM Position Statement: University Natural History Museums and Collections

The American Association of Museums (AAM) expresses its deep concern that a significant number of America's natural history museums and collections affiliated with universities are currently threatened with severe financial cutbacks, dispersal of collections, and outright closure.

At risk are collections of irreplaceable objects, such as geological, paleontological, zoological, and botanical specimens; anthropological and historical artifacts; and archives. These collections are held in trust for the public; they are the priceless heritage of this and future generations; and they constitute critically important resources for new knowledge.

University museums provide unique contributions to the public good through education and research. Their collections are a shared legacy, serving as a constantly growing database to document the diversity and history of life on earth, to develop strategies for the management of natural resources, and to find solutions to some of the world's most pressing problems, from biodiversity conservation to the discovery of new medicines. In addition, exhibits and programs in university museums help to advance broader understanding of the scholarly and scientific enterprise.

AAM urges university administrators, trustees, state legislators, and alumni to do everything in their power to preserve, protect, and support their university museums and collections of natural and cultural history. Temporary financial difficulties must not be allowed to interfere with the overriding responsibility of the governing authority to be effective stewards of these collections and to safeguard the public interest by assuring continued access to them.

AAM strongly urges the leadership of universities and their museums to work together to develop creative financial and organizational strategies that will secure their museums and collections for future generations.

AAM also strongly urges universities, museums, governmental agencies, foundations, and other stakeholders to begin a national dialogue with the aim of providing long-term stability for America's university museums of natural history and their irreplaceable collections. A major aim is to strengthen connections to constituencies that can speak in support of these important museums.

November 13, 2003

APPENDIX V

*References***Books, Articles, and Web Sites**

- American Council of Learned Societies. "A Brief History of the ACLS." 2003
<<http://www.acls.org/mor-hist.htm>>.
- . "Governance and Funding." 2003
<<http://www.acls.org/mor-gov.htm>>.
- . "Computing and the Humanities: Summary of a Roundtable Meeting." *ACLS Occasional Paper*, 1999: 41.
- The American Freshman: National Norms for Fall 2002*. Los Angeles: American Council on Education and University of California at Los Angeles Higher Education Research Institute, 2002.
- The American Heritage Project*. Ed. G. Montoya. January 2000. University of California Regents
<<http://sunsite.berkeley.edu/amher/>>.
- American Memory*. February 2003
<<http://memory.loc.gov/>>.
- Association of American Universities. *America's Research Universities: Institutions in Service to the Nation*. Washington, DC: AAU, January 2001. September 11, 2003
<<http://www.aau.edu/resuniv/WhitePaper1.01.html>>.
- Association of American Universities-Federation of State Humanities Councils. *Humanities Partnerships: University-State Council Collaborations*. Washington, DC: AAU, 2002. September 21, 2003
<<http://www.aau.edu/reports/Humanities.pdf>>.
- Boyer Commission on Educating Undergraduates in the Research University. *Reinventing Undergraduate Education: A Blueprint for America's Research Universities*. Stony Brook, NY: Boyer Commission on Educating Undergraduates in the Research University, 1998.
- Brockman, William S. *Scholarly Work in the Humanities and the Evolving Information Environment*. Washington, DC: Digital Library Federation, Council on Library and Information Resources, 2001.
- Burns, Robert. "Army Considers Middle Eastern Special Forces." Associated Press. September 9, 2003 <<http://customwire.ap.org/dynamic/fronts/ARCHIVE?SITE=VASTAandSECTION=HOME>>.
- The Canterbury Tales Project*. Winter 2001
<<http://www.tei-c.org.uk/Applications/apps-ca02.html>>.
- Center for Arts and Culture. "About the Center: Cultural Commons." February 23, 2004
<<http://www.culturalpolicy.org/issuepages/infotemplate.cfm?page=Commons>>.
- Center for Electronic Texts in the Humanities*. July 2003 <<http://www.ceth.rutgers.edu/>>.
- Center for History and New Media*. November 2003
<<http://chnm.gmu.edu/>>.
- Committees on Women Faculty in the School of Science. "A Study on the Status of Women Faculty in Science at MIT." *The MIT Faculty Newsletter* 1999. September 11, 2003
<<http://Web.mit.edu/fnl/women/women.html>>.
- Cowen, Scott. "Why Are You Here?" Tulane University Convocation Address, New Orleans. August 24, 2002. September 11, 2003
<http://www2.tulane.edu/president_convoc_2002_1.cfm>.
- D'Arms, John. "Funding Trends in the Academic Humanities." *What's Happened to the Humanities?* Princeton: Princeton University Press, 1997: 32-60.
- The Dublin Core Metadata Initiative*. November 2003
<<http://dublincore.org/>>.
- Folger Shakespeare Library. 2003
<http://www.folger.edu/Home_02B.html>.
- Ford Foundation. 2003 <<http://www.fordfound.org/>>.

- John Simon Guggenheim Foundation. December 2003. <<http://www.gf.org/>>.
- Harpham, Geoffrey Galt. "The End of Theory, the Rise of the Profession: A Rant in Search of Responses." *Professions: Conversations on the Future of Literary and Cultural Studies*. Ed. Donald E. Hall. Urbana, Illinois: University of Illinois Press, 2001. 198.
- Haskins, Charles Homer. *The Rise of Universities*. Ithaca: Cornell University Press, 1957. 29.
- Hayward, Fred. *Internationalization of U.S. Higher Education: Preliminary Status Report 2000*. Washington, DC: American Council on Education, 2000. 2.
- Hellenbrand, Harold. "Account, Accounting, and Accountability." *Profession 2002*. New York: MLA, 2002. 81.
- Henry, Charles. "Internet-Accessible Scholarly Resources for the Humanities and Social Sciences." *American Council of Learned Societies Newsletter*, February 1997.
- "Humanities." *Encyclopedia Britannica*. 15th ed. December 13, 2002 <<http://www.britannica.com/eb/article?eu=42400>>.
- Humanities Interactive*. February 24, 2004 <http://www.humanities-interactive.org/a_base.html>.
- Hunt, Lynn. "Democratization and Decline? The Consequences of Demographic Change in the Humanities." *What's Happened to the Humanities?* Princeton: Princeton University Press, 1997. 18.
- Huntington Library. 2003 <<http://www.huntington.org/>>.
- Hypertext at Brown*. Ed. George P. Landow. Brown University. February 24, 2004 <<http://www.victorianweb.org/epace/ht/HTatBrown/BrownHT.html>>.
- Investigating Bellini's Feast of the Gods*. February 24, 2004 <<http://Webexhibits.org/feast/>>.
- Johnson, Ian. *ECAI Metadata Clearinghouse Description*. 1999. Electronic Cultural Altas Initiative <<http://ecai.org/knowledgebase/kb-record-display.asp?itemid=5>>.
- Katz, Stanley. "Rethinking the Humanities Endowment." *The Chronicle of Higher Education* January 5, 2001: B7. September 16, 2003 <<http://chronicle.com/prm/weekly/v47/i17/17b00701.htm>>.
- W.K. Kellogg Foundation <<http://www.wkcf.org/>>.
- Kerr, Clark, Marian L. Gade, and Maureen Kawoka. "Higher Education Cannot Escape History: Issues for the Twenty-First Century." *What's Happened to the Humanities?* Princeton: Princeton University Press, 1997: 30.
- KRC Research. *National Survey of International Attitudes and Knowledge*. Washington, DC: American Council on Education, 2000. March 18, 2003 <http://www.acenet.edu/news/press_release/2000/11November/ford_intl_rept.html>.
- Henry Luce Foundation <<http://www.hluce.org/>>.
- McGann, Jerome. "Literary Scholarship in the Digital Future." *The Chronicle Review* December 2002: 4. December 17, 2002 <<http://chronicle.com/weekly/v49/i16/16b00701.htm>>.
- Andrew W. Mellon Foundation. 2003 <<http://www.mellon.org/>>.
- Menand, Louis. "The Marketplace of Ideas." *American Council of Learned Societies Occasional Paper*. ACLS, 2001: 1.
- Meyer, Julie. *Census 2000 Brief*. Washington: DC, U.S. Census Bureau, 2001. December 1, 2003 <<http://www.census.gov/prod/2001pubs/c2kbr01-12.pdf>>.
- "The Mission and Strategic Priorities of the Library of Congress, FY 1997-2004." *Library of Congress*. September 1999 <<http://www.loc.gov/ndl/mission.html>>.
- National Center for Education Statistics (NCES). *IPEDS Completions Survey*. Washington, DC: Department of Education, 2000.
- . *2001 Digest of Education Statistics*. Washington, DC: Department of Education, 2002: 1. March 2003 <<http://nces.ed.gov/pubs2002/digest/ch3.asp>>.
- . *2002 Digest of Education Statistics*. Washington, DC: Department of Education, 2002: 1. October 1, 2003 <http://nces.ed.gov/pubs2003/digest02/ch_1.asp>.

- National Endowment for the Humanities
<<http://www.neh.gov>>.
- National Endowment for the Humanities. *Economic Impact 1997*. NEH, 1997.
- National Humanities Center. December 2003
<<http://www.nhc.rtp.nc.us:8080/>>.
- New York Public Libraries. 2003
<<http://www.nypl.org/>>.
- NORC. *Survey of Doctorate Recipients (SDR), 1997-2002* <<http://www.norc.org/issues/docdata.htm>>.
- Nussbaum, Martha C. *Cultivating Humanity: A Classical Defense of Reform in Liberal Education*. Cambridge: Harvard University Press, 1997.
- Organisation for Economic Co-Operation and Development. *Higher Education and Employment: The Case of Humanities and Social Sciences*. Paris: 1993: 73.
- David and Lucille Packard Foundation. January 2003
<<http://www.packard.org/index.cgi?page=home>>.
- Pavlisack, Pamela, Seamus Ross, and Charles Henry. "Information Technology in Humanities Scholarship: Achievements, Prospects, and Challenges — the United States Focus." *American Council of Learned Societies Occasional Paper*. ACLS, 1997.
- Pew Charitable Trusts <<http://www.pewtrusts.com/index.cfm?image=img1>>.
- Pratt, Mary Louise. "A Message from the President." Modern Language Association. 2003. October 8, 2003 <http://www.mla.org/president_msg>.
- Prosopography of the Byzantine Empire*. November 2003 <<http://www.kcl.ac.uk/humanities/cch/PBE/>>.
- Readings, Bill. *The University in Ruins*. Cambridge: Harvard University Press, 1996: 11.
- Rockefeller Foundation. December 2003
<<http://www.rockfound.org>>.
- Rossetti Hypermedia Archive*. Ed. Bethany Paige Nowviskie. 1999 <<http://jefferson.village.virginia.edu/rossetti/tour/toura.html>>.
- Sax, L.J., et al. *The American Freshman: National Norms for Fall 2001*. Los Angeles: American Council on Education and University of California at Los Angeles Higher Education Research Institute, 2001.
- Smallwood, Scott. "Stipends Are Key in Competition to Land Top Graduate Students." *The Chronicle of Higher Education* September 28, 2001: A24
<<http://chronicle.com/prm/weekly/v48/i05/05a02401.htm>>.
- . "The Path to a PhD — and Beyond." *The Chronicle of Higher Education* June 6, 2003: A10
<<http://chronicle.com/prm/weekly/v49/i39/39a01001.htm>>.
- Solow, Robert M. "The Value of Humanities Indicators." *Making the Humanities Count: The Importance of Data*. Cambridge: American Academy of Arts and Sciences, 2002: 1.
- Southwick, Ron. "Humanities Council Proposes Policy Shift to Favor Shorter Term Projects." *The Chronicle of Higher Education* December 1, 2000: A28 <<http://chronicle.com/prm/weekly/v47/i14/14a02801.htm>>.
- Spencer Foundation <<http://www.spencer.org/>>.
- St. Germaine, Dennis. "Humanities Seminars Create Bridge to Community." *Outreach UA Summer-Fall 1996*. September 17, 2003
<<http://www.coh.arizona.edu/COH/humsem/seminar.htm>>.
- Stanford University Humanities Center. November 2003 <<http://shc.stanford.edu/>>.
- studentPOLL/ACE. *Survey on Senior High School Students' Interests and Motivations for Higher Education*. October 2003. March 17, 2003
<http://www.acenet.edu/programs/international/mapping/seniors_survey.cfm>.
- University of Michigan Humanities Center
<<http://www.lsa.umich.edu/humin/>>.
- Vest, Charles. "A Study on the Status of Women Faculty in Science at MIT." *The MIT Faculty Newsletter* March 1999. September 11, 2003
<<http://Web.mit.edu/fnl/women/women.html>>.
- Walsh, Sharon. "Law Professors Again Get Top Pay, Faculty-Salary Survey Finds." *The Chronicle of Higher Education* August 2002: 3-6. October 10, 2002 <<http://chronicle.com/daily/2002/08/2002081201n.htm>>.
- Weisbuch, Robert. "The Humanist on Campus — and Off Kilter." *American Council of Learned Societies Occasional Paper 44*. ACLS, 1998: 2.

Woodrow Wilson National Fellowship Foundation
<<http://www.woodrow.org/>>.

Tables, Charts, and Graphs

Tables

Average Faculty Salaries in Various Fields at Public and Private Universities. Table. United States: College and University Professional Association for Human Resources, 2003.

Comparison of Average Monthly Salaries for Women and Men Faculty at Research Universities by Discipline. Table. United States: National Study of Postsecondary Faculty, 1999.

Comparison of Average Monthly Salaries for Women and Men Faculty at Research Universities by Humanities Field of Study and Rank. Table. United States: National Study of Postsecondary Faculty, 1999.

Comparison of Selected Measures for Women and Men Humanities Faculty at Research Universities. Table. United States: National Study of Postsecondary Faculty, 1999.

Distribution of Women and Men Humanities Faculty at Research Universities by Rank, Tenure Status, and Highest Degree. Table. United States: National Study of Postsecondary Faculty, 1999.

NEH Annual Appropriations, FY1994 to Present (in millions of dollars). Table. United States: National Endowment for the Humanities, 2003.

Charts

Bachelor's Degrees in Humanities—AAU Institutions. Chart. United States: National Center for Education Statistics, 2000.

Career Paths of University of Washington 1989-1999 PhD Graduates. Chart. United States.

Doctorates in Humanities—AAU Institutions. Chart. United States: National Center for Education Statistics, 2000.

Expected Majors—Total. Chart. United States: American Council on Education and UCLA Higher Education Research Institute, 2002.

Master's Degrees in Humanities—AAU Institutions. Chart. United States: National Center for Education Statistics, 2000.

Graphs

NEH Appropriations for Fiscal Years 1966-2003, Adjusted for Inflation (2002 Dollars). Graph. United States: National Endowment for the Humanities, 2003.

Number of Doctorates Awarded by Field, 1997-2002. Graph. United States: National Science Foundation, 2003.

Additional Sources Used in Digital Technology Section

With thanks to Winston Tabb, of the Library of Congress, and David Green for their kind assistance.

American Council of Learned Societies, Computing and the Humanities: Summary of a Roundtable Meeting. In *ACLS Occasional Paper* No. 41. ACLS, 1997.

The American Heritage Project Web site, at <http://sunsite.berkeley.edu/amher/>.

Brown University, Hypertext at Brown Web site, at <http://landow.stg.brown.edu/HTatBrown/BrownHT.html>.

The Canterbury Tales Project Web site, at <http://info.ox.ac.uk/departments/humanities/canterbury.html>.

Center for Electronic Texts in the Humanities Web site, at <http://www.ceth.rutgers.edu/>.

Columbia University, Amiens Cathedral Web site at <http://www.mcah.columbia.edu/Mcahweb/index-frame.html>.

The Dublin Core Metadata Initiative Web site, at <http://dublincore.org/>.

The Electronic Cultural Atlas Initiative Web site, at <http://ecai.org>.

George Mason University, Center for History and New Media Web site, at <http://chnm.gmu.edu/>.

- Henry, Charles. "Internet-Accessible Scholarly Resources for the Humanities and Social Sciences." In *American Council of Learned Societies Newsletter*, Volume 4, No. 4, February 1997.
- Institute for Dynamic Educational Advancement, Investigating Bellini's Feast of the Gods Web site, at <http://webexhibits.org/feast/>.
- Kings College, London, Prosopography of the Byzantine Empire Web site, at <http://www.kcl.ac.uk/humanities/cch/PBE/>.
- The Library of Congress American Memory Web site, at <http://memory.loc.gov/>.
- Pavliscaak, Pamela, Seamus Ross, and Charles Henry. "Information Technology in Humanities Scholarship: Achievements, Prospects and Challenges — the United States Focus." *American Council of Learned Societies Occasional Paper* No. 37. ACLS, 1997.
- University of Virginia, Rossetti Hypermedia Archive Web site, at <http://jefferson.village.virginia.edu/rossetti/tour/toura.html>.



Index

PREVIOUS PAGE: *In 2002, Washington University in St. Louis created the Film and Media Archive to house the recently acquired Henry Hampton Collection. Hampton (1940–1998), a St. Louis native and Washington University alumnus, was a prolific documentary film maker, perhaps best known for his Eyes on the Prize series, which chronicled the Civil Rights Movement. Julian Bond was guest of honor at the September 20, 2002 event that marked Washington University Libraries' acquisition of the archives.*

Photo courtesy of Washington University in St. Louis

A

American Council of Learned Societies, 61, 71, 140

B

Brandeis University, 38, 92, 100

Brown University, 65, 92, 123

C

California Institute of Technology, 61, 97, 118

Carnegie Mellon University, 36, 42, 64, 90, 123

Case Western Reserve University, 23, 41, 100, 101, 109

Columbia University, 127

Cornell University, 80, 106, 125, 131

D

Department of Education, 6, 56, 57, 75, 114, 118, 120

Duke University, 43, 60, 61

E

Emory University, 47, 73, 80, 83, 86, 97, 109, 110, 113, 131

G

Getty Research Institute, 101

Guggenheim Foundation, 12, 138

H

Harvard University, 69, 87, 90, 125

Hewlett Foundation, 41, 92

I

Indiana University, 23, 27, 52, 69, 124, 128, 132

Iowa State University, 79, 85, 97, 124

J

Johns Hopkins University, 74, 87, 90, 132

K

Kellogg Foundation, 98

L

Library of Congress, v, 63, 139, 140

M

MacArthur Foundation, 41

Massachusetts Institute of Technology, 32, 67, 74, 98, 126

McGill University, iii, 80, 118, 132

Mellon Foundation, v, 38, 42, 44, 58, 61, 64, 65, 68, 89, 103, 104, 105, 120, 126, 137, 138, 139, 140

Mellon Postdoctoral Fellowships, 89

Michigan State University, 35, 50, 51, 57, 62, 87, 90, 92, 98, 99, 102, 114, 126

N

National Endowment for the Humanities, iv, 5, 12, 23, 27, 49, 69, 71, 75, 104, 106, 116, 122, 124, 125, 126, 128, 129, 130, 137, 138

National Science Foundation, 60, 65, 69, 98, 128

New York University, 51, 56, 79, 92, 130

Northwestern University, 80, 102, 103

O

Ohio State University, 52, 103, 110, 114, 118, 124, 132

P

Packard Foundation, 97

Pennsylvania State University, 51, 114, 126

Pew Charitable Trusts, 94, 138

Princeton University, 87, 127, 141

Purdue University, 80, 124, 126, 128

R

Rice University, 98, 104, 114, 118

Rutgers University, 53, 87, 91, 104, 110, 114, 119, 121, 122, 130, 132

S

Stanford University, 60, 61, 79, 88, 91, 93, 98, 111, 114, 115, 128, 139

Stony Brook University, 24, 39, 57, 81, 93, 99, 122

Syracuse University, 27, 81, 94, 133

T

Texas A&M University, 105, 115, 128

Tulane University, 38, 53, 95, 122, 125

U

University at Buffalo, 84, 111, 123
 University of Arizona, 27, 32, 48, 49, 65, 92, 121, 122
 University of California, 51, 56, 60
 University of California, Berkeley, 35, 41, 47, 61, 63, 64, 74, 84, 110
 University of California, Davis, 52, 53, 58, 81, 98, 115, 119
 University of California, Irvine, 50, 51, 66, 84, 119, 126
 University of California, Los Angeles, 6, 81, 105, 115
 University of California, San Diego, 60, 111
 University of California, Santa Barbara, 88, 91, 125, 126, 128, 133
 University of Chicago, 56, 105
 University of Colorado, Boulder, 111
 University of Florida, 116, 119
 University of Illinois at Urbana-Champaign, 28, 133
 University of Iowa, 94, 105, 111, 129, 133
 University of Kansas, 88, 116, 133
 University of Maryland, College Park, 6, 119, 124
 University of Michigan, 24, 25, 63
 University of Minnesota, 84, 94, 96, 121
 University of Missouri-Columbia, 2, 41, 94, 99, 106, 112, 129
 University of Nebraska-Lincoln, 39, 53, 106, 116, 129, 134
 University of North Carolina at Chapel Hill, 82, 100, 107, 112, 134
 University of Oregon, 6, 51, 82, 99, 107, 112, 121, 134
 University of Pennsylvania, 25, 64, 67, 85, 88, 89, 91, 100, 112, 123, 125, 129
 University of Pittsburgh, 62, 110, 113, 116, 117, 127, 135
 University of Rochester, 89, 96, 117, 130
 University of Southern California, 58, 82, 83, 89, 91, 92, 100, 101, 117, 126, 127
 University of Texas at Austin, 44, 123
 University of Toronto, iii, 47, 85, 99, 117, 121, 128, 135, 143
 University of Virginia, 14, 41, 53, 54, 61, 63, 68, 72, 113, 127, 129
 University of Washington, 37, 54, 85, 107, 129
 University of Wisconsin-Madison, 74, 120

V

Vanderbilt University, 28, 113, 118, 135

W

Washington University in St. Louis, 41, 83, 89, 125, 130, 135
 Woodrow Wilson Foundation, 138

Y

Yale University, 89, 90, 96, 108, 120, 121, 122

Association of American Universities
1200 New York Avenue, NW
Suite 550
Washington, D.C. 20005