Focus on our Future
FOCUS ON OUR FUTURE
The Strategic Plan of the College of Arts & Humanities (ARHU)

“Welcome to the College of Arts and Humanities, a complex mosaic of academic departments and programs along with a wide variety of research and outreach centers. Together they form a dynamic community creating new knowledge of human experience and expression and offering a broad, liberal education second to none within a major research institution in the greater Washington area.”       JAMES F. HARRIS, ARHU DEAN

ARHU Strategic Plan Overview

- Introduction
- Mission and Vision
- Strengths, Weaknesses, Opportunities and Threats
- Programmatic Priorities
  - Undergraduate Education: Rethinking Teaching & Learning
  - Graduate Education: Enhancing Graduate Education
- Strategic Initiatives
  - Establishing a Humanities Center
  - Digital Arts & Humanities
  - Research, Scholarship, and the Creative and Performing Arts
- Critical Conditions
  - Faculty and Staff
  - Infrastructure
  - Administrative Efficiency & Resources
  - Development & Communications
- Implementation
- Appendix:
  - ARHU Firsts
  - ARHU Rankings
  - ARHU By the Numbers
  - ARHU Annual Budgets
  - ARHU Departments & Programs
INTRODUCTION

Through research and teaching that investigate human experience, thought, expression and creativity, the College of Arts and Humanities (ARHU) aims to produce global citizens who think critically, communicate effectively and value the transforming power of the imagination. Faculty and students in the college study the cultures of the world, past and present, in all their rich variety. Through its diverse departments, the college provides undergraduate students with the essentials of a true liberal arts education. The graduate degree programs of the college prepare the scholars, artists, and performers of tomorrow with the knowledge and professional tools that enable them to take their place in the academy, and with the integrity, values, and vision to become tomorrow’s leaders.

In ARHU research occurs in every area from performing and plastic arts to all areas of the humanities. Faculty routinely win prestigious fellowships (two Guggenheim’s in 2009), receive awards from foundations for work in centers like the Clarice Smith Performing Arts Center, the Center for Risk Communication and Research, the Consortium on Race, Gender and Ethnicity and the Maryland Institute for Technology in the Humanities as well as in publishing projects such as the Samuel Gompers Papers and the Freedman and Southern Society Project. Languages at Maryland lead the nation with private and public awards for research in linguistics, philosophy, and second language acquisition as well as the National Security Education Program’s support for language flagship programs. Newly added programs in Arabic and Persian as well as k-12 language programs administered through the college’s National Foreign Language Center, are gearing up to meet the nation’s need for increased expertise in the languages and cultures that help advance diplomacy, trade and security at home and abroad. In 2009 ARHU secured $16 million in sponsored research.

ARHU is centrally located at the heart of the state’s flagship institution. The college provides approximately 25% of the total undergraduate instruction at the University of Maryland. Through its undergraduate and graduate programs, the college has a substantial impact on almost every student on campus. The college is leading the way in interdisciplinary approaches to the arts and humanities by developing emerging fields like digital humanities and offering study programs with exciting, multifaceted views of such regions of the world as Latin America, the Middle East and East Asia. Diversity is embedded in and essential to all we do in arts and humanities, both as topic of research and as a central characteristic of our community. We prepare students for an increasingly diverse, multicultural, and international society. This goal appears in all of the college’s work—literature, language and the arts curricula.

The plan below outlines strategic initiatives for the college in response to Transforming Maryland: Higher Expectations, the university’s strategic plan adopted by the campus in the spring 2008 term.
ARHU MISSION and VISION

The statements below offer an outline of the college’s vision for how it can best serve the needs of its multiple constituencies, and how the rich and diverse communities within the college can unite with a sense of a common mission for the future. The mission and vision statements below serve as specific guides for action.

Mission

To create global citizens equipped to assess received opinion, make independent judgments, and value the transforming power of the imagination.

Deeply engaged with the vibrant cultural life of the nation’s capital and of the state of Maryland, the College of Arts and Humanities works to create and disseminate knowledge of human experience, thought, expression, and creativity to advance human welfare in all its dimensions. Through a defining commitment to vigorous intellectual debate in a diverse community and to the value of interdisciplinary approaches to major issues and ideas, the college educates global citizens who think creatively about the challenges of the 21st century. Its faculty members cultivate the transforming power of the imagination and lead their fields in ambitious, original research on topics ranging from slavery to electronic literature to how the mind learns language. Its students, in close collaboration with faculty and staff, develop specialized knowledge in their chosen disciplines, rigorous critical thinking, clear and effective writing, the habits of life-long learning, sensitivity to ethical and aesthetic issues, and the ability to understand and interpret the cultures of the world, past and present. They pursue their chosen careers with distinction and become independent-minded, responsible citizens.

Vision

We envision a college that leads the campus and the capital region as the center for cross-disciplinary exchange and programming, and ranks as an acknowledged innovator in research and teaching in the arts and humanities.

To achieve this end, the college will build upon its internationally recognized strengths in existing disciplines and interdisciplinary centers by:

- Furthering widespread academic exchange, collaborative research, curricular innovation, and cross-disciplinary teaching and dialogue within the college, among colleges, with our alumni, and with cultural institutions of the greater Washington, D.C. area;
- Nurturing emerging disciplines and the creation of new knowledge and artistic expression in response to a rapidly changing world;
- Rethinking the education of future scholars and artists to meet the needs of the 21st century, particularly the need for deep historical knowledge of diverse cultures at home and abroad and for effective use and new development of powerful technology for communication and creativity;
- Expanding opportunities for all of our students to acquire a nuanced understanding of the world as a place of difference and diversity across time and cultures, through increased participation in study abroad and international internships and other educational programs that promote global engagement;

- Leading the nation in innovative applications of digital technologies in teaching, learning, scholarship, and creative expression to open up new ways of studying the past, comprehending the present, and imagining the future;

- Constructing a new arts and humanities center whose state-of-the-art spaces, flexible configuration, and technological resources will initiate, promote, and sustain the core elements of this vision and will set the standard for vibrant cross-disciplinary intellectual communities.

**STRENGTHS, WEAKNESSES, OPPORTUNITIES AND THREATS**

**Strengths**

The College of Arts and Humanities is the largest of the university's thirteen colleges and schools in number of faculty, and second largest in number of majors. Our location is important, not just in the sphere of the nation’s capital but also within the Baltimore-Washington corridor and, indeed, in all of central Maryland. Our home state is important to us for many reasons, not least of which is the fact that we are a constituent of the state's flagship institution, a status accompanied by very high expectations and significant responsibilities to reach out to the citizens of the state. We will continue to serve Maryland by educating its best and brightest, providing public programs and other forms of outreach, transmitting new knowledge, and providing creative performances that spark imaginations and provide great joy.

The college's undergraduate and graduate programs include some of the most innovative on campus. The college’s suite of living-learning programs is the largest of any college, and such excellent programs as Honors Humanities, a new Digital Cultures and Creativity track in the new Honor’s College and the Jiménez-Porter Writers’ House contribute substantially to the university’s ranking as among the top in the country for living-learning communities. Such graduate programs as Linguistics are helping to set the national standard for excellence.

We are also a college that shares the university’s commitment to diversity. We have one of the most diverse student, faculty, and staff populations in the university and a number of programs designed to enhance and stimulate diversity. Our approach to creating diversity and valuing the contribution of our diverse population has powered much of the momentum that now characterizes the college. More than simply celebrating diversity, the college’s research on diversity has gained national recognition in a number of fields, including History, Women’s Studies, American Studies and English.

One of the greatest symbols of the university’s transformation resides within our college—the Clarice Smith Performing Arts Center. Clearly, the center is evidence of the culture of innovation, collaboration, and diversity that is and will remain critical to the College of Arts and Humanities.
Weaknesses

An honest assessment of our starting point requires that we identify weaknesses, as well as strengths. These, too, are numerous and require attention and resolution.

General Education. Two weaknesses derive from our traditional role and cultural location in the university and its priorities. Of particular significance is the current general education program, known as CORE, for which we have been a major producer of courses and seats. ARHU has consistently produced more than a third of the undergraduate seats in the general education program, providing 36.2% of the 99,254 total CORE seats this past year. Demand for our courses, thus, is high, but unfortunately, our share of state funding does not matched our university-driven instructional expenses. Since 2004 our instructional budget (original) has remained at 18% of the total Academic Affairs instructional budget. We note that the Provost’s Task Force on General Education, created in 2009, is committed to addressing the current imbalances in the delivery of the undergraduate curriculum.

Graduate Programs. While our graduate programs have made impressive progress over the past decade (with many of our programs ranking in the top 25 in the nation), the quality of our graduate programs in terms of size, time to degree and placement require our immediate attention. Many of our graduate programs are overly large, considering current job opportunities in the humanities; students without significant levels of support often have extended time to degree; and while we have an impressive track record of job placement for first jobs post-graduation, our long-term placement record can still be improved.

International Presence. We define diversity as vital to our intellectual mission, scholarship and teaching in most of our departments (the School of Languages, Literatures, and Cultures and Comparative Literature most obviously). Still, our international presence is not as manifest or as vibrant as it should be. International students represent only 1% of the college’s 4,400 undergraduate students, study abroad experiences need to be embedded more concretely into the undergraduate experience, and additional international curriculum integration is vital to the future needs of students and scholars.

College Structure. The current structure of the college occasionally militates against collaboration. The college has more departments and programs than any of the other colleges and schools within the university, which presents obstacles to administrative efficiency, challenges cross-disciplinary collaboration, and requires the existence of multiple levels of governance and communication which can impede the development of new cross-college initiatives.

Opportunities

At this time in the new century, the College of Arts and Humanities is very aware of the opportunities that we can realize if we leverage our assets and manage our weaknesses.

Research, Scholarship and the Arts. We are better situated than ever before to realize our potential to produce eminent research, scholarship, and creative work in the arts. The college will continue to attract teachers and researchers who are highly
regarded in their fields and will support and cultivate spaces like the Clarice Smith Performing Arts Center, the Maryland Institute for Technology in the Humanities and the David C. Driskell Center to enhance opportunities for vibrant intellectual and creative expression on campus. Realizing this set of opportunities will also enable us to work toward fulfilling the university’s goal to keep the state’s best students in Maryland.

**Community and Inclusiveness.** The college community encompasses students, faculty, staff, and alumni, as well as regional, national, and international partners. In part because of our current commitment to and level of diversity and collaboration, the college is able to advance the values of community and inclusiveness to the highest level. The college also anticipates enlarging its communications efforts, partnerships, and entrepreneurial endeavors, as well as building on recent success in enhancing alumni involvement and support.

**The Power of Technology.** Over the next decade, the college will extend the use of powerful technology in research and teaching, having the enviable advantage and leadership of the Maryland Institute for Technology in the Humanities (MITH), the new living-learning program, Digital Cultures and Creativity, and many more technologically savvy faculty and staff than ever before.

**Threats**

As with many of our advantages, our threats are also tied to those of the university.

**Unstable and Unpredictable State Funding.** As the university’s state funding goes, so too goes the college’s state funding. At best, state funding is unstable and unpredictable, and we need to find alternatives if we are to complete the initiatives of this plan.

**Surrounding Community.** The surrounding community of College Park and the wider environs of Prince George’s County and central Maryland offer both dilemmas and promises. The dilemmas include high costs of living, congestion, and competition for high quality faculty, staff and students.

**Arts and Humanities in the 21st Century.** As the liberal arts and humanities heart of this public research university, the college lives in a competitive environment that extends beyond the state, to the nation and the world. The matters being contested in this larger arena are not just about the best faculty or students, or revenues, or rankings and status, but about the very nature and value of the arts and humanities themselves. The college will need to communicate the nature and role of the arts and humanities in the 21st century, including their meaningfulness and centrality to rich and fulfilling individual lives and to a thriving global society.
PROGRAMMATIC PRIORITIES

I. Undergraduate Education: Rethinking Teaching & Learning

Goal 1: Over the next five years, the college will expand its emphasis on international education by developing a "global engagement requirement" that adds a study abroad dimension to our existing foreign language requirement.

The college has long required students to reach the intermediate level of competency in a foreign language, and this requirement has served as a key conduit for expanding student’s knowledge of other cultures. Although this model of exposing students to cultures abroad is successful and will continue, we intend to expand international education options for students.

Actions:

- Increase the percentage of ARHU students who study abroad from the current 9% to 20%.
- Increase the number of long and short-term study abroad programs initiated by college faculty.
- Reframe the current foreign language requirement as a global engagement requirement that includes a study abroad option. The study abroad model may include a course in a foreign language while abroad, immersion experiences (such as internships, service learning, field work, home stays, etc.), and/or a reflection component requiring students to process and access their experiences abroad.
- Partner with the Study Abroad Office (SOA) to identify a menu of affordable programs that meet the college’s expectations and requirements for global engagement.
- Work to increase the number of grants and aid available at college and departmental levels so that the prospect of traveling abroad is a realistic goal for all students.
- Encourage and support faculty in developing study abroad programs and incorporating international programming within the curriculum. This includes providing faculty incentives for program development and integration of global units within courses and expanded financial and logistical support for international site visits.
- Partner with the SOA in a curriculum integration project designed to facilitate the integration of study abroad programs into the ARHU undergraduate curriculum.
- The curriculum integration project will be supported by a grant-funded graduate assistant who will: 1. liaise with SOA to develop transfer/resident credit database, 2. liaise with ARHU departments to evaluate course syllabi to identify potential of study abroad integration, 3. develop communication activities, including Web and printed materials, to help inform and advise students about programs and guidelines by major.
Goal 2: Create and teach interdisciplinary, collaborative humanities courses.

This goal envisions the creation of a small set of introductory interdisciplinary humanities courses for general education that would be collaborative. These courses will emphasize broadly historical and cross-disciplinary knowledge, enduring ideas and questions, structures of knowledge, and global perspectives. In many respects the vision for this project would dovetail with the recently proposed "T" Series courses. However, courses could also be developed as traditional General Education courses.

Actions:

- Within three years, teams of faculty will annually offer 4-6 collaborative courses, either as single-semester offerings or two-semester sequences. Sections will be scheduled in sizes sufficient to attract large enrollments and to create the kinds of widely shared bodies of knowledge that will stimulate conversation among undergraduates and among faculty.

- The college will develop and fund a summer institute, modeled after the successful Curriculum Transformation Project, in 2010 to begin a three-year process of planning, testing, and implementation. Faculty for this institute will be drawn widely from across the College of Arts and Humanities, and faculty from other colleges will also be invited to participate. Note: The summer institute will need to first be articulated and then revisited with the implementation of the new General Education Program.

- Summer 2010: The institute will produce 2-3 courses, with 10-15 faculty members working 2-3 weeks with a leader. The courses will follow the model of lectures plus discussion sections. From the beginning, technology will be integrated into course pedagogy, where it deepens the effectiveness of the course.

- Fall 2010: Detailed planning of syllabus, selection and initial training of TA discussion leaders are completed, and the institute's faculty consult and share ideas.

- Spring 2011: Launch pilot courses and convene weekly meetings between faculty and teaching assistants.

- Summer 2011 and 2012: Refinement of course model in a summer institution; application for permanent general education status of courses developed the previous year; further training of new faculty and TAs; increased number of sections offered.

- The college and participating departments will use the cross-disciplinary teaching and dialogue evident in the process of creating and teaching these courses as a springboard for the development of similar inter- and cross-disciplinary and collaborative research projects.
Goal 3: Expand and enhance the impact of our living-learning programs.

Living-learning programs are a primary means of increasing our recruitment of top students to the university and the college, and of fulfilling our aspiration to provide the richest education possible in the arts and humanities for the 21st Century. Creating global citizens and cultivating the transforming powers of the imagination are missions central to the college’s five living-learning programs which include: two Honors College programs (the highly successful Honors Humanities and the new Digital Cultures and Creativity program launching fall 2010), College Park Scholars in the Arts, St. Mary’s Language House and the Jiménez-Porter Writers’ House.

Over the past two years, Honors Humanities and CPS-Arts have undergone transformative changes in leadership, the new DCC program has come into being, and Language House and Writers’ House have continued to offer excellent programs that help put the University of Maryland’s living-learning programs at the top nationally.

Actions:

- The college will work with the university to expand Honors Humanities to 140 students within two years.
- Develop a third living-learning program for juniors and seniors, on the model of the Jiménez-Porter Writers’ House and Language House, focused on interdisciplinary humanities as the basis for social justice and public advocacy, with outreach to local communities.
- The college will work with living-learning programs and ARHU departments to increase faculty participation in the living-learning programs and to more fully integrate the curricula of the living-learning programs with departmental curricula.
- Raise awareness of the college’s living-learning programs as a group identified with the college and as one of its distinctive assets.
- Use living-learning programs more aggressively to recruit to the university students specifically interested in the arts and humanities.
- Share the successes of our living-learning programs nationally and internationally so that they become known as models for innovative programming in the arts and humanities.
Goal 4: The College of Arts and Humanities will increase efforts to attract academically talented students and continue to set high expectations for student success.

Actions:

- Create and update our recruitment materials and outreach efforts to include new recruitment brochures and Web presence. In addition, we will engage in a college-wide initiative to ensure that recruitment efforts at the college and departmental levels are in line with the expectations of University Admissions.

- Provide additional scholarships to aid in merit and need based recruitment initiatives. Also, additional scholarship monies will be made available for merit based scholarships and study abroad for current students.

- The college will work to increase our retention and graduation rates by insuring that the necessary support systems are in place such as academic advising, academic and career programming and UNIV 101.

- Increase the job placement rate by working with the Counseling and Career Centers to increase career development initiatives specifically for ARHU students. For example, we are currently piloting a project with the Counseling Center to develop an upper level career course that addresses the unique career development and job search needs of ARHU students.

- Increase the number of internship opportunities for ARHU students. The college will revamp its existing ARHU 286, 386, 486 as well as departmental 386 courses to ensure that students are able to easily attain the support needed to participate in internships.

- Increase the college's focus on national scholarships. The college will work to integrate the national scholarship process into our core expectations for students. This will be accomplished by adding national scholarship information and programming into orientation, departmental and college advising, departmental honors initiatives and meetings with faculty.
II. Graduate Education: Enhancing Graduate Education

Goal 1: Over the next five years, continue to increase the quality and diversity of our graduate student population and improve program standards so that our doctoral graduates are in demand at the nation's and the world's foremost institutions, institutes and agencies.

Actions:

- The college will position itself for the future and the changing needs of the humanities job market by reducing the size of its doctoral student population by at least 25% by fall 2011, and concentrating its resources on competitive, smaller doctoral programs.

- Doctoral programs throughout the college will define, achieve, and maintain their "ideal" target size and admit only students who meet a given field's standards of excellence and for whom there are positions and likely success in the job market.

- By 2011, graduate programs, with the assistance of the college and university, will meet or exceed $20,000 stipends for fellows and graduate assistants in order to be competitive with peer programs.

- Graduate programs will increase the ratio of students receiving external grant or fellowship support.

- Departments and programs will continue to elevate expectations for students with strong emphasis on professional development, such as presentation and publication or research or original creative work.

- Graduate programs will enforce benchmarks and hold students to high standards of excellence in their work.

- Departments and programs will develop specific guidelines and formal structures for assessing student progress and assuring success. Emphasis will be on individual faculty involvement and responsibility in the mentoring process to ensure they and the department provide ongoing, coordinated support for job placement. Such support may include departmental colloquia on developing teaching portfolios, writing effective application letters, or preparing for the interview process.

- Graduate programs will develop and implement plans to ensure broad diversity in their graduate student populations, bearing in mind that a diverse graduate population represents the future direction of their disciplines.

- Graduate programs will develop and implement opportunities for doctoral students to gain research, presentation, and publishing experiences that enhance job market competitiveness.
• Build a stronger graduate community throughout the college by sharing "best practices" between graduate program directors on a regular basis.

**Goal 2: Graduate programs will continue to revise graduate curricula to reflect both the changing face of knowledge in the arts and humanities and the needs of smaller programs.**

**Actions:**

• By the end of spring 2011, all doctoral programs will have completed a review of their doctoral curricula and submitted changes to the college PCC committee.

• As part of the curriculum revision, programs will consider the ways in which they might take advantage of our relationships with the cultural and non-profit organizations of Washington, D.C. and Maryland for internship and research opportunities.

• To facilitate the development of innovative curricula and pedagogical strategies, the college will sponsor opportunities for cross-program discussion and information sharing.

**Goal 3: The college and doctoral programs will work together to reduce the workloads of graduate assistants to increase quality of life and expedite time to degree.**

**Actions:**

• Departments will develop proposals to reduce the teaching loads of graduate assistants by spring 2011. It is expected that the resulting loads will vary across the college because of differences in types of assignments.

• In spring 2011, the dean will present to the provost a proposal for university support of graduate assistant load reduction, phased in over 3-5 years.

• In FY12, department chairs and the dean will develop financial plans to include cost-sharing to support GA load reductions.
Goal 4: The college will work with departments and programs to expand interdisciplinary projects within the university and across national and international institutions.

Actions:

- Beginning in FY09, the college will provide seed money for the development of collaborative, interdisciplinary courses developed across departments. These programs will encourage the creation of new pedagogical paradigms in graduate education.

- By spring 2011, each graduate program will review its curriculum to identify possible areas or topics that could be satisfied by a course or other experiences shared across several departments. After this review, faculty, graduate program directors, and chairs should share ideas and proposals across department lines. The college will facilitate such conversations.

- Following programs such as the Department of Communication, which sponsors multi-institutional summer colloquia and exchange opportunities, the college will work with individual programs to develop relationships with U.S. institutions to expand research networks, arrange summer graduate seminars, and identify potential post-doctoral fellows.

- The college and department faculty will expand relationships with universities abroad and encourage exchange of students and faculty.

STRATEGIC INITIATIVES

I. The Maryland Institute for the Humanities in Society

The Maryland Institute for the Humanities in Society will serve the campus and our society by collaborating with other disciplines and with the cultural, social and policy institutions of Maryland and Washington, D.C. to initiate and sponsor programs and research projects that address the salient cultural, social, and ethical issues of our time. Rooted in the enduring issues of humanistic inquiry, the institute will seek out and support projects that productively join its insights to those of the sciences, the social sciences, information technology, business, and engineering, for example, to produce more powerful responses to major human questions. The institute will participate in setting the agenda for large cross-disciplinary research initiatives on this campus.

Goal 1: The college will finalize a proposal for a Humanities Institute

Actions:

- In consultation with college faculty, the provost, the Office of the Vice President for Research, the members of the Consortium of Humanities Centers and Institutes, and possible funding agencies, the college will finalize the proposal for the institute developed in 2008-09 by the college’s Humanities Center Task force.
By May 2010, the co-chairs of the Humanities Center Task Force will present to the dean a final proposal to establish the Maryland Institute for the Humanities in Society.

**Goal 2: The college will secure initial and ongoing infrastructure funding from the university and other sources.**

Stable, ongoing infrastructure and basic programming support is essential to the operations of a prominent Humanities Institute. The success of proposals for external funding for research projects depends on the institute's ability to provide overall leadership, organizational structure for developing and presenting research in seminars and symposia, staff and technical support, and space for meeting.

**Actions:**

- The college will continue to make the Humanities Institute a high priority in its requests for reallocation funds.
- The college will work with the Office of the Vice President for Research and University Advancement to identify and develop relationships with possible external funders of the institute.
- The college will work with its own Development Office to identify possible donors.

**Goal 3: While the college is securing funding, it will begin to incubate possible programs and projects for the institute.**

**Actions:**

- The dean will appoint a Director of Interdisciplinary Research Initiatives.
- The Director of Interdisciplinary Research Initiatives will work with the college's faculty to develop two or three projects, suitable to the mission of the institute, whose initial stages might be funded by a seed grant from the university or by an external seed grant.
- The Director of Interdisciplinary Research Initiatives will create and implement strategies to develop two or three collaborative research projects with the college's faculty, whose initial stages might be funded by a seed grant from the university or by an external seed grant. Such projects might be built onto such existing cross-disciplinary efforts as the Themed Semesters and WORLDWISE initiatives.
II. Digital Arts & Humanities

To enhance our international leadership in the digital humanities, the college will leverage the strength of the Maryland Institute for Technology in the Humanities (MITH) and reconstitute the Committee on New Technologies as the Committee on Digital Strategies for Research and Teaching.

Goal 1: During the next five years, the college will expand significantly faculty involvement in and programmatic engagement with the digital arts and humanities, such that digital arts and humanities is envisioned as being more central to teaching and research in the college.

Actions:

- In FY10 the college will hire two tenure track faculty members in digital humanities, media and cultures.

- The college will devise mechanisms for mentoring these new cross-disciplinary scholars, and for supporting the innovative, multimedia research they are likely to produce.

- The college will review its Appointment, Promotion and Tenure procedures, and revise them if necessary, to assure that the non-conventional work of faculty in digital humanities, media and cultures will be valued and counted toward tenure and promotion.

- Within two years of hiring the above faculty, the college will begin to establish exploratory "sandboxes" for teams of faculty and students. These teams will be multi-generational and cross-departmental, producing various kinds of "public products," e.g., digital resources, conferences and white papers.

- Within five years, the college will create multi-disciplinary programs, beginning with a living-learning program in Digital Cultures and Creativity (launching in fall 2010), followed by a graduate certificate, undergraduate certificates, and possibly, degree programs.

- The college will seed and in other ways support cross-departmental innovative efforts in instructional technology. These instructional projects may be centered in MITH or in other locations such as the Humanities Institute or the Michelle Smith Collaboratory for Visual Culture, which will be accessible to all units in the college.

A set of specific expectations apply to this digital humanities initiative. First, all faculty and students will be able to contribute to and benefit from many of the action items. Second, APT committees will recognize and reward faculty work and products for merit, tenure, and promotion. Finally, the college is committed to providing free and open access to both the code and content of this work, through open source and Creative Commons licensing.
III. RESEARCH, SCHOLARSHIP, AND THE CREATIVE AND PERFORMING ARTS

The college will lead the campus and the capital region as the center for arts and humanities cross-disciplinary exchange and programming, and rank as an acknowledged innovator in research. To achieve this end, the college will build upon its internationally recognized strengths in existing disciplines and interdisciplinary departments and centers.

Goal 1: The college's academic units and centers will work with the dean to set clear goals for reaching a higher level of excellence in research and scholarship.

Action:

The dean and departments, in consultation with the provost, will develop measures by which the impact of advances in faculty research might be charted. Such measures might include rankings (where available, appropriate and useful); comparison with peer institutions of the numbers of prestigious fellowships, awards and prizes won; editorship or editorial board service of major journals; books and articles in the most prestigious venues; and appointments to national and international research centers.

Goal 2: The college will nurture emerging disciplines and cross-disciplinary research projects.

Action:

The college will facilitate academic exchange, collaborative and cross-disciplinary research, and related curricular innovation within the college, among colleges, with other universities, with our alumni, and with cultural institutions of the greater Washington, D.C. area. As one means to this end, the college will create a cross-disciplinary research center, The Maryland Institute for the Humanities in Society.

Goal 3: By 2014, the college will double the number of faculty applying for external research.

Actions:

- The college will work with the Office of the Vice President for Research and University Advancement to better promote scholarly research conducted by college faculty and students.

- The college will work with the Office of the Vice President for Research and University Advancement to make grant-getting in the arts and humanities a higher priority, to alert faculty to grant opportunities, and to facilitate development of multi-disciplinary research projects in the arts and humanities.

- The college will enhance its support structure to assist faculty and students in identifying sponsored research opportunities, preparing and submitting...
successful proposals, and administering the post-award accounting and reporting.

- The college will encourage faculty and students to take advantage of the information and training opportunities available on campus that will expose them to the many facets of sponsored research.

CRITICAL CONDITIONS

I. Faculty and Staff

Goal 1: To recruit and retain excellent faculty and staff, the college will provide compensation, resources, benefits, support programs, and working environments competitive with those to be found nationally at the top public universities.

Actions:

- The college will vigorously pursue funding from the campus and from external funding agencies to ensure that compensation and benefit packages are competitive with those of our peers and are appropriate to the cost-of-living index for the Washington Metropolitan Area.

- The college will continue to support vigorously the hiring, retention, and promotion of faculty in priority areas. All academic units will be required to look to the future in decisions regarding faculty searches rather than merely replicating the past.

- The college will continue a strategy of "cluster" hiring (the hiring of multiple faculty members in targeted areas) to enhance strategic (often emerging) interdisciplinary areas within the arts and humanities.

Goal 2: The college affirms its commitment to a diverse and inclusive community of faculty, staff and students. We will continue to promote a collegiate climate based on equity, diversity and fundamental fairness in all college policies and procedures.

Actions:

- The college stands by the Statement on Civility that emerged from the fall 2007 college retreat and was circulated in Dean Harris’ memo to the faculty on February 27, 2008, articulating an expectation that the college will "be a diverse, open, and tolerant arena within which all ideas, whether popular or not, may be freely discussed without rancor."

- The college is proud of its record of attracting and promoting a diverse faculty and staff. We vigorously affirm and remain committed to the campus policies and procedures designed to identify, attract and retain faculty from
underrepresented groups.

- We take most seriously the responsibility of providing proactive and effective mentoring to all junior faculty, but most especially to those of underrepresented groups, so that these faculty may move rapidly through the ranks and assume positions of leadership within their units.

**Goal 3: The college's reward systems and its systems for resource allocation will encourage vigorous, balanced and creative efforts to fulfill all aspects of our mission and strategic priorities.**

**Actions:**

- We will continue to stress the importance of excellence and impact as the dual gold standards for faculty recruitment and hiring.

- We will continue to stress the critical importance of scholarly, creative and pedagogical excellence in the evaluation of faculty for tenure and promotion to Associate Professor and promotion to Full Professor.

- We will seek creative means to enhance research opportunities for our faculty by providing release time, travel support and grant support to broaden the scope of funding for faculty research.

- We will encourage all college staff to take advantage of opportunities, on and off campus, for professional development and growth.

- We will ensure that the periodic review of tenured faculty shall be carried out systematically, critically, and even-handedly, including both reward for outstanding accomplishment in scholarship, innovative teaching, or institutional or professional service and carefully crafted remediation, where it is deemed necessary.

- We will ensure that adjunct faculty, non-tenured and non-tenure-track teaching faculty, are carefully vetted before appointment; that their teaching is appropriately monitored; and that their performance is regularly reviewed so as to promote first-rate instruction to our students.

**II. Infrastructure**

The college has made great strides recently in the upgrading of its facilities. The arrival of the Clarice Smith Performing Arts Center in 2000, the recent upgrading of Francis Scott Key and Taliaferro Halls, and the renovation of Tawes Hall have made the academic homes of Music, Theatre, Dance, History and English among the most attractive and educationally suitable on campus. We will aggressively seek to upgrade the facilities housing our other academic units, most notably the School of Languages, Literatures, and Cultures (currently housed in Jimenez Hall) and American Studies and Jewish Studies which will need to move from Holzapfel Hall. The college will continue to seek appropriate space, and the facilities to support that space, to house the Humanities Institute that we expect to bring on line.
Having been one of the major partners in enhancing the implementation and support of technology in the classroom, the college is dedicated to continuing to improve classroom facilities available to its faculty and students.

**Goal 1: The college will continue to work with the campus to create up-to-date teaching and research facilities that support strategic goals.**

**Actions:**

- Identify space for the Humanities Institute that will provide a creative workspace for collaborative and interdisciplinary work.
- Continue to look for ways to build community within the college by creating spaces that frequently draw faculty and students together to inspire new ideas and opportunities for collaborative work.
- Work closely with the campus to continue to enhance classrooms to incorporate technology into the teaching and learning processes.
- Work closely with Network and Telecommunication Services to ensure that sufficient data and voice services are maintained to support the needs of the college in developing spaces that support collaborative work.

**Goal 2: Increase administrative efficiencies by implementing new technologies.**

**Actions:**

- Wherever possible, leverage enterprise systems to support and streamline administrative operations in the college.
- Identify resources required to implement content management systems for the maintenance and development of Web sites for all units of the college.
- Identify processes for which no enterprise system support exists and develop applications to provide support for them (e.g., language placement tests).

**III. Administrative Efficiency & Resources**

**Goal 1: Streamline college and departmental structures**

The college will encourage and investigate the possibility of generating savings in both money and labor through streamlining academic programs and operations. Ideally, all actions in this area will be guided by academic considerations with the goal of creating not only more economic structures but stronger academic activities. A key question will
be the extent to which any unit is central to the academic goals and functions of the college as a whole.

**Action:**

Consolidate common business functions into central offices where appropriate to promote efficiencies, centralize subject matter expertise for specialized areas, and relieve departments of routine tasks.

**Goal 2: Increase Base Budget by 10% over 10 years (1.5% of 400M) Outside of Salary Increments**

**Action:**

In the current general economic crisis our goal must be to acquire more state base budget through the reallocation process than we return as tax to the provost. The college’s goal must be to acquire 1.5% (ca. $6,000,000) of the new base budget the university will receive from the state over the next 10 years. We will do this by constantly improving in all academic areas such that we receive more through the reallocation process than we give back.

**Goal 3: Double Soft Funds Revenue by 50% over 5 years: "Show me the money!"**

**Action:**

We will expand all areas of soft fund generation. This includes expansion of summer and winter term programs, increased participation in Freshman Connection, greater attention to grant getting from foundations and the government, and an increasingly vigorous fundraising operation in the area of development. We will increase our use of online technologies that will enlarge our customer base. An increase in sponsored research will generate additional DRIF funds for both the college and departments.

**IV. Development & Communications**

Over the past decade, the college has developed fruitful relationships with philanthropic leaders who, in collaboration with the dean and key college faculty, are supporting the college’s efforts to develop interdisciplinary approaches to the study of the world’s diverse cultures, and enriching the community’s engagement in the fine and performing arts. Building upon the college’s successful Great Expectations campaign, which surpassed its $40 million goal and increased its target to $50 million by December 2011, development efforts continue to strengthen philanthropic support for the college.

The new communications program of the college was established in fall 2008 to raise awareness and visibility of ARHU’s departments, programs, faculty and students regionally and nationally.
Goal 1: Reach Great Expectations expanded campaign goal of $50 million by December 2011.

Actions:

- Focus on high-level stewardship of leadership gift donors, positioning them for the possibility of an additional campaign gift in the next 24 months.
- Continue to identify new prospects that can be taken from identification to solicitation within the next 24 months.
- Bring all currently identified prospects to solicitation by the close of the campaign.
- Monitor gifts via ORAA to ensure that those that can be recognized for the campaign are properly credited.

Goal 2: Strategically increase the college’s donor base for area studies and interdisciplinary programming over the next five years.

Actions:

- Develop strong donor communities for culturally specific college initiatives, such as the Gildenhorn Institute for Israel Studies, the Roshan Center for Persian Studies and the David C. Driskell Center for the Study of Visual Arts and Culture of African Americans and the African Diaspora.
- Work to acquire the B’nai Brith archive, and, if successful investigate potential support for an endowed Chair in American Jewish Studies.
- Work with the university’s Planned Giving Office to develop consistent annual supporters into planned gift donors.
- Partner with faculty leaders to develop philanthropic relationships with national foundations and leading corporations that support higher education and cultural studies programming.
- Grow the college’s $37 million endowment by 15% over the next five years by focusing on endowment-level gifts for cultural studies initiatives.

Goal 3: Cultivate a network of connected, enthusiastic alumni who are positioned to become donors and leading contributors to future campaigns.

Actions:

- Utilize college-wide alumni and student networking events, such as ACCESS2ALUMNI, as vehicles to re-engage successful alumni in their home departments and college programming.
- Engage young, upwardly-mobile alumni in the college’s Alumni Chapter Board, in order to position them as future alumni leaders and major supporters.

- Launch a “mini campaign” that targets alumni and focuses on a crucial college-wide initiative, such as supporting global engagement through travel abroad scholarships and culturally specific programming, in order to develop a solid alumni donor base for the college’s next full campaign.

- In total, increase the college’s alumni donor base by 30% over the next five years.

**Goal 4: Establish a communications program to raise the college’s profile on and off campus, and both regionally and nationally.**

**Actions:**

- Establish a college-level communications office and prepare a long-term communications plan that aims to advance the goals as stated in this strategic plan. The communications plan will include strategies for electronic and print communications, media, and public affairs. Communications initiatives will promote the quality of the people, programs, intellectual property and events of the college and its units.

- The Office of Communications will establish a communications council, which will include ARHU faculty and staff, and will work across the college to develop and implement strategies and standards that help maximize communication efficiency and cost, brand continuity, and message consistency.

- The Office of Communications will work with Academic Computing Services to develop technological tools and design standards to support college- and departmental-level Web development and maintenance. This will also include consultation on emerging communication technology to ensure informative and accurate online interfaces.

- The Office of Communications will collaborate with University Marketing and Communications to establish and implement a college housestyle including design and editorial guidelines to be translated across the strategic communications activities of the college and its units.

- Establish college level protocol for media relations in terms of media calls, press release writing and distribution, and news tracking.

- Liaise with senior administrators regarding signature events of the college including lecture series, Maryland Day, Artists-In-Residence and WORLDWISE.

- Establish operating mechanisms to measure and analyze communication activity effectiveness, including: 1. periodic stakeholder polling and surveys; 2. Web analytics; and 3. focus groups.
IMPLEMENTATION

The strategic plan is visionary and created to assist in establishing and maintaining focus on the initiatives that assist in advancing the mission and vision of the college. The details of the plan will be further defined and discussed through subsequent meetings and e-mails. The successful implementation of this plan requires:

- Involvement of the entire college, especially in regard to implementation at the unit level;
- Thoughtfully planned action items that further define the details of each action item in terms of scope, responsibility and realistic timetables;
- Foster a 'Culture of Savings' in the college where departments routinely review and streamline their expenditures so as to maximize the operating capabilities of the unit while minimizing the costs. Reward departments who demonstrate a commitment to efficiencies and a spirit of thrift while continuing to enhance their programs;
- Further define and articulate the cost to implement the plan and actively pursue outside donations targeted for specific programs and initiatives, for example the Humanities Institute, including opportunities for “naming rights”;
- Establish a plan to monitor and communicate progress indicators.
APPENDIX

1. ARHU Firsts

- 1st Nobel Prize (Juan Ramón Jiménez)
- 1st and only IGERT Awarded to UM from NSF (Integrative Graduate Education & Research Traineeship)
- 1st Living-Learning Program (St. Mary’s Language House)
- 1st long-term Study Abroad Program (Nice)
- 1st and only Center for African American Art & Art History (The Driskell Center)

2. ARHU Rankings

<table>
<thead>
<tr>
<th>Academic Analytics (06)</th>
<th>2009 US News &amp; World Report</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>American Studies</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>33</td>
<td>5</td>
</tr>
<tr>
<td>- African American</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>German</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>35</td>
<td>25</td>
</tr>
<tr>
<td>- Latin American</td>
<td>13</td>
<td>10</td>
</tr>
<tr>
<td>Linguistics</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
3. ARHU By the Numbers

<table>
<thead>
<tr>
<th></th>
<th>Fall 1999</th>
<th>Fall 2009</th>
<th>Increase</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG Majors in 14 Academic Units</td>
<td>2,916</td>
<td>4,302</td>
<td>1,386</td>
<td>47.5%</td>
</tr>
<tr>
<td>Graduate Majors</td>
<td>1,071</td>
<td>1,101</td>
<td>30</td>
<td>2.8%</td>
</tr>
<tr>
<td>Total Credits Enrolled '08-'09</td>
<td>189,465</td>
<td>*209,203</td>
<td>19,738</td>
<td>10%</td>
</tr>
<tr>
<td>Total Seats in CORE (UG)</td>
<td>n/a</td>
<td><strong>18,441</strong></td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Total TTK Faculty</td>
<td>316</td>
<td>322</td>
<td>6</td>
<td>1.8%</td>
</tr>
<tr>
<td>Student Teacher Ratio</td>
<td>9:1</td>
<td>13:1</td>
<td>6</td>
<td>66.7%</td>
</tr>
<tr>
<td>Credit Hours/TTK Faculty</td>
<td>600</td>
<td>650</td>
<td>50</td>
<td>8.3%</td>
</tr>
</tbody>
</table>

4. ARHU Annual State-funded Budgets, FY 2001-present (in millions of dollars)

<table>
<thead>
<tr>
<th>FY</th>
<th>01</th>
<th>02</th>
<th>03</th>
<th>04</th>
<th>05</th>
<th>06</th>
<th>07</th>
<th>08</th>
<th>09</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Budget</td>
<td>40.3</td>
<td>42.5</td>
<td>42.8</td>
<td>38</td>
<td>39.4</td>
<td>41.5</td>
<td>43.7</td>
<td>46.9</td>
<td>48.3</td>
<td>47.9</td>
</tr>
</tbody>
</table>
5. ARHU Units

Departments

American Studies
Art
Art History & Archaeology
Classics
Communication
Dance
English
Jewish Studies
History
Linguistics
Philosophy
School of Languages, Literatures, and Cultures
School of Music
Theatre
Women’s Studies

Living and Learning Programs

College Park Scholars Arts
Digital Cultures and Creativity
Honors Humanities
Jiménez-Porter Writers’ House
St. Mary’s Language House

Centers & Galleries

Art Gallery
Clarice Smith Performing Arts Center
David C. Driskell Center
Maryland Institute for Technology in the Humanities
National Foreign Language Center