



HARVARD

Faculty of Arts and Sciences

DIVISION OF ARTS & HUMANITIES

Report of the Strategic Planning Committee

12 June 2024

Overview

In a town hall meeting in January of 2022, the Dean of Arts & Humanities formally launched a strategic planning process to be led by the soon-to-be-formed Strategic Planning Committee (SPC). The SPC was charged with developing a vision for the future of the Division of Arts and Humanities (A&H), with the goal of presenting recommendations to the Faculty of Arts and Sciences (FAS) by Fall 2024. This report represents the fulfillment of that goal.

For two years and over the course of more than thirty meetings, the SPC wrestled with four related challenges.

- How to make the structure of the Division more responsive to changing scholarly concerns and modes of inquiry.

Many Harvard students are interested in pursuing humanistic approaches to issues of migration, urbanism, climate change, sustainability, law, technology, medical care, and other matters shaping their world. Increasingly, our faculty are looking for ways to reach these students and support their scholarly aspirations. The SPC has sought to identify structural changes that would boost our capacity to bring faculty and students together to address such matters of concern.

- How to make clearer and more inviting pathways into and through the curriculum.

Desire runs strong among faculty and students alike for clearer and more inviting undergraduate pathways into and through the curriculum of A&H. The SPC has looked for structural changes that could help support the provision of course sequences and gateway courses that clearly signpost to students the learning they will do and the capacities they will develop.

- How to strengthen engagement between our undergraduates and our ladder faculty.

Although progress has been made in recent years to strengthen the engagement between our undergraduates and our ladder faculty, we can do more. One of the quirks of A&H is that History & Literature (Hist & Lit), often the largest and arguably the most exalted of our concentrations, involves our ladder faculty the least. Instead, a great share of the instruction is in the hands of

Lecturers on three-year appointments. The dedication and promise of these faculty members is not in question. The issue is that our present structure fails to fully foster exchange between our preeminent (and expensive) ladder faculty and some of our most intellectually ambitious undergraduates. The SPC has sought to address this problem.

- How to better support our community and our programs.

The A&H is blessed with outstanding staff, who devote their time and expertise to our educational aims. In recent years, as the operational demands of our enterprise have grown, many staff members have felt the strain. Discrepancies in the resources available to our different departments and programs have also posed challenges within the Division. In particular, our standing committees do not enjoy the same dedicated ladder-faculty time and other resources that our departments do. In response to these challenges, the SPC has looked for ways to strengthen and better distribute support across our community and our units.

On the basis of its outreach and long deliberation, the SPC proposes that the FAS make several changes to the structure of A&H. These changes would:

- (1) Establish two Interdisciplinary Coordinating Committees, one for the Arts and one for the Humanities.
- (2) Establish a Standing Committee on the Interdisciplinary Study of Society and Culture (ISSC).
 - a. ISSC would absorb multiple existing Standing Committees and support multiple undergraduate programs.
 - b. ISSC would be granted authority to host ladder faculty FTEs.
- (3) Create or Strengthen New Curricular Pathways.
 - a. Create a new concentration within ISSC based upon the Ethnicity, Migration, Rights (EMR) secondary fields.
 - b. Transform the Standing Committee on Theater, Dance, and Media into a department.
- (4) Strengthen administrative support for A&H faculty, departments, and programs.

Process

In 2020-21, the Dean of A&H convened a small group of faculty to discuss the possibility of revising the structure of the Division to address certain challenges, particularly a perceived lack of alignment between, on the one hand, the emerging humanistic interests of students and scholars and, on the other, the organization of our faculty and curriculum. The group subjected the present structure to sustained analysis, noting the historical contingencies informing it, comparing it to analogous structures both within Harvard and at other institutions, and weighing its strengths and weaknesses. The group then brainstormed possible alternative structures. In the course of these conversations, it became clear that a more formal and systematic effort at strategic planning would be worth undertaking.

Accordingly, in January of 2022 the Divisional Dean held a town hall launching a strategic planning effort and announcing the creation of the SPC. The members of and charge to the SPC can be found in [Appendix I](#). Throughout the spring of 2022, the SPC and the office of the Divisional Dean conducted outreach to learn more about the experiences, views, and aspirations of the A&H

community. Electronic questionnaires were circulated among faculty and staff, as well as among graduate students, and focus group discussions were held with faculty, staff, and students. The following fall, the Divisional Dean and the Project Manager for the Division made individual visits to the fifteen departments and six standing committees in A&H to discuss strategic planning, and the SPC convened five Study Groups of faculty and staff (and in one case, also students) to delve more deeply into areas of special concern.

In December of 2022, the Study Groups shared recommendations at an all-day retreat, and over the winter break sent final reports along to the SPC for its consideration. In the spring of 2023, the SPC shared a set of draft proposals with the A&H faculty, and the Divisional Dean held conversations with small groups of faculty to assess the proposals. On the basis of these discussions and other feedback, the SPC in the fall of 2023 and spring of 2024 revised those proposals to produce the final recommendations contained within this document.

A more detailed account of the strategic planning process can be found in [Appendix II](#).

Historical Background

To understand the rationale for revisiting the structure of A&H, it is helpful to bring into view broader structural challenges to the FAS that have emerged over the course of several decades.

Throughout its history, the academic structure of the FAS has experienced key moments of accretion or differentiation. When it was established in 1891, the FAS was organized into nineteen departments, clustered into twelve divisions (see Appendix III). A burst of three additional departments soon followed: Social Ethics (1905), Comparative Literature (1906), and Philosophy and Psychology (1909). Social Ethics became Sociology in 1931, and Philosophy and Psychology split into two departments in 1934. The next burst of department creation occurred in the World War II era, when the United States started to play a larger role in global affairs. East Asian Languages and Civilizations (1937), Celtic Languages and Literatures (1940), Architectural Sciences (1941), and Slavic Languages and Literatures (1949) all date from this era. During the height of the Cold War, the rise of the social sciences and the civil rights movement informed another burst, which brought into being Statistics (1957), History of Science (1966), and Afro-American Studies (1969). Also during this era, Architectural Sciences transformed into Visual and Environmental Studies (1968). Afro-American Studies later became African and African American Studies (2004), and Visual and Environmental Studies became Art, Film, and Visual Studies (2019). In recent years, as digital and biotechnological innovations have played an ever larger role in the national and global economies, departments in the life sciences have been reconfigured (although the total number has increased by only one) and the School of Engineering and Applied Sciences (SEAS) has differentiated itself into seven “areas.”

As this chronology reflects, aside from SEAS, the heyday of making departments in the FAS lasted between 1890 and 1969. In the more than half a century since 1969, Harvard has not added a single new department in the arts, humanities, or social sciences. Instead, accretion and differentiation have been pursued via the establishment of centers (more than three quarters of which have emerged since the Second World War), new stand-alone concentrations, or new stand-alone secondary fields. In particular, the stand-alone concentrations in Comparative Study of Religion, Studies of Women, Gender, and Sexuality (originally Women and Gender Studies), and Theater Dance and Media (TDM) were all established after 1969, and all of our stand-alone secondary

fields, including Educational Studies, Translation Studies, and the EMR secondary fields in Ethnicity, Migration, Rights and Latino Studies, emerged in the wake of enabling legislation passed by the faculty in 2006.

This chronology tells a lucid tale. Because scholarly focus never stands still, the pressure to find ways to support previously untended interests never ceases. For most of the twentieth century, the FAS could respond to that pressure by creating new departments. But because these additions were not offset by subtractions (the FAS has almost never closed or consolidated departments) this recourse to simple departmental accretion could not last forever. Eventually, the FAS turned to the creation of stand-alone concentrations and secondary fields to support previously untended areas of study. The result is a structure that privileges some fields over others. If an area of significant interest in the arts and humanities received recognition early in the history of the FAS, scholars dedicated to that area had a good chance of obtaining a department. If recognition came later, a standing committee supporting a concentration or a secondary field was usually the most that scholars working in that area could hope for (see Appendix III).

The consequences of this imbalance have been profound. As the basic building blocks of the FAS, departments play a powerful role in organizing the curriculum and shaping the faculty. Most have substantial endowments. The standing committees that oversee our stand-alone concentrations or secondary fields, by contrast, rely on fewer resources and on the volunteered time of ladder faculty. Standing committees also tend to have very little input into faculty searches or promotions. They are asked to rely instead on opportunism, resourcefulness, and mostly term-limited non-ladder hires. Put bluntly, our structure provides good support for fields that were recognized early in the history of the FAS and much poorer support for fields that were recognized afterward.

Our institutional habit of “change through accretion” has adverse consequences not only for our fields, but also for our faculty. Most often, faculty members wishing to dedicate themselves to areas falling outside of our departmental scheme must do so through volunteered time that sits atop their commitments to their home departments. The proliferation of centers and stand-alone concentrations and secondary fields has added extra meetings and other time-consuming commitments to the calendars of these faculty. The effect is to “tax” faculty for venturing into areas that our departmental structure does not adequately support. This disincentive runs counter to our aspirations to support both faculty autonomy and cutting-edge research and teaching.

There is nothing natural about this state of affairs. In A&H, our departmental structure is what it is because the scholarly priorities of our institution were what they were between 1890 and 1968. A lot has changed in the last 56 years, but our basic structure does not reflect it. To be sure, our departments are dynamic and have been evolving with the times. But this adaptability is at best a partial solution. As time passes, the gap widens between what our departmental structure is and what it would be if we were starting from scratch. When a strategic planning survey asked faculty members in A&H to gauge whether their current department felt like a great fit, 51% responded “definitely yes.” That means that essentially half of our faculty feel that their primary departmental affiliation leaves something to be desired. Our new stand-alone concentrations and secondary fields constitute rickety additions to a house in need of significant renovation. Or, to use another metaphor, we need to move beyond accretion and become adept at metamorphosis. Just as scholars and artists in the 1920s did not study the same array of subjects and employ the same array of methods that their 1820s counterparts did, so our faculty today explore fields of knowledge and inquiry in ways unthinkable a century ago. We need a structure that better supports our current

scholarly practices and is pliable enough to carry forward the promise of the arts and humanities into unfamiliar times.

The metamorphosis we need is not a matter of “out with the old and in with the new.” The SPC, like our faculty as a whole, is whole-heartedly committed to sustained historical study and to honoring long arcs of curiosity and conversation. Moreover, thanks to generous Harvard supporters past and present, fields are “baked” into the FAS not only through the departmental structure but also through our endowed chairs. These endowed positions ensure that the faculty of A&H will continue to represent treasured areas of study for perpetuity. The FAS has at least one endowed chair in all fifteen fields represented by our departments. Indeed, three fields have more than ten endowed chairs, and another two have more than five. Metamorphosis will entail reconfiguring our fields, not truncating them. We should be up to the task: historically, one of the principal ways that the arts and humanities have met unexpected challenges has been by finding new uses for old forms or ideas. This recirculation, which is neither stasis nor reaction, will almost certainly figure into any successful metamorphosis.

In the course of the SPC’s inquiries and deliberations, it became clear that the inertia of our departmental scheme was not the only structural challenge we face. Another stems from the organization of the FAS into Divisions and of the University into Schools.

The Divisions within the FAS have an interesting history. In 1890, the original nineteen departments were organized into twelve divisions, seven of which contained only a single department. The division was the primary administrative unit in the FAS until 1938, when that role passed to the department. Some of the divisions, however, persisted through the middle of the twentieth century, the last two disbanding in 1974. In 2003, the FAS instituted our present Divisions for several reasons: to foster collaboration across departments, to assist in overseeing and supporting an expanded faculty, and to give selected faculty members, as Divisional Deans, more administrative experience, possibly preparing them for other roles at the university. All told, the FAS has used divisions of some kind to foster cohesion and exchange across departments for more than three-quarters of its history.

Our present Divisions have succeeded in stimulating more coordination between departments, but mostly within Divisions rather than across them. Over the past two years, the SPC has heard many faculty advocate for making the boundaries between Divisions more porous to facilitate co-teaching and other forms of curricular collaboration. The desire for this porosity grows as students and emerging scholars seek to address issues that require a wide array of approaches and forms of expertise.

The organization of the university into Schools is as old as the FAS. The SPC heard a desire within our community to see Harvard do more to facilitate curricular collaboration across Schools as well as across the Divisions.

Recommendations

What follows are the final recommendations that the SPC has developed to give our faculty and students better pathways of inquiry and study. Our hope is that these measures, if adopted, would provide faculty and students alike more freedom to grow intellectually and to pursue their scholarly dreams.

I. Support New Pathways via Interdisciplinary Coordinating Committees, One for the Arts and One for the Humanities

The SPC proposes to create two new standing committees within the Arts & Humanities to foster and support curricular pursuits that range across disciplines:

A. Interdisciplinary Coordinating Committee for the Arts (the “Arts Committee”)

The Arts Committee would consider and selectively pursue curricular initiatives in the arts and in creative making activities across the FAS, with the aim of working across departments to develop new course offerings and capacity-building pathways. The Committee would also pursue synergies in faculty hiring, events, artist visits, and other concerns that departments may share. The SPC recommends that the Arts Committee consider the possibility of launching new courses under the ARTS rubric, following in the footsteps of *ARTS 20: The Garden*, a pilot team-taught course launched in 2020-21.

B. Interdisciplinary Coordinating Committee for the Humanities (the “Humanities Committee”)

The Humanities Committee would consider and selectively pursue curricular initiatives in the humanities, with the aim of working across departments to develop new course offerings and capacity-building pathways. The Committee would also pursue synergies in faculty hiring, events, and other concerns that departments may share. The SPC recommends that the Committee support the existing HUM Courses (currently, HUM 10: A Humanities Colloquium, HUM 20: A Colloquium in the Visual Arts, and HUM 90: Sophomore Seminar) and consider developing more HUM courses and possibly a “Humanities” secondary field.

The curricular initiatives that the Arts Committee or the Humanities Committee might pursue could include:

- shared gateway courses, tutorials, seminars, or workshops, including professional development workshops for graduate students.
- new secondary fields or concentrations.
- the development of one or more new PhD tracks.
- trans-departmental mentoring networks or other advising resources for graduate students or for undergrads.
- opportunities for graduate students to teach courses that cross divisional or school lines.
- initiatives that span the domains of the two Interdisciplinary Coordinating Committees or reach out beyond A&H to other Divisions or Schools.

Rationale

One of the principal takeaways of the strategic planning process is that A&H would benefit from a more flexible structure that could better support the evolution of our curriculum and our fields over time. Again, the need for accommodating such evolution is not new. The issue is that the principal means we have used to accommodate it in the past – accretion – has become less

viable. What we need are ways to ensure that our structure has the flexibility to enable faculty and students to pursue the scholarly interests calling them. These two Interdisciplinary Coordinating Committees could give the A&H that means. By stimulating conversations and launching pursuits across the boundaries of our disciplines, these committees would help ensure that we can continue to meet the changing needs of our community for the foreseeable future.

The introduction of these Interdisciplinary Coordinating Committees could make us more efficient and effective as well as more nimble. These new committees could help design and establish foundational curricular pathways capable of branching into multiple fields. They could facilitate conversations about granting concentration credit for courses outside of departments and programs. They could also help lead pedagogical conversations aimed at developing better curricular pathways.

At the moment, the need for two committees is clear. Faculty who practice visual art, filmmaking, multimedia art, performance, and composition have ways and means that differ from those of faculty who primarily write books, essays, and articles. Although we would strongly encourage and expect exchange between the Arts Committee and the Humanities Committee, particularly around efforts to integrate scholarship and practice or to explore new digital or multimedia forms of scholarly inquiry, starting with two committees would properly acknowledge the different challenges facing our artists and our humanists. These new standing committees would ensure that the arts and the humanities are each able to open new pathways for faculty and students in the years ahead.

II. New Pathways across Disciplines via a Standing Committee on the Interdisciplinary Study of Society and Culture (ISSC)

The SPC proposes to create a new standing committee on the Interdisciplinary Study of Society and Culture (ISSC) that would absorb a number of existing standing committees and be authorized to host ladder faculty FTEs. Specifically, the ISSC would oversee the following programs that are currently overseen by separate standing committees:

Hist & Lit (an undergraduate concentration)
Ethnicity, Migration, Rights (two undergraduate secondary fields)
Folk & Myth (an undergraduate concentration)

The membership of ISSC would be drawn from faculty in the standing committees that currently oversee these programs. The formation of ISSC would entail inviting several senior ladder faculty to put a fraction of their FTE into the committee. The individual concentrations overseen by ISSC would retain their distinctive identities, particularly from the undergraduate point of view.

If the FAS deems it desirable, ISSC could also oversee other programs currently located in either A&H (e.g., *Medieval Studies*) or the Division of Social Science (e.g., *WGS* and *American Studies*).

Rationale

We have several standing committees across A&H and the Social Science Division that draw on many of the same faculty for teaching and advising. Creating an umbrella standing committee to

oversee these programs could save faculty time and strengthen support for these programs. It could also give us a platform for launching additional courses or programs that straddle the two Divisions. There is also an important ancillary benefit: the creation of the ISSC would model for the rest of A&H and the FAS that we can obtain institutional progress and curricular strengthening through coalescence as well as accretion.

Another benefit of creating ISSC would be to integrate our ladder faculty in some of our most popular undergraduate curricular programs. As noted in the overview of this report, the reliance of Hist & Lit on non-ladder faculty has had the unhappy effect of limiting engagement between our ladder faculty and some of our most intellectually ambitious students. The creation of ISSC would provide a remedy.

The recommendation that ISSC enjoy authority to host ladder faculty FTEs requires its own explanation. The SPC gave serious consideration to the possibility that simply freeing ladder faculty to devote a fraction of their teaching load to ISSC would be a sufficient measure. A strong consensus emerged, however, that hosting ladder faculty FTEs is necessary to fulfill our aims. Standing committees require not only courses, but also faculty time and effort dedicated to governance and curricular development and oversight. Enabling ISSC to host ladder faculty FTEs would (1) free ISSC from the year-to-year instability to which many of our standing committees are prone; (2) provide a stronger basis for program leadership; (3) foster more engagement between our ladder faculty and our undergraduates; and (4) establish a basis for hiring and mentoring emerging scholars whose work profiles do not align with our departments.

Authorizing ISSC to host ladder faculty FTEs would be a crucial means of giving us the flexibility we need. Present administrative structures in A&H have a gravitational force that tends to settle personnel and teaching in place with “as always” results. We discovered a desire on the part of many A&H faculty for a renovation that would, without changing or assimilating departments, provide faculty with more freedom to collaborate, to take part in transdisciplinary pursuits, and to relocate some of their time into areas that would best support their most creative research and teaching.

The SPC is cognizant that putting ladder faculty FTEs into ISSC could mean fewer ladder faculty FTEs in our departments. Although donors may be sought for new professorships, we are not predicating this recommendation on the happy prospect of an expanded faculty. The process of moving ladder faculty FTEs into ISSC must involve careful reflection; change will come, but at a tempo that will allow for optimal results and cooperation. The SPC understands its recommendations as summoning A&H faculty to participate in the curriculum in new ways and via new means. We believe that responding to this call will be advantageous generally and also address a critical need to support future directions for the arts and humanities.

III. Specific New or Strengthened Pathways in the Division of Arts & Humanities

The SPC proposes that the FAS and A&H do the following:

- A. Create a new concentration within ISSC based on the EMR secondary fields.
- B. Transform TDM from a standing committee into a department.

Rationales

- A. In December of 2019, then FAS Dean Claudine Gay wrote the FAS community to “state unequivocally” her commitment to building ethnic studies at Harvard. In that communication, she stated that she welcomed “the idea of a new concentration in ethnicity, migration, and indigeneity” and indicated that the cluster hire of senior faculty that she had authorized was a first step toward developing such a program. In the outreach that the SPC conducted, her aspirations were seconded by the A&H community. Accordingly, the SPC has sought to do its part to prepare the FAS and the superb faculty members hired out of the cluster search to establish a new concentration on the basis of EMR. We believe that ISSC would be a splendid home for EMR and by extension such a new concentration. Were such a concentration to be established, it would obviate the need for the Ethnic Studies track in Hist & Lit, freeing Hist & Lit to focus on other interdisciplinary pursuits.
- B. TDM represents two well-established disciplines – theater and dance – that at many institutions together or singly enjoy departmental status. Although the Task Force on the Arts opined in its superb 2008 Report that Hist & Lit would be the most appropriate model for a new concentration in the dramatic arts at Harvard, experience has suggested otherwise. Hist & Lit is a concentration that was launched in the early twentieth century to enable students to combine work in disciplines that were amply represented by FAS departments, including the departments of History, English, and Comparative Literature. By contrast, TDM is a concentration that combines disciplines that long ago attained departmental status at many colleges and universities but enjoy only scant and scattered representation across the departments of the FAS. Despite having little access to the time of ladder faculty, TDM has developed a strong following among undergraduates, a sizable number of concentrators, and a core of dedicated staff and non-ladder faculty. The time has arrived to move from the present scrappy program structure to something more sustainable and worthy of Harvard. If for some reason the FAS determines that departmental status for TDM is not in the offing, the SPC strongly recommends that TDM, like ISSC, and for similar reasons, be allowed to host ladder faculty FTEs.

IV. Strengthen Administrative Support for A&H Faculty, Departments, and Programs

Informed by the broad community outreach the SPC carried out, A&H, with the support of the FAS, has already begun to strengthen administrative support for our faculty, departments, and programs. The following specific recommendations of the SPC are being pursued.

Centralize responsibilities for administrative support within Arts & Humanities Administrative Services (AHAS) and expand its capacity accordingly. In particular, enable AHAS to handle:

- Concur submission – based on pilots with the Departments of Philosophy and Slavic Languages and Literatures.
- Floater coverage for vacancies/coverage needs.
- Buy-2-Pay/vendor approval.
- Glacier/Tax/HIO Interactions.

Develop faculty assistant core(s) to support departments and standing committees:

- Develop an event planning resource guide and supplemental administrative support as needed.
- Strengthen support related to course registration, Canvas course sites, and departmental website updates.
- Enhance faculty review and search support by standardizing procedures, creating templates, and providing supplemental administrative support as needed.
- Embed staff assistants in departments with a work volume that can sustain 1 FTE.

Strengthen support for making and the arts across departments:

- Centralize and coordinate administrative support for visiting artists, events, productions, installations, and equipment use across departments.

Conclusion

The strategic planning effort led by the SPC has engaged colleagues from across the Division and beyond in a lively and sustained inquiry into the future of the arts and humanities at Harvard. While the participants all share a deep concern for that future, their views range widely regarding the best paths to take. Sifting through these divergent views has required not only time and effort but also patience and compassion. This is difficult work. Over time, the members of the SPC managed to find areas of agreement that would move the arts & humanities toward goals that had emerged in the course of its outreach. The process has paid off not only in developing the recommendations contained in this report but also in starting conversations and trains of thought that will help shape A&H in the years to come. For the willingness of our community to engage in these conversations, the members of the SPC are deeply grateful. As with any report of this kind, the core value of this report will remain latent until broad implementation of its recommendations is underway.

Appendix I Strategic Planning Committee Membership and Charge

Membership

- Robin Kelsey, Dean of Arts & Humanities and Shirley Carter Burden Professor of Photography (Chair)
- Carolyn Abbate, Paul and Catherine Buitendyk University Professor; Chair of the Department of Music (from Fall 2023)
- Glenda Carpio, Professor of English and of African American Studies; Chair of the Department of English
- Bruno Carvalho, Professor of Romance Languages and Literatures and African and African American Studies; Interim Director of the Mahindra Humanities Center (from Fall 2023)
- Suzannah Clark, Morton B. Knafel Professor of Music and Director of the Mahindra Humanities Center (until Fall 2023)
- Philip Deloria, Leverett Saltonstall Professor of History; Chair of the Committee on Degrees in History and Literature (until Fall 2023)
- Lauren Kaminsky, Director of Studies and Associate Senior Lecturer in the Committee on Degrees in History & Literature (from Fall 2023)
- Kristie La, graduate student in the Department of History of Art & Architecture
- William Lohier, undergraduate joint concentrator in African and African American Studies and English (until Fall 2023)
- Melissa McCormick, Andrew W. Mellon Professor of Japanese Art and Culture; Harvard College Professor (until Fall 2023)
- Denise Oberdan, Director of Administration for the Department of Art, Film, and Visual Studies
- Parimal Patil, Professor of Religion and Indian Philosophy; Chair of the Department of South Asian Studies
- Stephanie Sandler, Ernest E. Monrad Professor of Slavic Languages and Literatures (from Fall 2023)
- Matt Saunders, Professor of Art, Film, and Visual Studies
- Jeffrey Schnapp, Carl A. Pescosolido Professor of Romance Languages and Literatures and of Comparative Literature; Chair of Comparative Literature; Faculty Director of metaLAB
- Raquel Vega-Duran, Senior Lecturer in Peninsular and Transatlantic Film and Literature; Chair of the Committee on Ethnicity, Migration, Rights (until Fall 2023)
- Emily Warshaw, Director of Administration for the Committee on Degrees in Theater, Dance & Media

Charge

The charge to the SPC was to explore possibilities and develop an academic vision for the dynamic future state of the Arts & Humanities at Harvard University, one that honors the rich history of our departments, centers, and programs, while embracing the emerging aspirations of our faculty, students, and staff. This vision will seek to leverage resources to their full extent, fostering notable opportunities for strategic reinvestment in our mission. At the core of the vision will be a structure enabling us to flourish in the coming decades as we continue to pursue and promote the wonders and values of aesthetic and humanistic learning.

Appendix II

The Strategic Planning Process

On January 28, 2022, A&H launched the strategic planning effort with a town hall meeting for all faculty and staff in the Division. The Divisional Dean summarized the research conducted to date, including comparative analysis of other institutions, and the challenges identified by an exploratory faculty group. This marked the beginning of a comprehensive two-year strategic planning process to determine the optimal paths for continuing to cultivate excellence and discovery in the arts and humanities. The Divisional Dean informed the community of his aim of reporting out to the FAS the results of the strategic planning process at some point between Spring 2023 and Fall 2024.

Just prior to the Town Hall, and to help guide its discussion, the Office of the Divisional Dean distributed questionnaires to faculty and staff to gather (1) views on the strengths and weaknesses of our present structure; (2) community aspirations and concerns; and (3) suggestions for what our strategic priorities might be.

A. Faculty and Staff Questionnaires

In January of 2022, questionnaires were sent using Qualtrics to both faculty and staff to explore their views about what fields or areas of inquiry warrant stronger representation or support within A&H, what they would most like to change about the curriculum, how good a fit their present department is for them, what their ideal department might be called, what collaborations with other departments or programs they would most like to explore, the administrative responsibilities they would most like to see reformed, and their hopes and fears for the strategic planning process. 106 faculty responded to the questionnaire sent to all tenured, tenure-track, and non-ladder faculty. 55 staff responded to the questionnaire sent to all staff. The answers were tremendously helpful to the SPC.

1. Faculty Responses

When faculty were asked what emerging fields or areas of inquiry warrant stronger representation or support, the most commonly mentioned areas were environmental studies/humanities, fields related to indigeneity, ethnicity, or migration (including ethnic studies, indigenous studies, Latinx studies, and Asian America studies), digital/media studies, and general support for greater interdisciplinarity. A few faculty took the opportunity to advocate for existing programs and departments rather than to suggest untended fields or areas.

In response to the question as to whether their department was a good fit for them, approximately half (51%) said “definitely yes,” and another 20% gave a “qualified yes.” Over a quarter of the faculty (29%) were less happy with the fit, with 11% answering “not sure”, 11% offering a “qualified no”, and 7% saying “definitely no.” In other words, while the majority of the faculty believe their present department feels like a generally good intellectual fit, a sizable proportion of the faculty do not. When we asked faculty to imagine the ideal department for them and tell us what it would be called, 26% responded that their current department name was appropriate, while the most common alternative response was something along the lines of “History & Literature” or “Literature and the Humanities,” followed by variations of “Cultural/Ethnic Studies/Migration, Ethnicity, and Indigeneity” and “Ancient

Studies/Ancient History.” Some faculty responded with slight alternatives to current department names (e.g. “Asia Studies”), and each of the following areas not currently supported by the Division was named by at least one faculty member: Urban Studies, Comparative Media Studies, Nature/Culture studies, Human Rights and Social Justice Studies, Experimental Humanities.

When faculty were asked to name the existing programs or departments, if any, with which they would most like to have more exchange or collaboration, many identified a department within A&H. History of Art and Architecture (HAA) and English or Comparative Literature received the most mentions. Hist & Lit, Philosophy, Music, and the Carpenter Center were also cited. Faculty also expressed interest in strengthening ties among the departments that deal with art making and practice, including Art, Film, and Visual Studies (AFVS), TDM, and HAA. Some expressed a general desire to break down barriers between the A&H and the Division of Social Science in order to foster more integration across disciplines. Other suggestions coming from the faculty included creating new fellowship or internship programs and doing more to make FAS or University Centers, including the Mahindra Humanities Center, hubs for collaboration. Some faculty (11%) responded that their current appointments provide the necessary flexibility to work across traditional boundaries. Overall, the responses indicated that while some opportunities currently exist to reach across boundaries, there is a desire to facilitate more exchange between departments within the Division and across Divisional and School boundaries to enable faculty and students to tackle questions and issues from multiple perspectives.

Lastly, in response to the question about the administrative process or obligation most in need of reform, faculty responses clustered around the general provision of more administrative assistance and more clarity about lines of decision-making authority, as well as around wishes to see a reduction in bureaucracy. These changes, according to many survey responses, would allow the faculty to focus more on teaching and research. In terms of specific obligations that could benefit from reform, faculty cited the activity reporting process, the appointment and tenure process, and the system of non-tenure track faculty reviews, searches, and term limits. Others suggested reevaluating the advising system and role of the Director of Undergraduate Studies in providing student support. Finally, counting summer courses in the teaching load, streamlining cross-school collaboration, and ensuring a greater faculty voice in governance were among the other suggested reforms.

2. Staff Responses

Staff responses were also helpful in identifying the challenges and opportunities that A&H is facing. When staff were asked what emerging fields or areas of inquiry the Division should represent or support more vigorously, they largely agreed with the responses provided by the faculty. The top areas cited were ethnic studies, environmental humanities, cross-discipline or intersectional studies, and the performing arts or performance studies. Other areas noted included critical race theory, curatorial practice/curatorial studies, art-making as an academic discipline, and support for modes of storytelling. Additional suggestions included disability studies, teacher training/instructional design, multimedia/sound studies, virtual/augmented reality, material culture, ethical issues attending artificial intelligence, and exploring languages as the gateway to cultures.

In their responses to the survey, staff expressed interest in having more administrative exchange or collaboration with several departments or programs, including TDM, African and African American Studies (AAAS), AFVS, Music, and the Creative Writing program in English. Respondents expressed eagerness to explore the possibility of shared staff or combined functions across the

boundaries of these units. Staff also expressed interest in exploring potential ties between the administrative operations of East Asian Languages and Civilizations (EALC) and South Asian Studies (SAS), and suggested the creation of a new administrative management structure for the study of languages, literatures, and cultures. Many expressed a desire for greater collaboration between FAS departments that have overlapping course offerings or pedagogical aims. A few staff noted that collaboration already happens successfully via individual initiative. One emphasized that the differences between departments can be an asset. Overall, there seemed to be openness to exploring administrative partnerships in the Division.

When asked what administrative process or obligation staff would most liked to see reformed, many cited the disparate pay structures for middle management positions as compared with their counterparts elsewhere in FAS, and others cited the need for staff to support a multitude of necessary tasks and systems. Specific tasks identified as pain points included budgeting, buy2pay, Concur, I9 processing, and preparation of faculty promotion and search and review dossiers. In follow up, staff overwhelmingly identified financial processing tasks as the administrative tasks best supported through centralized resources rather than individual units working in parallel, with several staff also requesting increased centralized support for the faculty and staff hiring processes.

B. Focus Groups

As a critical next step of the strategic planning process, the Division held a series of focus group discussions for faculty and staff in the Spring 2022 to explore possibilities for the future vision and structure of A&H. These sessions were designed to gather ideas, feedback, and information to help guide the work of the SPC. These sessions ensured that thoughts and views from across our community could be heard and considered.

A&H randomly invited one-third of the faculty and staff community to participate in one of six scheduled focus group conversations. The intent was to invite approximately one-third of tenured and tenure-track faculty, one-third of non-ladder faculty, and one-third of staff. However, when the faculty response rate to the invitations to participate was lower than expected, A&H extended invitations to an additional 40 faculty members, selecting the next 20 tenured and tenure-track faculty and next 20 non-ladder faculty names from the randomly generated invitation lists. The number of individuals who ultimately registered for a session is as follows:

Focus Group Invitations			
	Invited	Signed Up	% of Invited Who Signed Up
Staff	46	23	50%
Faculty Round 1	119	37	31%
Faculty Round 2	40	11	28%
	205	71	35%

Of those who signed up to attend a focus group session, 91% of staff (21 of 23) and 98% of faculty (47 of 48) attended one of the sessions offered. The discussions were held via Zoom. Dean Kelsey opened each session with introductory comments. Then the attendees were assigned to breakout

rooms for discussions led by former department chairs. A representative from the A&H divisional staff attended each breakout session to answer any questions that arose, and to take unattributed notes of the conversation.

Most of the sessions scheduled had two breakout rooms with between five and eight attendees per room. One focus group session did not have a sufficient number of attendees to support two breakout rooms, and one focus group discussion session had three breakout rooms.

Each focus group discussion was asked to share their thoughts on the following questions:

1. What recent development or emerging interest in the arts and humanities excites you the most? Are there new measures or directions yielding promising results?
2. As noted in the January Town Hall, our departmental structure was established between 1890 and 1968. In what ways, if any, would you like to see the Arts & Humanities Division respond structurally to the historical changes of recent decades?
3. What about the present structure would you most like to preserve or reinforce?
4. If you could work more closely with colleagues in another department, program, or Division, what would that entity be?
5. In an ideal world, if you could make adjustments to the way you spend your time and energy, what would those adjustments be? What restraints at Harvard frustrate you the most?

The following is a summary of the common responses shared during the focus group discussions.

- **Interdisciplinarity.** There is significant interest in increasing interdisciplinarity, cross-divisional collaboration, and breaking down barriers between departments. Expanding connections with the other Divisions and with the professional schools was also frequently mentioned. Several participants expressed an interest in expanding opportunities to study humanistic aspects of issues such as climate, urbanism, environment, or sustainability.
- **TDM.** There was significant feedback encouraging FAS to make TDM a department. Many comments reflected the importance of the concentration in helping students learn how to tell stories and to work collaboratively.
- **Ethnic Studies/Race/Indigeneity/Migration.** Several participants stressed that studies of ethnicity and race are important areas that A&H should pursue more vigorously. Many encouraged the FAS to continue to expand opportunities for inquiry beyond the traditions that have historically received the most attention. Particular mention was made of Native American languages and studies.
- **Art Making/Practice.** There was strong feedback for the need to create more opportunities for art making and practice.
- **Technology in Humanistic Inquiry.** Lastly, many commented on the need to embrace and create mechanisms to better explore the use of technology in humanistic exploration and learning.

In response to questions about what structural changes we might consider, we received the following responses:

- Overall, a majority of faculty called for flexibility and responsiveness to change, with many expressing concern that the rigidity of the Divisional and departmental structure stifles interdisciplinarity and discourages lines of inquiry that do not fall within fields of study

historically supported by our departments. Many suggested examples of alternative departmental structures or other options that could loosen the link between departments and concentrations.

- Others expressed the view that changing our departmental structural was unnecessary to support emerging fields of study. Almost everyone agreed that preserving rigorous language teaching and learning in the context of area studies is critical. According to some participants, even as concentrator numbers have fallen significantly across some departments, this decline has largely been offset by the number of students pursuing joint concentrations, secondary fields, and now double concentrations.
- Many also suggested eliminating term limits for non-ladder faculty and increasing professional development support for both preceptors and graduate students.
- Many also commented on the need to reduce administrative burdens on faculty.
- Commentary throughout the focus groups tended to encourage risk-taking and flexibility, to advocate for embracing what makes the study of the humanities unique, and to emphasize the importance of demonstrating the value of that study to our students and the world.

C. Study Groups

The SPC met several times during Spring 2022 to discuss how best to shape the planning process in light of the rich community guidance received in response to the questionnaires and focus groups. The SPC ultimately identified five areas worthy of more granular attention. Accordingly, in Fall 2022 the Divisional office convened Study Groups to focus on these areas and offer guidance to the SPC. The Study Groups focused on five main topics: administrative support; graduate programs; making; regions, languages and cultural histories; and undergraduate concentrations and secondary fields. The Study Groups met throughout the fall semester, culminating in a joint off-site retreat in December 2022 where they shared their preliminary findings and suggestions for group discussions. The Study Groups delivered their final reports to the SPC in January 2023.

1. Administrative Support Study Group

The Administrative Support Study Group was chaired by Sean Kelly, the Teresa G. and Ferdinand F. Martignetti Professor of Philosophy, Harvard College Professor, and Faculty Dean of Dunster House.¹ Its charge was as follows:

1. To review the mechanisms for administrative support within the Arts & Humanities.
2. To identify opportunities and challenges regarding the management of tasks, roles, and responsibilities across the Division.
3. To suggest to the SPC alternative ways to better support the A&H community.
4. To determine at what level different forms of administrative support should be provided and to shape the suggested schemes accordingly.

¹ The Administrative Support Study Group members included Kathleen Coleman, James Loeb Professor of Classics; Derek Miller, Professor of English; Kathy Richman, Lecturer on Romance Languages and Literatures; Mary Violette, Department Administrator, Celtic Languages and Literatures; Elise Ciregna, Director of Administration, Germanic Languages and Literatures and the Committee on the Study of Religion; and Stephanie Nasson, Senior Director of Administrative Operations, FAS.

At the outset the Administrative Support Study Group identified two main problems: (1) that the administrative staff in A&H has been underpaid and overworked as compared with their peers across the FAS; and (2) that the faculty in A&H were under-supported. Upon further study, the group found that: (a) faculty and staff perform administrative tasks that are important but not central to the mission of the department or Division; (b) there are mission-critical tasks and needs that are under-supported or not supported across the Division; and (c) the administrative support structure could better sustain the mission. The Administrative Support Study Group recommended that we:

- centrally support certain non-mission critical administrative tasks that are not dependent upon departmental staff knowledge and expertise but could benefit from management by staff members who handle such processes routinely and expertly (e.g. I9, visa processes, Buy-2-Pay and Glacier vendor/payment onboarding, budget workbook simplification, centralized event planning).
- simplify the mechanism and/or rules regarding reporting outside activities or provide administrative support for faculty to gather the information necessary to complete the required reporting, as defined by the University.
- provide administrative support for faculty, particularly those faculty who also have administrative responsibilities (e.g., Chair, House Faculty Dean, DGS, DUS, DLP) for calendar management, travel arrangements, and other tasks, at a level and scope similar to the support provided to faculty in other Divisions.
- provide staff support to ensure comprehensive and sustained commitment to student, alumni, and community communications, including web design and support, social media engagement, and alumni and community engagement, in recognition that such efforts are critical to the mission of the Division and the goal of promoting aesthetic and humanistic learning. Similarly, provide staff support for rapid response to technological needs throughout the semester.
- explore options for addressing the administrative structure to provide floating coverage for vacancies, develop consistent practices and tools that can be used across the Division, and pilot the establishment of an administrative team to provide cross-departmental support aligned with faculty collaborations and academic interests.

2. Graduate Programs

The Graduate Programs Study Group was chaired by Tomiko Yoda, Takashima Professor of Japanese Humanities.² Its charge was to review A&H graduate programs with a view toward making structural changes that would: (1) broaden or strengthen community support for graduate students; (2) provide opportunities for graduate students to obtain skills better preparing them for academic and non-academic careers; and (3) bring the scholarly emphasis of our graduate programs into greater alignment with the needs and opportunities of the middle decades of the twenty-first century.

The Graduate Programs Study Group recommended that we:

² The Graduate Programs Study Group members included Vidyan Ravinthiran, Associate Professor of English; Emily Amendola, Graduate Coordinator in Art, Film, and Visual Studies; Susanna Siegel, Edgar Pierce Professor of Philosophy; Joseph Nagy, Henry L. Shattuck Professor of Irish Studies; Aden Solway, PhD Candidate in Art, Film, and Visual Studies; and Zachary Lim, President of the Student Council, Graduate School of Arts & Sciences, PhD Candidate, Harvard Graduate School of Education.

- establish a community fellows program that would provide a network of A&H peer mentoring and support and help coordinate cross-departmental community building. The program would convene groups of students from different programs and G-years to engage in regular, informal meetings, with the aim of promoting interactions among students from different fields and addressing the challenges of departments with cohort sizes too small to sustain peer mentoring on their own. Collaboration with A&H Alumni and the Graduate Student Council could support talks, events, and the development of social media platforms that would support our graduate community and combat the sense of isolation resulting from the lingering effects of the pandemic and from the lack of graduate student study and gathering spaces across the Division.
- provide more opportunities for graduate students to teach outside the classroom and to engage in First-Year advising and other academic advising and tutoring programs. Create competitive divisional fellowships for ABD students to develop and teach their own undergraduate courses. These measures could foster more synergy between the undergraduate and graduate programs in A&H.
- develop Divisional graduate courses covering topics not explicitly taught in the departmental curriculum, courses that would help A&H graduate students develop capacities that will enable them to be more successful in graduate school and beyond.
- promote interdisciplinary research and teaching through the existing GSAS secondary fields and through the creation of non-departmental secondary fields in areas of growing student interest such as environmental humanities, digital humanities, translation studies, and global media studies. These new secondary fields could involve faculty from multiple programs across and outside of the A&H division. Consider creating an interdisciplinary graduate fellowship, modeled after the program at Stanford.³
- for PhD students who ultimately elect not to pursue the entirety of the graduate program, make a master's degree "off-ramp" that includes methodical preparation for future success in non-professorial careers. More generally, develop opportunities for graduate students to explore and prepare for a variety of careers to allow them to more fully consider options beyond the professoriate or beyond academia. Consider the creation of a fellowship program that would afford students practical experiences or training.

3. Making

The Making Group was chaired by David Joselit, Arthur Kingsley Porter Professor and Chair of Art, Film and Visual Studies.⁴ Its charge was to review making activities within A&H and to assess the organization of those activities across and within departments, looking for ways to strengthen and better coordinate support for making as a mode of cognitive inquiry and discovery. The study group was

³ <https://woods.stanford.edu/educating-leaders/education-leadership-programs/stanford-interdisciplinary-graduate-fellowships>

⁴ The Making Study Group members included Vijay Iyer, Franklin D. and Florence Rosenblatt Professor of the Arts, Department of Music; David Levine, Professor of the Practice, Department of English; LROD (Laura Rodriguez), Interim Head of Dance and Lecturer in Theater, Dance, and Media; Nancy Shafman, Director of Administration, Department of Music; Katarina Burin, Associate Senior Lecturer in Art, Film, and Visual Studies; Joana Pimenta, Lecturer in Art, Film, and visual Studies, Director of the Film Study Center, and Director of Graduate Study for Critical Media Practice.

charged with paying particular attention to the integration of making with other critical, historical, and theoretical modes of study.

The fundamental principle that emerged from the Making Study Group discussions was that pedagogy and practice go hand in hand. The report identified three guiding principles: (a) the need for support of practice; (b) recognition of the link between practice and pedagogy; (c) the need to provide access both to facilities in which to produce works and to facilities that can provide audiences a chance to experience those works. The report includes recommendations in four areas: facilities, pedagogy, administration, and faculty:

- Facilities: Each Harvard department featuring faculty practitioners (AFVS, TDM, Music) should have at least one dedicated flexible space to suit departmental needs, with specialized technology and expert technical staff. Scheduling of these spaces should prioritize curricular demands. Existing art facilities on campus should be better coordinated and resourced to provide opportunities for collaboration, including providing support for artist residences and projects. Harvard's arts website should be redesigned to enhance accessibility and bring together arts and making activities currently siloed across the campus.
- Pedagogy:
 - Undergraduate: Hands-on experience with the arts should be available to all undergraduates who desire it, and the requirements of the "Aesthetics and Culture" Gen Ed category should be expanded to require students to take an arts course taught by faculty with arts expertise. Co-teaching between "makers" and "theorists" should be incentivized, and innovation in discursive courses with making assignments should be supported through team teaching and expanded course budgets. The FAS should revisit the creation of an innovative interdisciplinary MFA program or 5th year arts certificate to better prepare outstanding undergraduates for external MFA programs.
 - Graduate: There should be more effort to create cross-departmental graduate cohorts, using the Critical Media Practice program as a model. A&H should establish a material research budget for students to support production components of their work, ensuring that art capstone projects receive adequate funding and resources to match their role in a graduate student's education, which can include a public presentation and a thesis defense.
- Administration: The Study Group recommends the creation of a high-level Assistant or Associate Dean of the Arts to provide centralized coordination and support for enhancing arts pedagogy, including measures to overcome organizational barriers to collaboration across arts spaces on campus and to coordinate management of personnel actions for arts faculty.
- Faculty: The Study Group also recommends: (1) the hiring of "maker/theorists" who both create works of art and theorize their practice; and (2) clarifying and revising the promotion process criteria for arts faculty.

4. Regions, Languages, and Cultural Histories

The Regions, Languages, and Cultural Histories Study Group was chaired by Melissa McCormick, Andrew W. Mellon Professor of Japanese Art and Culture and Harvard College Professor.⁵ Its charge was to review and assess the study of regions, languages, and cultural histories within A&H, paying particular attention to the integration of language acquisition with other curricular goals, with the aim of suggesting to the SPC better structures for research, teaching, and learning about these subjects.

One of the first challenges identified by this Study Group was the decline in primary concentrators in language-centered programs, and the perception that opportunities, pathways, and intellectual rewards in the study of languages, regions, and cultures are not as apparent and/or attractive to prospective students as they once were. The Study Group recommended that the College and the language programs and regional studies departments improve their messaging and enhance the visibility of language learning at Harvard, individually and collectively. In particular, investment should be made to develop a website to amalgamate course offerings and opportunities related to languages and regional study.

Other challenges identified include: (1) the lack of consistency in the presentation of language courses, as well as in the pedagogical approaches to, and requirements for, language study; and (2) problems related to providing instruction in less commonly taught languages. To address these challenges, the Study Group recommended that we strengthen and re-envision the role of the Foreign Language Advisory Group (FLAG) and the Language Center, including exploring the possibility of participating in the Shared Course Initiative, a collaboration of Columbia, Cornell, and Yale that supports instruction and learning in less commonly taught languages.

Finally, a critical challenge that this Study Group identified is the disconnect in some programs between language learning and the pursuit of cultural history or other disciplinary work. This challenge is exacerbated by the negative impact of the 8-year rule regarding appointment of Preceptors, and the limited resources available for the professional development of language faculty. The Study Group recommended that we:

- review curricular integration for each language at the department level as part of our regular curriculum reviews.
- ensure that ladder and non-ladder faculty collaborate on advance course planning so that higher level language courses can be integrated with area studies.
- explore co-teaching options, such as offering "bridge courses" for students to better integrate language and content.
- assess academic research related to language learning on campus and how it can be integrated into language courses, including research in linguistics, education, computer science, cognitive science, and electrical engineering.
- reconsider the 8-year rule and ensure, for the sake of continuity, that each language has at least one faculty member not subject to it.

⁵ Regions, Language, and Cultural Histories Study Group members included Parimal Patil, Professor of Religion and Indian Philosophy, Chair of the Department of South Asian Studies; Raquel Vega-Duran, Senior Lecturer in Peninsular and Transatlantic Film and Literature and Chair of Ethnicity, Migration, Rights; Maria Luisa Parra-Velasco, Senior Preceptor in Spanish; Yuko Kageyama-Hunt, Senior Preceptor in Japanese; Carrie Mountain, Department Administrator for the Department of Near Eastern Languages and Civilizations; and Naomi Weiss, Professor of the Classics.

- provide financial support for the professional development of language faculty, as current annual allotments are insufficient for many to attend even one out-of-state conference.

Lastly, the Study Group explored different departmental structures and considered alternative models for the study of regions, languages, and cultural histories. It considered many options, informed by research into the possible benefits of structures supporting such study at other institutions. However, the Study Group determined that there were inherent dangers in schemes that hew closely to spatial and nation-state configurations, and suggested instead that we use the tools of concentrations, programs, and centers to create bridges across departments and to foster links to the study of diaspora and migration.

5. Undergraduate Concentrations and Secondary Fields.

The Undergraduate Concentrations and Secondary Fields Study Group was Chaired by Glenda Carpio, Professor of English and of African and African American Studies and Chair of the Department of English.⁶ Its charge was to review the concentrations and secondary fields within A&H, looking for ways to improve opportunities for undergraduate engagement and learning; to discover better ways to provide apt and inviting educational experiences for undergraduates who will not pursue an advanced degree in the arts & humanities, while sustaining excellent scholarly preparation for those who will; to explore better ways of leveraging the teaching capacities of the faculty; to review the roles of our ladder faculty, non-ladder faculty, and staff in the curriculum with an eye toward identifying structural changes that will enhance the educational experience of our undergraduates and the professional development of the faculty; and to consider opportunities in the undergraduate curriculum to integrate A&H learning with learning in Social Science, Science, and SEAS.

The Study Group examined data related to students who pursued a concentration or secondary field involving an A&H department. They found that the numbers of concentrators in the humanities have declined overall, while there has been a surge in the interests of students in secondary fields, such as Ethnicity, Migration, Rights. Moreover, although the overall number of students pursuing joint concentrations or secondary fields has been increasing across A&H, these data have not been widely reported. This has created the misimpression that the demands upon A&H faculty have decreased, when advising secondary field students requires significant labor that is not fully supported by the structures in place to manage workload.

Even as the number of primary concentrators in the humanities has generally decreased, the number of primary concentrators in the arts (Music, AFVS, TDM) has increased overall. The Study Group found that students increasingly prefer creative or applied senior projects over typical humanities thesis work and view the arts fields as opportunities for interdisciplinary study.

⁶ Study Group Members included Bruno Carvalho, Professor of Romance Languages and Literatures and African and African American Studies; Jie Li, Professor of East Asian Languages and Civilizations; Samantha Matherne, Assistant Professor of Philosophy; Eleanor Craig, Administrative and Program Director for the Committee on Ethnicity, Migration, Rights and Lecturer in EMR and Studies of Women, Gender and Sexuality; Nicolas Prevelakis, Assistant Director of Curricular Development, Center for Hellenic Studies and Associate Senior Lecturer in Social Studies; Naia Poyer, Undergraduate Program Coordinator, East Asian Languages and Civilizations.

Lastly, the Study Group observed that the rigid departmental structure of A&H restricts faculty from adapting to these changing trends in student and faculty interest. The Study Group recommended decoupling faculty positions from departments or allowing professors to shift their positions to emerging areas. By giving scholars flexibility as to where they invest their time and research, we could create opportunities for growth in the study of the arts and humanities.

In addition to encouraging flexibility in faculty lines, the Study Group made several other recommendations that the SPC explored in detail. These included integrating EMR and Hist & Lit into a new department to allow for more ladder faculty engagement. Similarly, the group considered options to strengthen TDM, and to explore ways of providing opportunities for students focusing on performance to work across the boundary between TDM and AFVS. The Study Group also recommended exploring cross-divisional and cross-school teaching in global studies, as well as creating ways to facilitate interaction across the FAS among the faculty and students who are focused on literatures, languages, and area studies. The Study Group considered the possibility of a new “Literature” concentration that would combine the interests of a number of A&H and Social Sciences departments and programs. The Study Group recommended the creation of new interdisciplinary concentrations (e.g. technology and culture, social and cultural analysis, law and humanities) and secondary fields in urban studies and applied humanities. It further recommended that these new programs be put under one umbrella department designed to evolve as student and faculty interests evolve.

D. Initial Proposal and Feedback

In Spring 2023, the SPC shared a draft of recommendations with our community for discussion and feedback. At the core of these proposals was the aim of bringing a structural plasticity to A&H that would allow it to respond to changing conditions while supporting longstanding areas of study.

The first proposal was to create better pathways for undergraduates through stronger standing committees. This contemplated (a) allowing ladder faculty to put a fraction or all of their FTE into a standing committee on a renewable basis; (b) directing a fraction of new search authorizations to split or whole appointments in certain standing committees; and (c) beginning to supply certain standing committees with new resources. This flexibility would: (1) enable standing committees to attract dedicated faculty time in untended areas and fields; (2) allow faculty to be credited for their pedagogical efforts outside departments; and (3) give students who are gravitating to these areas and fields the opportunity to work with ladder faculty. With this flexibility, the SPC believed, A&H could more nimbly evolve over time.

The second proposal entailed making changes to our array of concentrations. One proposed change involved elevating EMR to a concentration. Another involved knitting together concentrations or secondary fields from a variety of language and literature departments into a single program, provisionally entitled “Languages, Literatures, Cultures.” Specifically, the proposal called for absorbing the concentrations of Germanic Languages and Literatures, Romance Languages and Literatures, and Slavic Languages and Literatures into a single concentration, while offering a joint concentration for undergraduates in AAAS, Classics, EALC, English, Near Eastern Languages and Civilizations, and SAS, whose studies focus on languages and literature. The recommendation included developing a trans-departmental website for the study of languages, literatures and cultures, empowering FLAG to set standards for language study, and moving the Language Center from Education Support Services to A&H to foster more integration with our curricular aims. The goal of these proposed changes was to provide a broader and more visible portal for undergraduates, as well as a stronger platform from which to

promote language study, one that would better enable support for the study of languages, literatures, and cultures that currently fall outside departmental parameters.

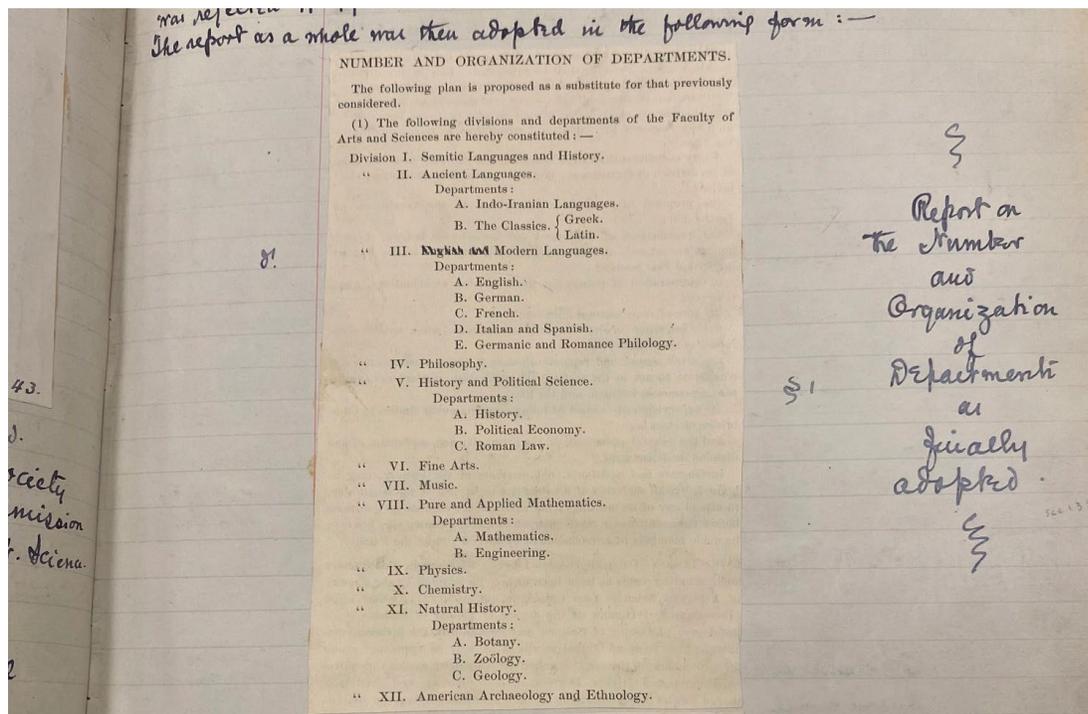
The third proposal envisioned making changes to our array of stand-alone secondary fields. In addition to the existing stand-alone secondary fields of Medieval Studies and Translation Studies, the proposal suggested a new “Ancient Studies” secondary field, as well as a new “Integrated Humanities” secondary field, to be administered by an existing or new committee. The latter would allow students to explore one of multiple paths that would enable them to organize their studies around a particular concern, whether it be the environment, civil and legal humanities, or cultures of medicine and health.

The proposal also contemplated further metamorphosis of A&H by requiring a one-semester intensive review of its structures every 5 years. This review would consider shifts in fields of study, as well as shifts in faculty and student interest, and contemplate changing departmental boundaries, creating new concentrations and/or combining or sunseting existing concentrations, and changing the boundaries or rubrics of the PhD programs.

Lastly, the proposal contemplated providing additional central administrative support through the Arts & Humanities Administrative Services team, centralizing administrative tasks such as Concur, Buy-2Pay and vendor approvals, Glacier/Tax/HIO interactions support, and perhaps most important, providing floater coverage for vacancies and overage needs.

Feedback from faculty shared in the in-person sessions held during Spring 2023 centered around the proposed “Languages, Literatures, Cultures” concentration, with some faculty questioning the strength of the underlying rationale or anticipating that the shared concentration would lead to an objectionable merger of departments. Other faculty offered support for the proposal. Many faculty expressed enthusiasm for the flexibility that could be afforded by the splitting of FTEs with standing committees and for the benefits of additional investment in administrative support.

Appendix III Illustrations



From Faculty Meeting, May 5, 1891

Modes of Accretion in FAS Academic Communities (outside of SEAS)

1890

2023



S-a SF's = Stand alone Secondary Fields