

ARTS AND HUMANITIES WORKING GROUP
PRELIMINARY REPORT

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Major Author for the Working Group: Kirk Ludwig

1. Introduction

The Arts and Humanities Working Group is an ad hoc committee of the Faculty Senate convened by the Faculty Senate Chair Professor Kim Tanzer in December 2005. Its purpose is to report on the state of the arts and humanities at the University of Florida and to make recommendations for the arts and humanities for incorporation into the University's strategic plan to move into the ranks of the nation's elite public universities. The Working Group draws on faculty from the College of Design, Construction and Planning; the College of Education; the College of Engineering; the College of Fine Arts; the College of Law; the College of Liberal Arts and Sciences; and the Harn Museum of Art.

The committee was formed to respond in part to national concerns about the declining role of the arts and humanities at AAU institutions, as described in the AAU report *Reinvigorating the Humanities: Enhancing Research and Education on Campus and Beyond*,¹ and in part to a perception among many faculty at the University of Florida in the arts and humanities and other disciplines that, while the arts and humanities are crucial to the mission and vitality of the University as a whole, this segment of the University's intellectual infrastructure has received inadequate investment even relative to local standards, and that this must be redressed for the University to attain its stated goals.

This is a preliminary report. It makes one recommendation.

In line with the primary recommendation of the AAU report, the University should make the arts and humanities a major focus of institutional strategic planning.

This report is divided into four sections. Section two explains the role and importance of the arts and humanities in a university. Section three provides some background on the state of the arts and humanities at the University of Florida. Section four presents for further discussion a number of proposals for raising the profile of the arts and humanities at the University. Appendix A lists the members of the Working Group. Appendix B lists the recommendations made by the AAU report.

2. The role of the arts and humanities in the University

The arts and humanities cover a wide range of disciplines across a number of colleges and schools at the University of Florida, including, but not limited to, the College of Design, Construction and Planning; the College of Education; the College of Fine Arts; the Levin College of Law; and the College of Liberal Arts and Sciences.

The humanities include classics, comparative religion, English, history, linguistics, modern languages and their literatures, philosophy, jurisprudence, the history, theory and criticism of the arts (including architecture), and aspects of the social sciences—anthropology, economics, government,

¹ AAU Task Force on the Role and Status of the Humanities, *Reinvigorating the Humanities: Enhancing Research and Education on Campus and Beyond* (New York: AAU, 2004). Available on-line at <http://www.aau.edu/issues/HumRpt.pdf>.

political science, psychology, and sociology—that are interpretive rather than quantitative. The arts include architecture, ceramics, creative writing, dance, design, digital arts, drawing, film studies, music, painting, photography, printmaking, sculpture, and theater. The arts and humanities are united by their concern, in different ways and from different perspectives, with fundamental aspects of the human condition.

In many ways the public face of the university, the arts and the humanities are components of the traditional core disciplines of the university that make a central contribution to its research, teaching, and service missions. The vitality of the arts and the humanities, and their contribution to the intensity and seriousness of the intellectual life of the university, is crucial to the vitality of the university as a whole. Study in the arts and humanities is an important component of what it is to be a civilized and educated human being, and is also crucial for achieving the synoptic view of ourselves and our enterprises that locates us on a larger scale than the individual life. It also plays a central role in teaching students how to express themselves clearly and effectively and to engage in extended critical and interpretive thinking.

The central role of the arts and humanities in the university is reflected in the importance of strength in the arts and humanities to the academic reputations of the best public and private research universities. The University of Michigan at Ann Arbor and the University of California at Berkeley, among the premier research universities, not only among public universities, but among all universities, have very strong arts and humanities departments, with many graduate departments ranking in the top ten nationally. This is a crucial component of their overall academic reputation.

The arts and humanities therefore have a fundamental role in the university coordinate with that of the basic sciences. *No university can aspire to recognition as one of the country's great public universities which is not recognized as a leading center of research and teaching in the arts and humanities.*

3. The arts and humanities at the University of Florida

The arts and humanities faculty have grown very modestly over the last 25 years, while both the undergraduate and graduate student populations have grown significantly, as shown in chart 1. This reflects a more general trend at the University of Florida of faculty growth failing to match growth in the student population. However, it is also useful to compare growth in FTEs in the arts and humanities with growth in FTEs in the natural and social sciences over the same time period. This is shown in chart 2. While it is clear that faculty growth in the natural and social sciences has also failed to keep pace with student population growth, it is also clear from chart 2 that arts and humanities faculty, even across three colleges, have fallen further behind relative to faculty in CLAS in the natural and social sciences.

CHART 1

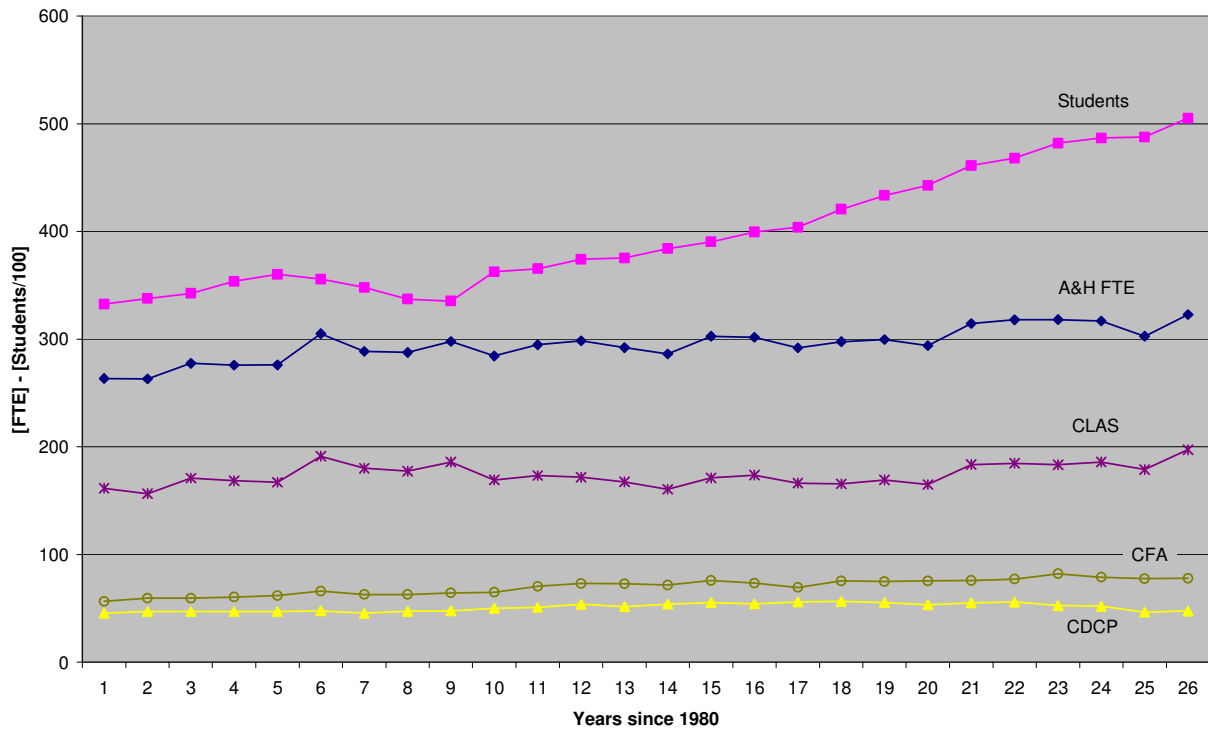
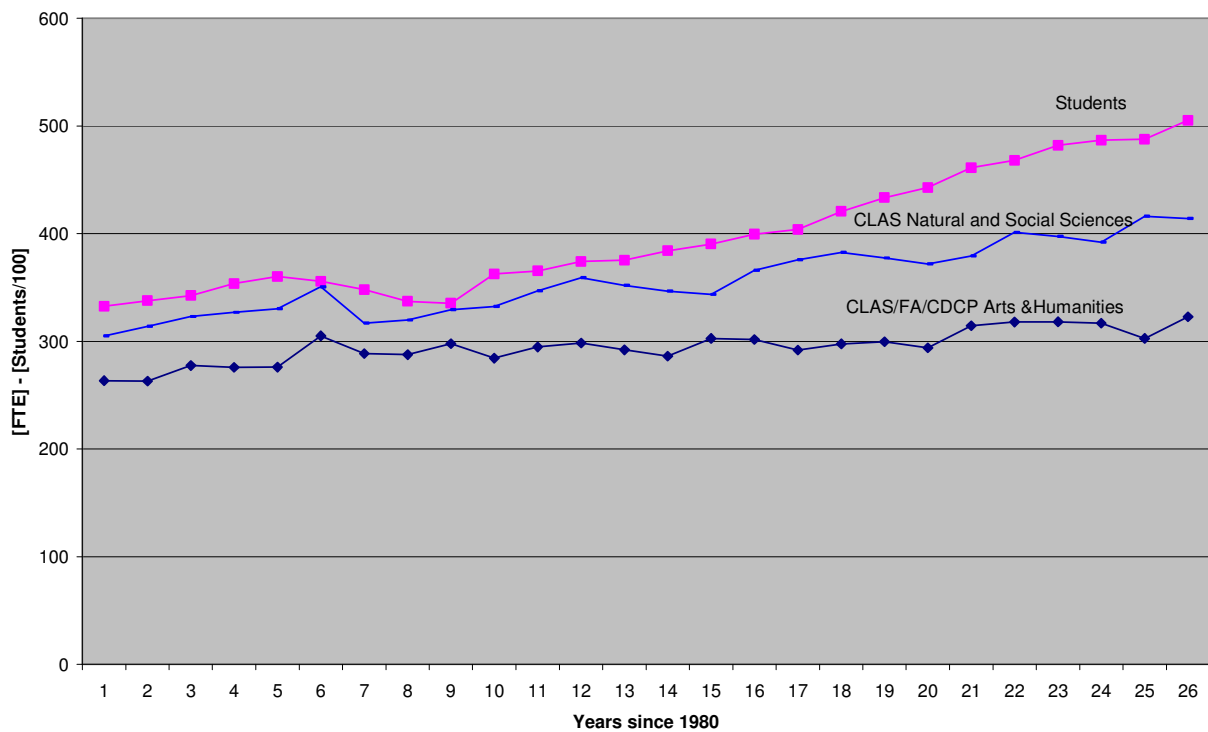


CHART 2



It is important to note three things in addition about the disproportionate impact of the growth of the student population, at both the undergraduate and graduate levels, on the arts and humanities. First, growth in the graduate student population in the arts and humanities must be coordinated with growth in faculty, for in the arts and humanities, faculty research and graduate teaching tend to be more in tension than in the sciences, where graduate students participate in faculty research projects in working on their dissertations projects. Typically the research that graduate students do toward their dissertations in the arts and humanities does not contribute to the research of their faculty directors. Time spent on mentoring graduate students is therefore time that is not spent on faculty research and writing, which is crucial to raising the University's research profile. Second, much of the burden of developing language skills for students at the University falls to the humanities faculty within the College of Liberal Arts and Sciences. Third, writing intensive disciplines, as in the humanities, are put under particular pressure by increases in the student to faculty ratio, for grading and commenting on papers is labor intensive, a feature of it directly connected with its value to students.

More significant for the University of Florida's aspiration to join the top tier of public universities is the startling discrepancy in size between most arts and humanities departments at the University of Florida (UF) and their counterparts at institutions such as the University of North Carolina at Chapel Hill (UNC), the University of Michigan (UM), Ohio State University (OSU), and the University of Texas at Austin (UT). Chart 3 provides a comparison of faculty sizes for departments in the arts and humanities, and the social and physical sciences.²

² Faculty numbers are from public lists of faculty in the relevant departments available on university web sites. Where no number is given, the institution in question does not have a department of the relevant sort. For example, UT has a religious studies program, but its affiliated faculty are drawn from many departments and there are no faculty in religious studies per se. The University of Michigan does not have a religious studies program or department. In the case of the languages, other universities often have several departments covering the areas which Romance Languages and Literatures and German and Slavic Studies cover. In these cases, the comparison is with the total number of faculty across the several departments which cover the same language groups. No comparisons are made of faculty strengths in African and Asian languages because the different disciplinary divisions at different institutions make direct comparisons difficult. For the same reason no attempt was made to compare faculty in the biological sciences. Only current ranked faculty at the main campus, in those cases where there are other campuses, are counted. Lecturers, adjuncts, visiting and emeritus faculty are excluded. However, faculty with joint appointments with other departments are included, and faculty equivalent ranks are included. Student population numbers are from official enrollment figures for fall 2005 available on institution web sites. The figures in the column for averages are rounded to the nearest whole number; these are the figures used in the calculation for UF/AVG and AV.-UF. The peer rankings and student/faculty ratios are from the *2006 US News and World Reports College Rankings*, available at <http://www.usnews.com/usnews/edu/college/rankings/premium/natudoc/tier1/t1natudoc.php>.

	UF	UNC	UM	OSU	UT	Peer AVG	UF/AVG	AV.-UF
Art History	11	9	25	17	19	18	61%	7
Classics	11	14	26	15	23	20	55%	9
English	63	74	69	90	101	84	75%	21
Germanic/Slavic L.	17	16	29	27	28	25	68%	8
History	42	52	89	75	65	70	60%	28
Philosophy	17	25	22	21	34	26	65%	9
Religion	15	14	--	7	--	11	136%	-4
Romance L.	25	23	32	47	44	37	68%	12
Architecture	30	--	38	15	43	32	94%	2
Fine Art	20	9	50	25	32	29	69%	9
Music	46	67	116	69	79	83	55%	37
Theater and Dance	17	21	25	25	38	27	63%	10
Anthropology	36	27	45	15	35	31	116%	-5
Criminology	16	--	--	--	--	--	--	--
Economics	18	30	56	36	38	40	45%	22
Political Science	36	37	48	40	60	46	78%	10
Psychology	59	40	96	50	50	59	100%	0
Sociology	22	28	36	34	43	35	63%	13
Astronomy	23	--	17	20	20	19	121%	-4
Chemistry	51	48	49	40	49	47	109%	-4
Computer Science	37	37	50	34	45	42	88%	5
Geography	15	17	--	24	17	19	79%	4
Geology	18	14	43	33	29	30	60%	12
Mathematics	54	33	67	71	57	57	95%	3
Physics	63	35	61	68	57	55	115%	-8
Statistics	24	24	20	28	--	24	100%	0
US News Peer Rank	3.5	4.2	4.5	3.6	4			
# Students F'05	49,693	27,276	39,533	50,504	49,696			
students/faculty	23/1	14/1	15/1	14/1	19/1			

CHART 3

As this chart shows, among the first group, the humanities departments in CLAS together with art history, the only area comparable to those at peer institutions (in arts and humanities) is Religious Studies. In the second group, the arts, only architecture is roughly comparable to the average size of departments in the comparison group. In the third group, the social sciences, two departments, anthropology and psychology, are comparable in size to the average at peer institutions. None of the peer institutions in this group have a criminology department, though research in criminology is often done in sociology departments, which tend to be larger than the sociology department at UF. The economics department is strikingly small compared with peer institutions. Political Science is

about 78% of the average size. In the physical and mathematical sciences, in contrast, there are four departments either at or larger than the average size of departments in the comparison group, and two at roughly 90% or better. Moreover, these are the central departments in that sector, astronomy, chemistry, mathematics, physics, and statistics. Geology is the only department that is markedly smaller than the average. The typical humanities department is 60-70% of the average of the comparison group. The same is true of the arts, excluding architecture.

As a way of measuring how far the different groupings are from the average, we can compare the total faculty deficit relative to the average for each of the four groups.

Group 1	90
Group 2	58
Group 3	40
Group 4	8

This provides a rough measure of the relative neglect of each of these groups.

It should go without saying that the size of a department is not a direct measure of the quality of its faculty. Some relatively small departments have more prestige than larger ones. However, other things being equal, size matters. Larger departments produce more research and are more visible in the profession because they have more members who organize and attend conferences, give talks, publish articles and books, give exhibitions, performances, etc. Larger departments more easily achieve the critical mass of faculty working on related issues that quickens the pace of research. Larger departments can also be more flexible in affording research opportunities to faculty because the teaching and administrative load does not invariably fall on the same people. And student-faculty ratios obviously are important in a variety of ways, since students necessarily receive less attention from faculty when student-faculty ratios are higher, and the demands of meeting the teaching needs of the University become in greater tension with the need to pursue research programs that are essential to the University's national reputation as a center of academic excellence, as well as to the vitality of its teaching. In short, the material conditions, faculty resources especially, underlying the research and teaching enterprise of a university are among the fundamental factors determining its level of achievement.

4. Proposals for further consideration

It is of vital importance that the University as an institution develop a long range plan, couched in the most general terms, that will guide its planning, and relative to which it can measure its progress periodically, making adjustments where it has failed to meet intermediate goals so as to keep on track, and accommodating changed circumstances that present special opportunities or challenges for the University. The University of Florida should have a twenty-year plan to achieve the goal of being among the top five public universities in the country, and a ten-year plan to achieve material and faculty parity with its major peer institutions. This must be an institutionalized goal in the sense of being a goal that survives changes in administration. It must therefore be couched in general enough terms to allow flexibility without its being abandoned. We conceive of a strategic plan for the arts and humanities at the University of Florida as a part of this larger, long term, strategic plan for achieving the University's goals.

It is not the purpose of this preliminary report to make final recommendations for a strategic plan for the arts and humanities but rather to provide a starting point for further work. It will be useful for this purpose to identify some long range goals for the arts and humanities and their connection with the University's goal of moving into the top tier of public research universities by academic rank. This will provide a framework for developing strategies for achieving our ultimate goals, for setting near and intermediate term goals, and ordering priorities.

We organize our remarks on strategic planning for the arts and humanities under four headings: (a) developing faculty resources, (b) enhancing graduate programs, (c) providing adequate research infrastructure, and (d) promoting to the university's various audiences the work of the arts and humanities.

(a) Faculty. The ultimate goal is to have an arts and humanities sector that is, and is recognized as, one of the leading centers for research and teaching in the arts and humanities in the country and internationally. The most important measure of this is research productivity, with an emphasis on the quality and influence of the research of faculty in the arts and humanities rather than simply quantity, for this is the fundamental basis of recognition of research excellence in each discipline.

There are three general long term goals relating to faculty development that are fundamental for the arts and humanities to move the University into the top tier of public research universities. These are, together with some subsidiary proposals for further discussion and development, as follows.

(i) Provide a research environment at the University of Florida for arts and humanities faculty that promotes their achieving their full potential as researchers in their disciplines, emulating in particular the best practices at the most competitive research institutions.

- Improve research leave opportunities for arts and humanities faculty
- Improve research support for junior faculty in the arts and humanities
- Remove institutional obstacles to interdisciplinary and collaborative research
- Support institutional arrangements for informal interactions that can give rise to new ideas for interdisciplinary projects
- Provide institutional support for centers in the arts and humanities
- Improve support for organizing conferences and for travel for attending conferences

(ii) Recruit and retain the best faculty possible in the arts and humanities.

- Improve salary and benefits for arts and humanities faculty so that they are competitive with the best public institutions
- Institute a step salary program and a system of periodic review designed to ensure faculty in place do not fall behind their peers at the best public universities

(iii) Build the size of arts and humanities programs so that they achieve parity with those at institutions with which we aim to compete.

- Develop a step by step long range plan to bring arts and humanities faculties to rough parity with our peer institutions

These are interconnected, and success in each will promote success in the others.

(b) Graduate programs. The second most important measure of a leading center for research in the arts and humanities is the quality of graduate programs in these disciplines. This is in part a reflection of the excellence of the faculty in these disciplines, and so directly tied to the previous proposal, but requires also effective recruiting, training and placement, and graduate programs that are comparable in size to our major competitors. The success of graduate students after leaving the University of Florida has a large role to play in how the University of Florida's programs are seen, particularly in the longer term. Their success reflects credit on their graduate institution, and as leaders in their disciplines, they become themselves opinion leaders. Moreover, they will have an influence on decisions by future applicants to graduate programs. Obviously, numbers matter here as well.

There are four long term goals for graduate programs in arts and humanities it is important to have in view.

(i) Bring the size of graduate programs in the arts and humanities up to parity with our peer institutions.

(ii) Increase the quality of graduate students by more effective and competitive recruiting.

- Increase stipends and health benefits so that they are competitive with top tier graduate programs
- Increase the availability of first-year fellowships
- Make institutional decisions about allocation of monies for graduate student recruitment prior to the recruitment season

(iii) Improve placement

- Make it an institutional goal to provide support for placement of graduate students

(iv) Improve graduate student support

- Make more and better dissertation fellowships a fund raising priority.

It is important that growth in graduate programs and in faculty be coordinated. As mentioned above, there is a tension, in the arts and humanities, between faculty research and graduate teaching. Graduate students in the arts and humanities typically do not pursue research projects under the umbrella of a faculty member's research program. Their research work is independent. Arts and humanities faculty make a significant contribution of time to mentoring graduate students, which is important to their students' success. But this unavoidably takes away time from, and slows the pace of, their own research. An increase in the numbers of graduate students without an increase in faculty would result in a decrease in faculty productivity, which would lower the research profile of the arts and humanities segment of the University, and result thereby in less competitive graduate programs.

(c) Adequate research infrastructure. Appropriate infrastructure includes computing and technology support for teaching and research, physical facilities for research and for the creation of

artistic works, and especially adequate support for the libraries, which are the backbone of the research infrastructure for the arts and humanities. The three main goals are:

- (i) Provide adequate funding for library research materials and technologies, journals, books, electronic resources, etc.
- (ii) Provide adequate technology infrastructure support of research and creative activities in the arts and humanities.
- (iii) Provide adequate studio, office, and classroom space of research and teaching in the arts and humanities.

(d) Promoting the work of the arts and humanities. To enhance the reputation of the university, the work of the arts and humanities should be promoted to a number of different audiences. The three main goals are:

- (i) Promote the research of the arts and humanities faculty in appropriate academic forums, both in presentations at conferences, in performances and exhibitions, and in publications in academic journals and from academic presses.
- (ii) Promote the work of the arts and humanities to the general public, both in the state and nationally.
- (iii) Promote and support outreach by the humanities at the University to K-12 programs.
- (iv) Promote the work of the arts and humanities in the local community, both within the university and in Gainesville and north central Florida.

Appendix A—Arts and Humanities Working Group

Alex Alberro

Associate Professor, School of Art and Art History, College of Fine Arts
alberro@UFL.EDU

Barbara Barletta

Professor, School of Art and Art History, College of Fine Arts
barletta@UFL.EDU

Donna Cohen

Assistant Professor, School of Architecture, College of Design, Construction and Planning
dcohen@UFL.EDU

Bob Hatch

Associate Professor and Interim Director of the Center for the Humanities and the Public Sphere, Department of History, College of Liberal Arts and Sciences
ufhatch@UFL.EDU

Pramod Khargonekar, co-chair

Eckis Professor of Electrical & Computer Engineering and Dean, College of Engineering
ppk@UFL.EDU

Ruth Lowery

Associate Professor, School of Teaching and Learning, College of Education
rlowery@COE.UFL.EDU

John Leavey, co-chair

Professor and Chair, Department of English, College of Liberal Arts and Sciences
jpl@ENGLISH.UFL.EDU

Kirk Ludwig

Professor, Graduate Coordinator, Department of Philosophy, College of Liberal Arts and Sciences
kludwig@PHIL.UFL.EDU

Charles Mason

Chair, Curatorial Department, Harn Museum of Art
cmason@HARN.UFL.EDU

Winston Nagan

Samuel T. Dell Research Scholar Professor of Law, Affiliate Professor of Anthropology, Founding Director, Institute for Human Rights and Peace Development, Levin College of Law
nagan@LAW.UFL.EDU

Vasudha Narayanan

Professor and Director of the Center for the Study of Hindu Traditions, Department of Religion, College of Liberal Arts and Sciences
vasu@RELIGION.UFL.EDU

Leonardo Villalón

Associate Professor and Director of the Center for African Studies, Department of Political Science, College of Liberal Arts and Sciences
villalon@AFRICA.UFL.EDU

Brigitte Weltman-Aron

Associate Professor, Department of Romance Languages and Literature, College of Liberal Arts and Sciences
bweltman@RLL.UFL.EDU

Appendix B

AAU Report Recommendations

Recommendations and Ongoing Activities at AAU Universities

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 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 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.

[NB: Spread throughout the subsequent text are the following expanded "bullet points" for AAU Recommendations]

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.
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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.
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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.

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. Collaborations with Other Units Within the University.
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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.
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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.
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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.
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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.

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.

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.