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## Master's Program Assessment Project

### Self-Study Report Template

For August 2003 through August 2007

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**Master\_of\_Arts\_in\_Humanities**  
**Major in Aesthetic Studies, History of Ideas, and Studies in Literature**

#### Basic Information

1. Type of program: Select all that apply.

- Professional--Yes
- Research--Yes
- Interdisciplinary--Yes
- Applied

2. Date program founded or began. Initially (9/1/1975) was approved as joint program with UT Arlington. Coordinating board approved independent status (no longer joint) as of 1983

3. Describe the founding and development of any related centers.

#### **Center for Translation Studies:**

Graduate Students at UTD may pursue *the study of translation* through both creative and critical work. For creative projects at both the Masters and Doctoral levels, students prepare a translation project (in any genre) and accompany it with an extensive critical and

scholarly essay that consists of three distinct parts: a contextualization of the author or authors in a national and international literature; a presentation of an overall interpretive discussion of the works under consideration; and a discussion of specific problems (and their solutions) the student encountered in translating the texts. Critical approaches to Translation Studies find a fertile ground in the School of Arts and Humanities. The school has strengths in American, European, and Latin American literatures. The interdisciplinary structure of the school provides a variety of perspectives on the international circulation of literature and ideas. Past dissertation projects have focused on the translator as a model for borderland writers, and the history of English-language anthologies of Latin American literature.

**CISM** (Center for the Interdisciplinary Study of Museums) was founded in 1998 by Richard Brettell, Professor of Aesthetic Studies at UTD and former director of the Dallas Museum of Art. CISM trains graduate students in the cultural politics of display and the history of museums. Its courses are taught by Dr. Brettell and a series of visiting scholars and museum professionals brought to campus through a continuing grant from the Felix and Elizabeth Rohatyn Foundation of New York. This select group has included the Marxist-Feminist critic of the art museum, Professor Griselda Pollock, Professor Michael Zimmermann of the Central Institute for the History of Art in Munich, Prof. Yve-Alain Bois of Harvard University, and Professor Stephen Eisenman of Northwestern University. CISM has offices at UTD and is affiliated with most of the museums of north Texas. Jeff West, Executive Director of the Sixth Floor Museum, is a regular fellow of CISM and Dr. Ted Pillsbury, former director of the Kimbell Art Museum, is a member of the advisory board.

The University of Texas at Dallas is **a major center** for [Holocaust Studies](#). Under the direction of Dr. Zsuzsanna Ozsvath, the Center offers semi-annual graduate seminars on the Shoah, and contains the Arnold A. Jaffe Holocaust Book Collection, which is housed within the UTD main library. In addition, the program presents its Burton C. Einspruch Holocaust Lecture Series and Symposium annually, featuring world-renowned scholars in the fields of history, literature, philosophy, and film. This three dimensional program affords graduate students the opportunity to work on M.A., M.A.T., and Ph.D. degrees in historical, literary, or aesthetic studies with emphasis on the Holocaust.

Study of the Holocaust at UTD furthers our contemporary attempts at understanding, speaking about, interpreting, and representing this difficult period in history, and the bureaucratic and military apparatus that was enlisted to implement the murder of millions of people in an orderly and routine process. The Program's multi-layered approach encourages the study of this extraordinary complex series of events and the exploration of the relationship between hatred and action, while emphasizing the need for sympathy and solidarity with our fellow human beings.

**The Center for U.S.-Mexico Studies**, directed by [Rodolfo Hernández Guerrero](#) was created in 1995 under the leadership of Dr. Franklin Jennifer and Dr. B. Hobson Wildenthal, President and Provost of The University of Texas at Dallas (UTD), respectively. The Center reflects the importance of Mexico to the United States and,

specifically, to the northern portion of Texas, in the context of historical mutual understanding and co-existence of both nations. Since 1995, the Center has developed an academic bi-national agenda between UTD and Mexican higher educational institutions to offer mechanisms of communication and learning experiences for Mexican and U.S. scholars, researchers, and students in science, technology, management, social sciences, arts, and humanities.

UTD's **Institute for Interactive Arts and Engineering** was established to provide students with an opportunity to learn about interactive advancements in the fields of communication, entertainment, digital arts, education and training, as well as in scientific and medical applications.

As part of their studies, students, along with faculty, are charged with inventing new pathways for the converging disciplines and fields. The institute is a collaborative, inter-disciplinary effort by two of UTD's seven schools: the School of Arts and Humanities and the Erik Jonsson School of Engineering and Computer Science. For more information, visit the [IIAE Website](#).

#### [www.anteinstitute.org](http://www.anteinstitute.org) **Framework**

The Institute has operated within the University of Texas at Dallas since September 2004. [Mihai Nadin](#), whose pioneering work in anticipation is internationally acknowledged, is the Institute's founder and director. Members of the Scientific Advisory Board include Lotfi A. Zadeh (USA), Daniel Wolpert (UK), Vittorio Gallese (Italy), Alois Knoll (Germany).

#### **Network**

**antÉ** is conceived as a University-wide entity, open to faculty and other researchers, as well as Ph.D. candidates. The rich human resources within Texas universities and from other institutions worldwide are the prerequisite for achieving the Institute's main goal: to take a new look at significant aspects of human activity with the aim of offering proactive solutions.

4. Attach department charter and bylaws.

## **ACADEMIC GOVERNANCE**

The purpose of this document is to outline the organization of and provide procedures for academic governance in the School of Arts and Humanities at the University of Texas at Dallas.

## **THE FACULTY**

1. Faculty Members

The teaching personnel of the school consists of tenured and tenure-track professors, visiting faculty, senior lecturers, and part-time lecturers. The regular faculty is defined as either tenured or on a tenure track.

## 2. Powers and Responsibilities

Consistent with the policies of the university, the regular faculty shall establish and/or approve: (a) educational policy for the school, including approval of academic programs, curricula, and requirements for degrees or certificates offered by the school; (b) standards and procedures for the appointment, promotion, and tenure of faculty; (c) The strategic plan of the school; and (d) such other procedures and policies as may be necessary or desirable, from time to time, for the governance of the school.

All teaching personnel collectively—and each member individually—assume(s) responsibility for the maintenance of high standards of scholarship and teaching, for the conscientious performance of their assigned duties, and for observance of the regulations and policies established by the Regents of the University of Texas System. All instructional personnel share the obligation to treat students and colleagues with courtesy and dignity, while individual members of the regular faculty accept a fair share of responsibility for the conduct of the affairs of the school and the university by service to the institution, the discipline or profession of which they are members, and the public.

## 3. Meetings and Voting

The faculty of the school will meet (normally on the second Wednesday afternoon) in August, October, November, February, March, and April. All teaching personnel are invited to attend these meetings, as are two elected student representatives each from the undergraduate and graduate programs, should respective student associations be formed. These meetings are open sessions, except in cases involving personnel or other matters authorized by law to be discussed in executive session.

In conformity with the policies and procedures in the university policy memorandum 75-III 22-3, the dean convenes an above-rank subunit of the faculty for the purpose of reviewing and voting on a recommendation for tenure and/or promotion of individual members of the regular faculty.

Extraordinary meetings of the faculty may be called by the dean, acting on his/her own initiative or in response to a request or requests from a regular faculty member or members.

A quorum in all these meetings consists of a simple majority of the regular faculty.

A written agenda for each faculty meeting, regular or extraordinary, will be sent to faculty members from the office of the dean at least one week in advance of each meeting.

The agenda for faculty meetings includes, but is not limited to, approval of the minutes of the previous meeting as submitted and/or amended, reports from the dean and the associate deans, and new business.

Items may be submitted to the agenda of a regular faculty meeting by any of the school's teaching personnel and, to be placed on the agenda for a meeting, must be given in writing to the dean's office ten days before the meeting.

The dean will chair faculty meetings unless he/she selects a faculty member to chair a meeting in his/her place (e.g., in case the dean cannot attend the meeting).

Faculty meetings will be governed by parliamentary procedures as codified in Roberts Rules of Order.

Motions related to a meeting's agenda can be placed before the faculty only by the school's teaching personnel, including the associate deans.

Motions must be seconded (by a faculty member), may be discussed by all present, and will be voted up or down or tabled. During discussion they can be amended by faculty members.

Duly seconded motions as originally made or as amended will be voted up or down or tabled after discussion by a simple majority vote of the regular faculty present and voting (1) by voice vote, (2) by a show of hands (if the voice vote is unclear), or (3) by secret ballot (if a faculty member so requests). Proxy votes are not permitted.

Amendments to a motion must be voted up or down according to the procedure described above before the motion is voted upon.

Discussion of a motion can be ended, if a call to put the previous question is made and seconded and if two-thirds of the voting faculty so decides.

Minutes will be kept of all faculty meetings and these minutes will record discussion of issues and action taken by the faculty. These minutes will be distributed to the faculty by the dean's office with the agenda for the next meeting.

Minutes of the previous faculty meeting will be approved as submitted and/or amended at the start of the next regular faculty meeting.

The dean may appoint a secretary of the faculty (either from the faculty or from the dean's staff) to record the minutes of the meetings.

#### administrative officers

##### 1. Dean

The dean of the school is appointed by and serves at the pleasure of the president of the university. The dean is a tenured member of the faculty, with the rank of full professor. The dean reports directly to the provost of the university.

The dean has final responsibility for administration of the school, including preparation and execution of the budget; approval of all personnel actions; scheduling of courses and assignment of duties to members of the faculty; leadership of the faculty on issues of educational policy and programs; appointment, discipline, and removal of staff and administrators within the school; recommendation to the provost of *ad hoc* committees for review of tenure and promotion cases; annual review of the performance of faculty; and representation of the interests of the school both within the university and externally.

The dean may delegate responsibilities to other officers of the school. Initial appointment of the three principal officers, the associate deans, requires approval by majority vote at a regular meeting of the faculty before it becomes effective. When these positions become vacant, the dean notifies the faculty of their pendency, and any member may indicate interest in appointment.

## 2. Associate Dean for Graduate Studies

The associate dean for graduate studies is a tenured member of the faculty, who reports directly to the dean and assumes the following special responsibilities:

- (1) organization of the course schedule each semester, with the assistance of the program coordinators and the administrative committee,
- (2) initial selection and regular oversight of part-time lecturers,
- (3) preparation of the arts and humanities section of the university's graduate catalog,
- (4) representation of the interests of the graduate program both within the university and externally,
- (5) administration of the graduate program, including admission of students as well as general oversight of advising and student progress through their degree plans,
- (6) the appointment, assignment, and general training of teaching assistants, and
- (7) leadership in maintaining high academic standards and in developing the intellectual and artistic quality of the graduate program.

## 3. Associate Dean for Undergraduate Studies

The associate dean for undergraduate studies is normally a tenured member of the faculty, who reports directly to the dean and assumes the following special responsibilities:

- (1) administration of the undergraduate programs, including oversight of both lower- and upper-division advising and instruction as well as student progress through their degree plans,
- (2) preparation of the arts and humanities section of the university's undergraduate catalog,
- (3) representation of the interests of the undergraduate programs both within the university and externally, and
- (4) leadership in maintaining high academic standards and in developing the intellectual and artistic quality of the undergraduate programs.

#### 4. Associate Dean for the Arts

The associate dean for the arts is normally a tenured member of the faculty, who reports directly to the dean and assumes the following special responsibilities:

- (1) administration of the Arts and Performance Office as well as oversight of staff and student employees attached to the program,
- (2) oversight of Art and Performance spaces and equipment,
- (3) initial planning, specific arrangements, and the general administration of the school's Art and Performance events, and
- (4) liaison with producers and coordinators of Art and Performance events both within the university and externally.

#### 5 Other Officers

With the advice and consent of the school's executive committee, the dean may appoint additional administrative officers deemed useful to the management of the school.

### **STANDING COMMITTEES**

#### 1. Executive Committee

The executive committee of the school consists of the dean, the associate deans of graduate and undergraduate studies, six regular faculty members, two from each of the three general sections of the school (Art & Performance / Aesthetic Studies, Literary Studies, and Historical Studies / History of Ideas), and a representative of the Graduate Student Association.

The faculty representatives are chosen by open nomination and paper ballot (at the first faculty meeting of the year) for two-year nonrenewable terms, with membership staggered so that three sitting members leave the committee and three new members join it each year. A person nominated for the committee must consent to the nomination either orally, if present, or in writing, if not.

At the first meeting during which this committee is elected, the person in each section of the school receiving the most votes is elected for two years, and the person with the second most votes, for one year. If three or more nontenured faculty members receive the most votes, the two receiving the highest totals are elected, and the tenured faculty members receiving the next highest totals are elected to make up the remainder of the committee.

The committee is chaired by the dean and meets at least monthly during the regular academic year. It serves as the principal advisory body for both the faculty and the dean in their educational mission.

The committee assumes the duties of the school's previous budget and planning, nominating, and development committees. Thus its responsibilities include:

- (1) advising the dean on strategic planning and general budgetary issues for the school,
- (2) considering proposals from section meetings regarding curricular matters and, when appropriate, assisting in the preparation of motions on academic policy or curricular matters for full deliberation and vote in faculty meetings,
- (3) considering proposals from section meetings regarding personnel and hiring and, when necessary, recommending priorities among such proposals,
- (4) proposing the membership of search committees as well as other school committees for which this document does not provide election,
- (5) developing public-relations and fundraising programs for the school, in particular identifying appropriate programmatic grant proposals,
- (6) identifying and recommending new members of the school's advisory board, and
- (7) developing guidelines for the administration of any school-wide research programs or research awards.

In their final year of service on the committee, the representatives of the three sections of the school also act as section coordinators. The coordinator calls and conducts section meetings:

- (1) to consider the organization and quality of the curriculum and, when appropriate, prepare proposals for changes for further consideration by the executive committee and the full faculty, and
- (2) to consider the section's hiring needs and propose faculty positions to the dean and executive committee.

Extraordinary meetings of the section may be called by the dean or coordinator, acting on their own initiative or in response to a request or requests from a regular faculty member or members.

Senior lecturers are invited to attend section meetings and participate in all deliberations there; those who have been employed at least three years will be allowed to vote on curricular proposals.

## 2. Administrative Committee

The administrative committee of the school consists of the dean and the three associate deans.

The committee is chaired by the dean and meets regularly at his or her discretion to advise and assist the dean in both long-range planning and the day-to-day administration of the school's activities.

The committee also assumes the following responsibilities:

- (1) review of the scheduling of undergraduate and graduate courses to ensure proper balance in curricular offerings and effective course scheduling,
- (2) oversight of the application of the guidelines for all school-wide core courses,
- (3) review of and advice concerning the school's sections in the biennial university catalog, and
- (4) consideration of space, equipment, and facilities in order to establish priorities for the school in each of these areas.

### 3. Faculty Personnel Review Committee

With the advice and consent of the school's executive committee, the dean appoints six tenured professors, one full and one associate professor from each of the three sections of the school, to the faculty personnel review committee (PRC). They serve for two-year nonrenewable terms, with membership staggered so that three sitting members leave the committee and three new members join it each year. Members of the executive and administrative committees may not serve simultaneously on this committee.

The dean chairs the committee, and its tasks are those specified in the university's policy memorandum 75-III. 22-3:

Annually the full professors on the PRC (or if the dean prefers, a meeting of all the school's full professors) will consider the files of all associate professors to determine whether or not to recommend the appointment of *ad hoc* committees to review them for promotion to full professorships.

The committee also considers teaching evaluations (organized by the committee on effective teaching) of senior lecturers annually to determine whether or not to recommend their reappointment. In the case of senior lecturers on three-year contracts, however, this evaluation occurs during the fall semester of the third year of the appointment. If part-time lecturers are appointed more than twice, the PRC checks their qualifications and teaching evaluations to determine whether or not to recommend their further reappointment for individual courses. The committee proposes the membership for all *ad hoc* committees undertaking reviews for reappointment, tenure, and/or promotion of regular faculty members.

Meeting separately from the dean, the PRC reviews all applications for Special Faculty Development Assignments (SFDAs) and then makes its recommendations to the dean. The criteria for the committee's evaluations and recommendations are in written form and open to the faculty after the decision process is complete.

### 4. School Peer Review Committee

The school peer review committee (SPRC) consists of six tenured faculty members, two from each of the three sections of the school, elected by open nomination and paper ballot (at the first faculty meeting of the year) for two-year terms, with membership staggered so that three sitting members leave the committee and three new members join it each year.

At the first meeting during which this committee is elected, the person in each section of the school receiving the most votes is elected for two years, and the person with the second most votes, for one year.

Mandated by the university's policy memorandum 78-III.21-16, this committee is separate from the faculty personnel review committee (required by policy memorandum 75-III.22-3 on promotion, reappointment, and tenure) or the school's executive committee, although membership may overlap.

Consistent with the policy memorandum, the committee participates each year in the periodic performance evaluations of faculty members. Meeting independently, it reviews the files as well as the dean's initial reports and then sends its assessment and recommendation to the dean. When a full professor is under review, the committee will consist only of full professors.

#### 5. Graduate Studies Committee

With the advice and consent of the school's executive committee, the dean appoints six regular faculty members, two from each of the three sections of the school, to the graduate studies committee (GSC). They serve for three-year terms, with membership staggered so that two sitting members leave the committee and two new members join it each year. In addition, there is one elected student representative from the graduate program.

The associate dean for graduate studies chairs the committee, which is responsible for:

- (1) oversight of all graduate programs for conformity with regulations established by the university and by the school faculty,
- (2) advising the associate dean of graduate studies on admission, discipline, and dismissal of graduate students,
- (3) approval of student proposals for membership on portfolio, casebook, and dissertation committees,
- (4) advising the associate dean on the appointment, assignment, and training of teaching assistants;
- (5) recommendations to the faculty for improvements in the structure, operation, courses, and development of the graduate program.

#### 6. Committee on Effective Teaching

The committee on effective teaching, mandated by the university policy memorandum 96-III.21-70, consists of five tenured faculty members, one from each of the three sections of the school plus the associate deans for graduate and undergraduate studies. With the approval of a majority of the executive committee, the dean appoints the three faculty members for three-year nonrenewable terms, with membership staggered so that one sitting member leaves the committee and one new member joins it each year. Of these three members, the one serving longest will serve as chair.

The committee is to promote excellence in teaching across the school, and in compliance with the policy memorandum and earlier practice, it:

- (1) gathers comprehensive data on teaching responsibilities and prepares an annual report to the dean on teaching effectiveness,
- (2) develops and administers a procedure for evaluation of teaching, one using written objective standards that include course evaluations, teaching load contributions, the diversity of courses taught, course development and administration, as well as graduate supervision and service on honors, portfolio, casebook, and dissertation committees,
- (3) develops mechanisms for faculty members to comment on their evaluations and to provide information they feel is pertinent to the process of teaching evaluation,
- (4) consults with graduate and undergraduate students on teaching and classroom issues, and
- (5) constitutes, along with one representative each from the graduate and undergraduate students, a special committee to consider nominations and make recommendations for the school's teaching awards to the dean.

#### 7. Library and Teaching Resources Committee

The library and teaching resources committee consists of the associate dean for graduate studies, the school's representative to the university library committee, the slide librarian, and three regular faculty members. The faculty members, one from each of the three sections of the school, are appointed by the dean with the advice and consent of the executive committee to serve three-year nonrenewable terms, staggered so that one sitting member will leave the committee and one new member will join it each year.

The associate dean chairs the committee and receives its recommendations on policies and procedures for the expenditure of funds allocated to the school for acquisition of books, periodicals, slides, video and sound recordings, and other materials used in the faculty's research and teaching.

### **REVISION AND AMENDMENT OF GOVERNANCE PROCEDURES**

This document may be revised or amended via motions placed on the agenda of regular faculty meetings by the procedures outlined above and carried by a simple majority vote of regular faculty members present and voting.

Such revisions or amendments must be approved by the dean and the academic senate and, if so approved, are incorporated into this document.

Copies of this document as accepted by the faculty and approved by the dean and as subsequently revised or amended and approved are made available to the faculty by the dean's office.

## APPROVAL

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Dean Dennis Kratz

Speaker of the Faculty Senate

Approved by Faculty, Fall 2003

Revised by Faculty, Aug. 2006

5. Describe resources supporting the program such as libraries, laboratories, etc.
6. Other information the department would like to provide.

### Program Philosophy and Mission

1. What is the mission of the master's program?

To support the Mission of the School of Arts and Humanities by offering an interdisciplinary M.A. in the Humanities that enables students not only to gain advanced expertise in a specific academic field (studies in literature, history of ideas, aesthetic studies) but also to place the specific focus of their studies in a larger humanistic context

2. Is this a published official mission statement?

Yes     No

3. How is the program mission related to other key UTD statements, such as:

- a. the university's mission statement: The stated mission of all programs within the School of Arts and Humanities is to promote the realization of the overall mission of The University of Texas at Dallas. To prepare students for the global, diverse, change-intensive and technologically sophisticated environment of the twenty-first century by providing an integrated interdisciplinary education that fuses critical with creative thinking, the arts with the humanities, the arts and humanities with other branches of knowledge, and theory with practice. To encourage and support scholarly research and creative endeavor that seeks, creates, and explores connections across conventional academic disciplines and forms of artistic expression.

- b. the Academic Plan

4. Please attach or submit your college or unit academic plan and/or strategic plan when available.

## **SCHOOL OF ARTS AND HUMANITIES**

### **MISSION STATEMENT AND STRATEGIC PLAN 2005-2010**

#### **MISSION**

To support and promote the Mission of the University of Texas at Dallas.

To prepare students for the global, diverse, and technologically sophisticated world of the twenty-first century by providing an integrated interdisciplinary education that fosters the fusion of critical with creative thinking, the arts with the humanities, the arts and humanities with other branches of knowledge, the University with the community, and theory with practice.

To encourage and support scholarly research and creative endeavor that seeks, creates, and explores connections across conventional academic disciplines and forms of artistic expression.

#### **STRATEGIC PLAN**

The strategic planning of the School focuses on developing innovative programs of focused excellence specifically appropriate to UTD. Rather than seeking to duplicate or extend conventional degree programs, A&H has a tradition of creating new academic linkages that both transcend the boundaries of traditional programs and anticipate major intellectual and social developments.

#### **GOALS**

**To become a recognized leader in higher education by developing a dynamic interdisciplinary approach that fosters qualities of mind necessary for survival and success in an era of change, diversity, ready international and intercultural communication, and ubiquitous technology. These qualities include**

- Intellectual Agility: the ability, enhanced by education focused in part on nurturing disciplined creativity, to apply knowledge imaginatively in response to unforeseeable circumstances, problems, and opportunities;
- Communicative Expertise: the ability to be thoughtful, highly skilled creators and interpreters of artful, convincing communication in a wide range of media;

- Empathic Understanding: a capacity for the critical examination of one’s self, culture, and system of accepted beliefs, that is balanced by a capacity for the objective but sympathetic understanding of others.

To gain international recognition for sustained excellence in interdisciplinary research, particularly at the convergence of the creative and performing arts with science and technology.

To establish UTD as an internationally recognized center for the creative arts and sciences by

- Developing a unifying conceptual model of the creative process that generates artistic endeavor, scientific discovery, technological innovation and entrepreneurship;
- Offering programs of study that promote the synergy of scientific reasoning and the creative imagination;
- Establishing an interdisciplinary Institute for Innovation.

## PLANNING

Four interrelated factors guide the strategic planning of the School:

- A commitment to interdisciplinary education that transcends traditional boundaries.
- The conviction that the educative role of the School embraces both advanced study for its own students and a core of liberal education for all undergraduates.
- A commitment to increasing advanced research activity capable of attracting external funding.
- A growing recognition that profound cultural, economic and intellectual trends – variously described as the emergence of the “creative economy” [Richard Florida: *The Rise of the Creative Class*] and the “conceptual age” [Daniel Pink: *A Whole New Mind*] give the nurturing of *creativity* profoundly greater importance in contemporary higher education.

The strategic planning of the School focuses attention on the next three to five years. Believing that agility and flexibility are essential attitudes for success, the School intends to create an environment of innovation that will enable it to take advantage of opportunities for the creation of bold new programs.

## COMPETITIVE ADVANTAGES

1. Experience providing interdisciplinary education that fosters the development of intellectual agility, innovative thinking, interpretive sophistication, and the ability to communicate effectively in a wide range of media.
2. A unique fabric of expertise in translation, interactive arts, technologically based communication, and the implementation of interdisciplinary education.
3. A uniquely flexible structure (free of the restrictions associated with departmentalization) that encourages innovation and experimentation.

4. Proven success in establishing interdisciplinary research centers such as the Center for Translation Studies, Center for the Interdisciplinary Study of Museums, Holocaust Center, Institute for Interactive Arts and Engineering, and antÉ: The Center for the Study of Anticipatory Systems.
5. A record of successful, mutually beneficial collaboration not only with other Schools within UTD but also with major educational and cultural institutions in Dallas and North Texas.

## UNDERGRADUATE EDUCATION

### **Liberal Education for UTD:**

Through continued development of innovative elective courses in addition to courses included in the Core Education requirement, the School will increase opportunities for all students to enhance their ability to create and interpret rhetorically sophisticated and effective messages across boundaries of culture, language, and medium, place their values and assumptions in larger cultural contexts, and develop their creative powers.

Specifically:

- Add faculty members and strengthen each area of the curriculum: Literary Studies, History and Philosophy, Art and Performance, Arts and Technology.
- Expand foreign language opportunities through formal course work, learning communities on campus, and travel experiences.
- Expand and enhance opportunities for all students in the creative and performing arts.
- Establish the Guitar Studies Program, Guitar Performance Series, and International Guitar Festival as the most prestigious in Texas.
- Expand efforts to create a dynamic cultural environment through a major public arts series.
- Expand programs related to the development of communicative skills across disciplines and media.
- Develop interactive courses for “distance” learning.

### **New Majors:**

The immediate and dramatic success of the interdisciplinary major in Arts & Technology (ATEC) – the first of its kind in Texas - confirms the educational attraction of programs that link the creative arts, humanistic inquiry, and technological sophistication.

The School intends to seek immediate approval for two innovative interdisciplinary majors:

- International and Technological Communication:  
A program designed to enable students to translate communication into the most appropriate rhetoric in the most appropriate media in cross-cultural professional circumstances. In *The*

*New Division of Labor: How Computers Are Creating the Next Job Market*, Frank Levy (Harvard) and Richard Murnane (MIT) predict a heightened need for two categories of human skills: innovative problem solving (“expert thinking”) and the ability to persuade, explain, or convey convincing interpretations of information (“complex communication”). This major will emphasize the intertwined development of expert thinking, imagination, and communication.

- Medical and Scientific Humanities  
A program placing scientific and medical study in a broad humanistic context, designed primarily for students who seek careers in the sciences or health professions. It will be designed to foster the complementary development of scientific reasoning and the creative imagination, integrating the various fields with a common descriptive language for creativity and processes of innovation. The major will require advanced study in at least one area of both science and the humanities.
- Re-introduce into the curriculum more focused majors (e.g., Drama) to complement the interdisciplinary Arts and Performance major.

## GRADUATE EDUCATION

The interdisciplinary M.A. and Ph.D. program in the Humanities, which anticipated the growing recognition of the need to collapse departmental barriers in humanistic studies, remains strong. The immediate success of the M.A. and M.F.A. in Arts & Technology has exceeded the most optimistic projections. The newly established History M.A. has also proven successful. The School intends to build on its reputation as a leader in interdisciplinary graduate education by seeking immediate approval for the following advanced degrees:

- Ph.D. in Arts & Technology  
Like the B.A. and Master’s degrees, this program fosters mutually productive interaction of computer science and engineering with the creative arts and humanities. The program is designed to prepare students for advanced careers in research, education, and entrepreneurial innovation. Our goal is to create an exemplar for the future development of a burgeoning area of academic interest.
- Ph.D. in Translation and Creative Writing

**This program combines the School’s reputation as a pioneer in the field of literary translation, especially its value as a conceptual model for interdisciplinary research and education, with a strong, innovative curriculum in creative writing. It will include a strong emphasis on “writing” in multiple media and will have a dynamic linkage with Arts & Technology.**

Within the next five years, the School intends to add as well the following degree programs:

- M.A. in Medical and Scientific Humanities
- M.A. in International and Technological Communication
- Ph.D. in International and Technological Communication

## GRADUATE RESEARCH

The School has set a goal of attracting at least \$1,000,000 of externally funded research annually by FY 2008. The key to reaching this goal is the research activity of the Institute for Interactive Arts and Engineering. Acting on its commitment to research and to interdisciplinary investigation, the School has encouraged the entrepreneurial development of other research-intensive centers, among them:

- Center for Translation Studies
- antE: Center for the Study of Anticipatory Systems
- The Center for Interdisciplinary Study of Museums
- Center for Holocaust Studies
- Center for U.S.-Mexico Studies

The School will aggressively support the activities of these centers while encouraging the establishment of new collaborative research centers (e.g. Institute for Innovation) focused on areas of importance that link with the work of existing centers and present reasonable opportunities for external funding. Currently, the School is seeking funding to establish, in collaboration with The University of Texas Southwestern Medical Center, a Center for Values in Medicine and Technology.

## OUTREACH AND PUBLIC SERVICE

The commitment of the School to crossing boundaries includes a deep and persistent interest in collaborations with a wide range of institutions and people in the greater community. The School will both continue to strengthen current partnerships and seek new alliances. Currently the School is working with community leaders in Dallas to develop a range of outreach programs, tentatively entitled *Becoming Dallas' University of Texas*, to expand educational and artistic opportunities for minority students. Current and planned programs include:

- Expanding the role of cross-cultural collaborations in the public arts series;
- Expansion of the "Southside" residency program for artists;



## FACILITIES

The activities of the School are hampered at every level by inadequate and in some instances non-existent facilities. There are not enough computer laboratories, classrooms, studios, or performance/rehearsal venues to meet current needs. Therefore, this plan has two stages: addressing immediate needs and planning for future excellence.

Immediate Needs [2005-06]:

- Assign building known as Human Resources Annex immediately to School of Arts and Humanities to be transformed into the University Center for Arts and Technology.
- Expand Visual Arts Building by constructing a satellite facility containing 15 private studios for advanced students.
- Renovate Jonsson 1 to provide a new rehearsal hall and practice studios.

Future Excellence [2005-14]:

- Construct a technologically sophisticated classroom/office building dedicated to the School of Arts and Humanities.
- Construct a Center for the Performing Arts.
- Construct a technologically sophisticated building dedicated to fostering Innovation in Education and Research at UTD:
  - Venues for the Creative Arts
  - Gallery for physical and virtual exhibitions
  - Expanded facilities for Arts and Technology
  - Site for university-sponsored Institute for Innovation

5. Is this program regionally or nationally ranked? If so, how and by whom?

Not that we are aware of.

6. Other information the department would like to provide.

## Benchmarking

1. Identify three peer programs. [UT Arlington](#), [SUNY Binghamton](#), [University of Louisville](#)
2. Identify three aspirational peer programs. [Kratz, Dennis M\]](#) [Concordia University](#), [SUNY Binghamton](#), [U of Louisville](#)
3. Identify any other source from which benchmark or ranking data may be obtained. Please attach this data or provide the website where this information can be accessed.

## Program Design

1. What employment opportunities are students in the program being prepared for? Students are being educated/trained to be teachers, artists, writers, editors, musicians, actors, and to work in museums and non-profit agencies and institutions. Trained as teachers also means prepared to serve as Teaching Assistants if and when they complete their Master's degree and progress to doctoral studies.
2. What are the requirements of the program?
  - b. Fill in : hours in major field; hours in minor or cognate field; statistics or research design; etc.) 30 hours (HUMA 5300 + 27 hours; one independent study acceptable within Research option); Research option: Foreign Language Requirement, plus Master's Portfolio). 18 hours distributed as follows: 6 hours each in Aesthetic Studies, History of Ideas, and Studies in Literature
  - c. How many credits must be taken at UTD? At least 15 hours.
  - d. If there are consortium arrangements with other universities, how is this requirement achieved?

The School of Arts and Humanities at UT-Dallas participates in a Medieval Consortium with Southern Methodist University and the University of Dallas. Approved students may take graduate courses in Medieval Studies at any of the participating institutions. They register "at home" for an independent study and pay "local tuition."
3. How are the requirements of the program designed to ensure fulfillment of the mission?

A key component of the mission is to provide "an integrated interdisciplinary education." Similarly, part of the mission is "to encourage support scholarly research and endeavor that seeks, creates, and explores connections across conventional academic disciplines and forms of artistic expression." As such, our core course, HUMA 5300 provides all students enrolled in graduate study with both an introduction to, and foundation for, interdisciplinary research and scholarship. Likewise, our distribution requirements oblige students to study across disciplines. Globality and diversity are ensured by foreign language requirement.

4. Are key elements of the curriculum made available on a schedule that facilitates timely completion of the program by students? Attach course rotation schedules for the previous three years.

The only \*required\* course is HUMA 5300, which is offered \*twice\* each and every semester.

5. a. If UTD offers a similar program at the undergraduate level, how is the post- baccalaureate program progressively more advanced in content?

The Bachelor of Arts in Arts and Humanities is moderately similar to the MA in Humanities. Post-baccalaureate study is predicated on the foundation established in undergraduate study and the program both presumes and evaluates a student's ability to demonstrate competency in advanced texts (both primary and secondary). HUMA 5300 in particular introduces student's to critical issues in methodology and historiography. Students are taught how to, and expected to engage in, original research, culminating in the Master's Portfolio.

**What indicators show that program content becomes progressively advanced?**

HUMA 5300 Interdisciplinary Approaches to the Arts and Humanities is the first course students take, unless they are enrolled in the MAT degree program, in which case the first course in their sequence is HUED 5300 The Interdisciplinary Teaching of the Arts and Humanities. Students studying Art and Technology (ATEC) begin their sequence with ATEC 5349 Interdisciplinary Approaches to Art and Technology, followed by ATEC 6331 Aesthetics of Interactive Arts. HIST 53121 Historiography is the history core course.

Some courses within the degree plan are, in fact, sequenced: for example, HUAS 6396 Creating Nonfictions precedes HUAS 7350 Creating Nonfictions: *Advanced*. Similarly, HUMA 7320-7323 Advanced Workshops in Foreign Languages have as prerequisites successful completion of HUMA 6320-6323.

Students at the Master's level who opt for the Professional option (not a gateway to Doctoral studies) as opposed to the Research option (leading, potentially, to Doctoral studies) are differentiated in terms of difficulty in the degree plan. That is, the Research Option requires satisfaction of a foreign language requirement and the successful completion and defense of a Master's Portfolio (in lieu of a traditional thesis).

- b. If there are courses of similar name or similar substantive content, how are the graduate courses progressively more advanced than those offered at the undergraduate level?

The study of literature will suffice, we believe to demonstrate that graduate courses are progressively more advanced than those offered at the undergraduate level. At the undergraduate level, LIT 2331 Masterpieces of World Literature casts a wide net, as the course title implies, and serves as a prerequisite for all upper-division literature courses. Following this, an undergraduate might choose to enroll in LIT 3300 Western Literary Tradition which narrows its range of vision to focus on major

themes of the classical tradition in Western literature (as opposed to the “world”). And then at 4000 level an undergraduate student might enroll in LIT 4329 Major Authors (such as Chaucer and Dante, for example). However, a graduate student would be enrolled in HUSL 63112 Major Authors, which is being offered this semester on Dante. According to the instructor, “the assignments are far more difficult in the graduate class. Each student in that class has to do a *lectura Dantis*, a formal presentation on one canto of the *Commedia* with a handout. Further, the three written assignments for the graduate seminar are much more difficult. They are a paper or a project proposal, where they have to identify a problem to be solved or a question to be answered in their final paper or project (normally about half of those are returned for revision), then a draft paper or project, then a final paper or project, the latter about 12-15 pages in length with a bibliography.

In lieu of the *lectura Dantis*, the undergraduates do four short assignments. The first is to take a ten-minute quiz on the internet, using a fictional persona, which will result in its being assigned to a circle in Hell (unless it is unusually saintly). The second, third, and fourth assignments are to find clippings in the Dallas Morning News and place them in the appropriate place in Hell, Purgatory, and Paradise (plus a chapter in Evil, our other text).

The undergraduate paper assignments are much lighter in weight. For example, for the first paper assignment, each student pretends he is given a “get out of hell free” card. The student must choose a soul to promote from Hell to Purgatory (in one case only, two souls) and explain why.”

Another faculty member explains that some of the differences are: “much greater quantity of reading(grad students read a book a week, undergrads may read just over half that); graduate students bring ideas to the table for discussion (ie, their level of preparation is much higher; they set the agenda as much as/more than the professor does)graduate student papers engage the scholarly conversation about a literary text; undergrads might write only about the text itself. Plus grad students have higher-level skills in the discipline and more content knowledge, so the level of discussion is more advanced, in terms of method, intellectual content, and historiography (the critical literature about literature).”

At the graduate level

- c. Are there any situations in which undergraduates and graduate students are co-enrolled in their respective courses at the same time with the same instructor? NO

If so, how is the learning experience more advanced for the graduate students?

6. Describe how the program and curriculum are reviewed and updated to maintain currency in the field.

We have multiple deliberative “bodies” that meet to review and update the curriculum. The first, which generally meets every two weeks during the fall and winter semesters is the Executive Committee, which reports to, and works with, the Dean to discuss course content, methodologies, and pedagogical issues and shifts in the field. The EC examines

not only “currency” but balance and depth in the curriculum and the timeliness of course offerings (i.e., the cycle of courses). The Graduate Studies Committee, which is Chaired by the Associate Dean for Graduate Studies, usually meets once a month during the fall and winter semesters to review any and all issues relevant to graduate study, but especially proposals for portfolios and dissertations, as well as doctoral exam committees and the foreign language requirement.

This fall (2006) the Dean appointed a Graduate Studies Task Force, Chaired by the Associate Dean for Graduate Studies, which has been meeting weekly to review graduate education from alpha to omega. Topics have included the foreign language requirements (reasons for and administration of), capstone requirements for our Professional Master’s degree, placement of our Ph.D. students after dissertation, doctoral qualifying exams, and the possibility of reinstating a traditional Master’s Thesis (in lieu of our current Portfolio requirement). This task force will make recommendations to the Executive Committee.

7. Do program requirements include courses in which students gain knowledge of literature of the discipline? If so, which courses?

Yes. Disciplines, plural (Aesthetic Studies, History of Ideas, and Studies in Literature). For example, HUAS 6303 Performance Literature, Theory and Criticism; HUHI 7340 New Currents in the History of Ideas; and both HUSL 6308 Studies in Literary Forms and Genres and HUSL 6370 Studies in Literature and Ideas.

8. Does program require students to be engaged in research, professional practicums, or similar training experiences? If so, what are they and how is this requirement structured?

With very rare exceptions, virtually all graduate seminars oblige students to engage in research, which makes itself manifest in presentations and papers. The capstone experience of the Master’s degree is the portfolio (two 25 page essays), whose foundation is original research done in seminars. Master’s degree students who aspire to be Teaching Assistants in Rhetoric (at the doctoral level) are required to take HUSL 7334 Rhetoric Practicum. Similarly, Master’s degree students who have aspirations for doctoral study in literature and who wish to be Teaching Assistants in particular sections (after they have passed their qualifying exams) are required to take HUSL 6390 Theory and Practice of Literary Studies.

9. Other information department would like to provide.

## Program Faculty

1. List all faculty who are providing instruction for the program by name, rank, tenure or tenure-track status, gender, years at UTD, year doctoral program was completed, institution granting the degree. Provide an updated CV for each person.

Name	Rank	Tenure/tenure Track Status	Gender	Years at UTD	Years Doctoral Program was completed	Institution Granting the Degree
Alberti, Joe	Lec I	no	M	.5	MA 1995	UTD
Alimo, Brendan	Lec I	no	M	2 +F	Diploma	Royal Institute of British Architecture
Altman, Michael	Lec I	no	M	1 +F	MFA 2004	Ohio State University
Arbery, Virginia	Visiting Asst. Professor	no	F	1 +F	1984	University of Dallas
Arendt, Nicole	Lec I	no	F	2 months	MFA 2005	Tufts University
<u>Argyros, Alex</u>	Professor	tenured	M	21 +F	1977	Cornell University
<u>Bambach, Charles</u>	Professor	tenured	M	18 +F	1987	U. of Michigan
Barber, John	No longer employed					
Barksdale, David	Lec I	no	M	.5	MFA 2003	Savannah College of Art & Design
Barnes, Bruce	Lec I	no	M	2 +F	BFA 1994	Ohio State
Battaglia, Matt	Lec I	no	M	.5	BFA 2004	Bowling Green
Belcher, Betsy	Lec I	no	F	4 +F	MFA 1980	School of the Art Institute of Chicago
Bell, Lisa	Sr. Lecturer	no	F	3.5 +F	MA 1997 (ABD)	Northwestern
Berliner, Donna	Lec I	no	F	summers	1994	UTD
Booker, Paul	Lec I	no	M	2 +F	MFA 1995	UNT
<u>Brettell, Richard</u>	Professor	tenured	M	8 +F	1977	Yale
<u>Bywaters, Thomas</u>	Clinical Assoc. Professor	no	M	3 +F	BA 1959	Yale
<u>Channell, David</u>	Professor	yes	M	31 +F	1975	Case Western
Choate, Michael	staff	no	M	2.5 +F	M.S. 1981	TX A & M
<u>Cohen, Milton</u>	Professor	tenured	M	26 +F	1981	Syracuse
Cotter, Sean	Asst. Prof.	Tenure-track	M	2 +F	2004	Michigan
Cullen, David	Lec I	no	M	11	1992	UNT
<u>Curchack, Fred</u>	Professor	tenured	M	20 +F	MA 1972	Queens College,

						NYC
Dam, Lily	Lec I	no	F	5	M.Ed. 1991	East TX. State University
Daniel, Tony	Lec I	no	M	+F	MA 1988	Washington University
Davis, Kandice	Lec I	no	F	1	MFA 2003	Maryland Institute College of Art
Dufour, Frank	Asst. Prof	Tenure track	M	.5 +F	Ph.D. 2004	U. of Paris VIII
<u>Durbin, Kelly</u>	Sr. Lecturer	no	M	11 +F	M. Music 1991	UNT
<u>Edmunds, R. David</u>	Professor	tenured	M	8 +F	1972	U. of OK.
<u>Egea, Esteban</u>	Assoc.	Tenured/retired	M	29	1974	Harvard
<u>Engen, Maria</u>	Sr. Lecturer	no	F	18 +F	1966	U. of Madrid
<u>Evans, Kathryn</u>	Sr. Lecturer	no	F	12 +F	MA 1978	U. of CA.
<u>Fechter, Todd Alan</u>	Lec I	no	M	1	MFA 2002	Ohio State
Finlayson, Caitlin	Sr. Lecturer	no	F	1 +F	MA 1999	University of Virginia
Fomin, Arkady	Clinical Assoc. Prof.	no	M	5 +F	Artist Diploma 1969	Latvian State Conservatory
Fowler, John	Sr. Lec	no	M	3 +F	MBA 1996	UT Arlington
Galgas, Stephen	Lec I	no	M	1	BFA 2004	Columbus College of Art & Design
<u>Gerona, Carla</u>	Asst. Prof	Tenure-track	F	5 +F	Ph.D.	Johns Hopkins
Gonzalez, Cristina	staff	no	F	1.5 +F	MA 1993	TX A & M
Gooch, John	Sr. Lec	no	M	1 +F	2002	Texas Tech
<u>Goode, Dianne</u>	Sr. LEc	no	F	12 +F	Ph.D.	UTD
<u>Gossin, Pamela</u>	Assoc. Prof	tenured	F	12 +F	Ph.D. 1989	U. Wisconsin-Madison
<u>Hambly, Gavin</u>	Professor	Tenured/deceased	M	31 +F	Ph.D. 1962	Cambridge University
Hanlon, Michele	Sr. Lec	no	F	8 +F	MFA 1996	TCU
Harrison, Ken	Lec I	no	M	1 +F	BA 1964	UNT
Has-Ellison, John	Lec I	no	M	1	Ph.D. 2004	U. Memphis
Hay, Amy	Lec I	no	F	summer	Ph.D. 2005	Michigan State
<u>Haynes, Cynthia</u>	Assoc.	Tenured/resigned	F	12	Ph.D. 1994	UT Arlington

	Prof.					
Haynes, Tim	Lec I	No/no longer employed	M	.5	MA 2003	MIT
Healy, Eddie	Lec I	no	M	2 +F	MM 2003	SMU
Herndon, Scott	Lec I	no	M	4 +F	MA 2001	Kansas State U.
Hiltz, Stephen	Lec II	no	M	1.5 +F	Ph.D. 1993	UT Austin
Lacy, Mary Ellen	Lec I	no	F	4 +F	BA 1970	Stephens College
<u>Lambert, Thomas</u>	Sr. Lec	no	M	5 +F	MA 1995	Columbia U.
Leek, Patricia	Lec	no	F	5 +F	Ph.D. 2000	UNT
<u>Leonard, Charles</u>	Research Assoc. Prof	no	M	1.5 +F	Ph.D. 1996	U. of Missouri-St. Louis
Li, Wendi	Lec I	no	F	5 +F	MA 1994	UT Arlington
Linehan, Thomas E.	Prof	tenured	M	\$ +F	PH.d. 1982	Ohio State
Lingo, Kathy	Sr. Lec	no	F	6 +F	MAT 1990	UTD
Madriguera, Enric	Prof.	tenured	M	15 +F	Ph.D. 1993	UTD
Marshall, Kelli	Lec I	no	F	5.5 +F	Ph.D. 2004	UTD
Matijevich, Elke	Lec I	no	F	5.5 +F	Ph.d. 1988	UTD
<u>McLean, Adrienne</u>	Assoc. Prof	tenured	F	8 +F	Ph.D. 1994	Emory
McVay, Michael	staff	no	M	1 +F	M.M. 1991	UNT
<u>Medrick, Mary</u>	Sr. Lec	no	F	11 +F	MA 1999	UTD
Meehan, Margaret	Sr. Lec	no	F	1	MFA 1999	U/ of Washington
Methenitis, Polly	Lec I	no	F	10 +F	Ph.D. 199t	UTD
<u>Metz, Greg</u>	Sr. Lec	no	M	12 +F	MFA 1984	Indiana University
Michaelson, Patricia	Assoc. Prof	tenured	F	14 +F	Ph.D. 1985	U. of Chicago
Miller, Jay	Lec I	no	m	3.5 +F	MA 1988	Texas Tech
Mortensen, Joan	Lec I	no	F	3.5 +F	Ph.D. 1986	Indiana U.
Nadin, Mihai	Prof	tenured	M	2 +F	1980	Ludwig Maximilian University
Neal, Hoyt	Lec I	no	M	2 +F	MA 1968	UNT
<u>Nelsen, Robert</u>	Assoc Prof	tenured	M	16 +F	Ph.D. 1989	U. of Chicago
Nickerson, Michelle	Asst. Prof	Tenure track	F	1 +F	Ph.D. 2003	yale
Nye, Randall	Lec I	no	M	1 +F	MM 1981	SMU

O'Brien, Titus	Lec I	no	M	1.5 +F	MFA 1993	Yale
<u>Ozsvath, Zsuzsanna</u>	Prof	tenured	F	27 +F	1968	UT Austin
Parry, Cynthia	Lec I	no	F	Summer +F	MA 2004	UTD
Paugh, Vanessa	Lec I	no	F	1	MFA 2005	UTD
<u>Pederson, Nadine</u>	Sr. Lec	no	F	1 +F	Ph.D. 2004	CUNY
Pomara, John	Assoc. Prof	tenured	M	10.5 +F	MFA 1980	East Texas State U.
Poublan, Marie	Lec I	no	F	2.5 +F	MA 1987	UNT
Prud'Homme, Michele	Lec I	no	F	3.5 +F	Ph.D.	UT Austin
<u>Rabe, Stephen</u>	Prof	tenured	M	29 +F	Ph. D.1977	U. of Conn.
Rankin, Monica	Sr. Lec	no	F	1 +F	Ph.D. 2004	U. of Arizona
<u>Redman, Tim</u>	Prof	tenured	M	17 +F	Ph.D. 1987	U. of Chicago
Reese, Venus	Asst. Prof	Tenure track	F	2 +F	Ph.D. 2002	Stanford
<u>Reynolds, R. Clay</u>	Prof	tenured	M	8.5 +F	Ph.d.	U. of Tulsa
<u>Riccio, Thomas</u>	Prof	tenured	M	3 +F	MFA 1982	Boston University
<u>Ring, Natalie J.</u>	Asst. Prof	Tenure track	F	2 +F	Ph.D. 2003	UC-San Diego
<u>Rodríguez, Robert</u>	Prof	tenured	M	31+F	D.M.A. 1975	USC
<u>Rushing, W. Jackson</u>	Prof	tenured	M	1 +F	Ph.D. 1989	The University of Texas at Austin
<u>Saba, Monica</u>	Sr. Lec	no	F	12+F	BFA 1982	SMU
Salama Aman	Lec I	no	F	1 +F	Ph.D. 2004	Autonomous U. of Madrid
<u>Schulte, Rainer</u>	Prof	tenured	M	31 +F	Ph.D. 1965	U. of Michigan
<u>Soliday, Gerald</u>	Prof	Tenured/retired	M	30	Ph.D. 1969	Harvard
Stephens, Lori	Lec I	no	F	summer	Ph.D. 2003	UTD
Stewart, Gregg	Lec I	no	M	2	Ph.D. 2004	UTD
Stilwell, John Q.	Lec2	no	M	10	Ph.D. 1994	UTD
Stone, Winston	Lec I	no	M	3+F	MM 1976	SUNY Stony Brook
Stover, Jeff	staff	no	M	7	BA 1997	UNLV
Stott, Deborah	Assoc. Prof	tenured	F	30 +F	Ph.D. 1975	Columbia
Swearingen, Scott	Asst. Prof	Tenure track	M	1	MFA 2004	Ohio State
<u>Terry, Dean</u>	Asst.	Tenure track	M	4+F	MFA 1991	Claremont

	Prof					Graduate University
<u>Towner, Theresa</u>	Prof	tenured	F	12 +F	Ph.D. 1990	UVA
Tran, Chris	Lec I	no	M	1	BA 1999	UNT
Tulloch, Sam	Lec I	no	M	summers	Ph.D. 1996	UTD
<u>Turner, Frederick</u>	Prof	tenured	M	21 +F	B.Litt. 1967	Oxford
Van, Nancy	Lec I	no	F	5	MLA	SMU
Van Ness, David W.	Lec I	no	M	1 +F	MFA 2005	Cranbrook Academy of Art
<u>Waligore, Marilyn</u>	Assoc. Prof	tenured	F	17 +F	MFA 1985	U. Wisconsin-Madison
Walsh, Dennis	Clinical Prof.	no	M	3 +F	MA 1975; ABD 1981	U. of Denver
<u>Wickberg, Daniel</u>	Assoc. Prof	tenured	M	10 +F	Ph.D. 1993	Yale
<u>Wiesepape, Betty</u>	Sr. Lec	no	F	8 +F	1998	UTD
Wilson, Michael	Assoc. Prof	tenured	M	14 +F	Ph.D. 1993	Cornell
Wood, Chip	Visiting Assoc. Prof	no	M	3.5 +F	BFA 1973	Brigham Young
Young, Mary Ann	staff	no	F	1	MA 2005	UTD

2. Provide the following data regarding the instructional activities of core faculty:

- a. --Number of dissertations (Doctoral) chaired. 105
- b. --Number of Thesis (Master's) chaired. 91
- c. --Number of dissertation committee memberships 295
- d. --**Number of organized classes taught 229**

**From fall 22003 through Fall 2006 inclusive the Core Faculty taught 229 organized classes at the graduate level.**

- e. --Expected average number of organized classes taught by core faculty per academic year 5
- g. -**Other courses (internship supervision, clinical supervision, studio, research, dissertation, Thesis, etc.)**

Core Faculty do indeed supervise internships when appropriate (at the Dallas Museum of Art, for example) and we do offer studio courses (drawing, painting, sculpture, printmaking, for example) in Aesthetic Studies. Certainly Core Faculty serve as Chairs, Co-Chairs, and as Committee Members on Master's Portfolio, which involves hands on supervision.

3. Provide the following data comparing your program's faculty to three of the program's benchmark institutions and three of the aspirational peer groups:

Number of core (i.e. full time masters, tenured and tenure-track faculty) by rank, ethnicity, and gender in the program.

Number of publications (i.e. peer-reviewed publications in excellent or highly respected journals and publishing houses) per full-time faculty equivalent (FTFE) of core faculty per year.

*Total dollar amount of research expenditures and dollar amount of research expenditures per FTFE of core doctoral faculty.*

Average number of organized classes (both Graduate and Undergraduate) taught by core faculty for academic years 02-03, 03-04, and 04-05.

**Approximately 185**

4. List special honors that have been received by the program faculty during the last 3 years.

#### Selected Faculty Achievements

**Alex Argyros'** play, *A Tunnel of Trees*, was performed in venues in New Jersey and New York.

**Susan Branson** was awarded an NEH grant of \$40,000.

**Milton Cohen's** book, *Movement, Manifesto, Melee: The Modernist Group 1910-1914*, was published by Lexington Books.

**Sean Cotter** was invited to present his original poem *Sibiu* to the Writers Union of Romania.

**Fred Curchack's** play, *Gauguin's Shadow*, was named "Best New Play" by the DFW Critics Forum and "Top Ten Plays of 2004" by Tom Sime in *The Dallas Morning News*.

**Carla Gerona's** book, *Night Journeys: The Power of Dreams in Transatlantic Quaker Culture*, was published by the University of Virginia Press.

**Gavin Hambly** was awarded the Victor Worsfold Outstanding Teacher Award by the School of Arts and Humanities.

**Adrienne McLean's** book, *Being Rita Hayworth: Labor, Identity, and Hollywood Stardom*, was published by Rutgers University Press.

**Patricia Michaelson's** book, *Speaking Volumes: Women, Reading, and Speech in the Age of Austen*, was published by Stanford University Press.

*Orfeusz nyomában: Radnóti Miklós élete és kora Budapest*, a translation of **Zsuzsana Ozsvath's** *In the Footsteps of Orpheus: The Life and Times of Miklós Radnóti*, was published in Budapest by Akadémiai Kiadó.

**John Pomara's** *i\_liner* exhibition was held at the Inman Gallery, Houston TX; John was also named Best Artist in the "Best of Dallas Culture" section of the 2004 *Dallas Observer*.

**Venus Reese** performed *Ready or Not: Lauryn Hill as Hip-Hop's Mammy* at a conference organized by the W.E.B. Dubois Institute at Harvard University at The Sorbonne, Paris, France.

**R. Clay Reynolds** was chosen to give the Polykarp Kusch Lecture, "A Cow Can Moo: The Irony of the Artistic Lie," at U.T. Dallas.

**Natalie Ring** was named a finalist for the C. Vann Woodward Prize for the best dissertation written in Southern History in 2003.

The word premiere of **Robert X. Rodriguez's** opera, *The Old Majestic*, took place at U.T. Austin in April/May, 2004.

**Rainer Schulte** received a \$15,000 grant for translation resources for the UTD Library from the Witter Bynner Foundation for Poetry as well as NEA support in the amount of \$35,000 for *Translation Review* and the ALTA Conference.

*Texas Monthly*, in an article on UTD, listed "Best Classes: Any humanities class with **Theresa Towner**. Prof. Towner was also invited to give the Cambridge Introduction to Faulkner.

**Frederick Turner** had two books published: *On the Field of Life, On the Battlefield of Truth* by Pivot Press and *Paradise: Selected Poems, 1990-2003* by David Robert Books. In addition, his poem *The Prayers of Dallas* was adapted for stage performance and presented at The Biblical Arts Theater, Dallas. Nov. 17, 2004, was proclaimed Fred Turner Day in Dallas as well as Fred Turner Day in Texas.

**Daniel Wickberg** received a \$40,000 NEH grant for his proposal "Sympathy as a Keyword in American culture.

**Betty Wiesepape's** book, *Lone Star Chapters: The Story of Texas Literary Clubs*, was published by Texas A&M University Press.

Once again, **Arkady Fomin** and his Clavier Trio performed at Carnegie Hall.

**David Channell** was part of the American delegation to the International Congress of History of Science in Beijing.

**R. David Edmunds** was named President-Elect of the Western History Association.

**Carla Gerona** was awarded an NEH grant.

**Helen Lorenz** was awarded the prestigious Chevalier in Order of the Palmes Academiques, the oldest French honorific distinction awarded to civilians.

**Kelli Marshall's** article, "'It doth forget to do the thing it should': Classical Hollywood Conventions and Kenneth Branagh's *Love's Labour's Lost*," in *Literature/Film Quarterly*.

**Robert Nelsen** received the Chancellor's Teaching Award. Also, he and **Rainer Schulte** were named to McKinney's first Arts Commission.

**John Pomara** was named **2006 Legend** by the Dallas Center for Contemporary Art. He and **Dean Terry** curated a video art show, *Moving Pictures*, at The Dallas Center for Contemporary Art.

**Stephen Rabe** was named the Bicentennial Chair in American Studies at the Renuall Institute of the University of Helsinki. His book, *U.S. Intervention in British Guiana: A Cold War Story*, was published by the University of North Carolina Press.

**Tim Redman** was elected interim president of PEN Texas.

**Clay Reynolds'** book, *Ars Poetica*, was awarded the John Bloom Humor Award for the Funniest Texas Book by the Texas Institute of Letters

A Camargo Foundation Fellowship in Cassis, France, was awarded to **Michael Wilson**.

5. Other information the department would like to provide.

## Students

1. **From which universities do the new admits come?**
2. Describe the admission standards and the process of selecting applicants for admission to the program used during the previous three years. Programs with approved holistic processes should also include this current selection procedure.

Applicants are judged on the basis of their GPA, the quality of their narrative statement, and their letters of recommendation. Until fall 2006 the minimum GPA for consideration was 3.0 but that has now been raised to 3.3. The Associate Dean for Graduate Studies reviews all applications and consults, if necessary, with the Dean of the School and the Graduate Studies Committee. In examining the application, we seek to determine if the applicant's previous academic foundation has prepared them for advanced study. Similarly, we read the narrative and the letters of support to assess the likelihood that the applicant has the requisite intelligence, maturity, and academic skills to succeed in our program. Furthermore, in assessing the applicant's educational ambitions, we seek to ensure that our program will, in fact, provide them an experience that will enable them to realize their goal.

3. **Provide data for the last 3 years on:**
  - i. **The number of applicants to the program for each year.**
  - ii. **The number and percentage admitted to the program each year compared with the number of applicants.**
  - iii. **The number and percentage of new admits who enrolled compared with the number who were admitted.**
  - iv. **The number of students who completed the degree program each year .**

<b>A&amp;H Fall 2003 - Fall 2006 - MA &amp; MAT Admission Data</b>	
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<b>Semester</b>	<b>Degree</b>	<b># of Applicants</b>	<b># Admitted</b>	<b># Enrolled</b>	<b>Schools BA/BS earned at:</b>
2003 fall	MA	75	66	52	Abilene Christian Univ
	MAT	5	5	5	Ain Shams Univ
2004 spring	MA	49	37	23	Angelina College
	MAT	1	1	1	Angelo State Univ
2004 summer	MA	25	21	10	Bar-Ilan Univ
	MAT	3	3	0	Baylor Univ
2004 fall	MA	70	57	35	Beloit College
	MAT	3	3	3	Dallas Baptist Univ
	HIST	7	7	6	McMurry Univ
2005 spring	MA	35	30	27	Navarro College
	MAT	1	1	1	North Central Texas College
	HIST	9	8	6	Oklahoma State Univ
2005 summer	MA	13	10	2	Souther Methodist Univ
	MAT	4	4	4	Texas A&M Univ
	HIST	1	1	1	Texas Tech Univ
2005 fall	MA	55	41	29	Texas Woman's Univ
	MAT	4	4	2	Tokoha Gakuen Univ
	HIST	13	11	8	Tribhuvan Univ
2006 spring	MA	38	25	11	Univ of Colorado - Boulder
	MAT	1	1	0	Univ of Maryland
	HIST	9	4	2	Univ of Missouri - St. Louis
2006 summer	MA	19	17	10	Univ of North Carolina
	MAT	4	4	3	Univ of North Texas
	HIST	1	1	1	Univ of Texas Arlington
2006 fall	MA	43	28	18	Univ of Texas Austin
	MAT	6	6	3	Univ of Tuzla
	HIST	5	5	5	Univ of Western Ontario
					UTD
					Wayne State College
					Winthrop Univ

**4. Provide the number and percent of full-time and part-time doctoral students by gender and ethnicity (cross-tabs) for the last three years.**

**Diversity: White, African American, Hispanic, Native American, Asian, Alaskan-Pacific Islander**

**U. S. Citizen, Permanent Resident, International**

**Male; Female**

**We are unable to provide this information at this time.**

5. Provide the number and percent of full-time and part-time master's students with fellowships, scholarships, research assistantships, or teaching assistantships /teaching fellowships.

<b>SEMESTER</b>	<b># OF STUDENTS</b>	<b>COST PER STUDENT</b>	<b>COST PER SEMESTER</b>	<b>GSS STIPEND FUNDED BY A&amp;H</b>	<b>INSUR SUPPLE FUNDE A&amp;</b>
FALL 2003	21	\$ 5,175.00	\$ 108,675.00		
SPRING 2004	22	\$ 5,175.00	\$ 113,850.00		
SUMMER 2004	6	\$ 3,450.00	\$ 20,700.00		
<b>COST FOR F-Y 2004</b>					
FALL 2004	20	\$ 4,500.00	\$ 90,000.00		
SPRING 2005	16	\$ 4,500.00	\$ 72,000.00		
SUMMER 2005	3	\$ 3,000.00	\$ 9,000.00		
<b>COST FOR F-Y 2005</b>					
FALL 2005	16	\$ 4,725.00	\$ 75,600.00		
SPRING 2006	13	\$ 4,725.00	\$ 61,425.00		
SUMMER 2006	4	\$ 3,150.00	\$ 12,600.00		
<b>COST FOR F-Y 2006</b>					
FALL 2006	17	\$ 4,775.00	\$ 81,175.00	\$ 49,920.00	\$
<b>COST FOR FALL 06</b>					

6. Describe the types of financial support and dollar amounts provided to master's students in the program.

*Fellowships*

*Scholarships*

*TA*

*RA*

<u>YEARS</u>		<u>MASTER PROGRAM</u>		<u>DOCTORAL PROGRAM</u>
<b>2003-2004</b>	\$	2,000.00	\$	27,600.00
<b>2004-2005</b>	\$	16,500.00	\$	9,000.00
<b>2005-2006</b>	\$	4,590.00	\$	27,115.00
<b>FALL 2006</b>	\$	3,600.00	\$	8,000.00
<b>TOTAL SCHOLARSHIP SUPPORT</b>	\$	26,690.00	\$	71,715.00

7. How many students receive tuition support? Where does this support come from?

8. Provide the number of master's student scholarly activities (peer-reviewed publications; presentations, exhibitions, or performances at national or international platforms or highly recognized state or regional venues).

9. Describe major accomplishments, honors, etc. among the program's master's graduates.

[Kratz, Dennis M] We do not separate M.A. from Ph.D. students in listing accomplishments. UTD students have presented papers at more than 20 academic conferences each of the past three years.

10. Provide the following data comparing your program's master's students to three of the program's benchmark institutions and three of the program's aspirational peers.

*i. Average dollar amount of financial support (fellowships, TA's and RA 's) for master's students.*

*ii. Percentage of master's students receiving tuition waivers or tuition scholarships.*

**iii. Graduation/attrition rates**

**iv. Number of master's degrees conferred**

11. Other information or data that the department would like to provide.

**Outcomes**

1. What are the key learning outcomes that have been identified for the program?

**Interdisciplinary Perspective:** Students will be able to describe, apply, and analyze the major concepts and goals of research that cross the boundaries of traditional academic disciplines

**Focused Expertise:** Students will be able to demonstrate advanced knowledge of a focused area in the Humanities

**Research Capability:** Students will be able to produce research that reflects the ability to aggregate relevant evidence and use evidence to support their interpretation

**Professional Advancement:** Research track graduates will be adequately prepared for doctoral programs in the humanities

**Other Outcomes:** Intellectual confidence

2. What methods are used to determine whether students have achieved the key learning outcomes of the program?

In the Master's degree program in Humanities (Aesthetic Studies, History of Ideas, Studies in Literature), the presentation and defense of the Master's Portfolio is the primary instrument for determining whether a student has achieved the key learning outcomes.

3. How many graduates are employed in a position in their field within one year of completing their master's degree programs? Where have the graduates been employed?

4. Summarize improvements to the program that were based on assessment results for the 3 years.

Admission standards were raised from GPA of 3.0 to 3.3.

5. What is the placement record for students who have graduated in the last three years?

6. In what ways is this program distinctive from similar programs at other universities in Texas, and elsewhere?

The UTD graduate program in Humanities is unique in Texas for its integrated approach that combines historical, philosophic, literary and aesthetic subject matter - allowing students to construct a coherent course of study based on their own complex of questions and interests

7. Other outcome information the department would like to provide.

#### Budget

1. What is the approximate proportion of the total departmental budget that is dedicated to master's program support? Describe the areas of support. [Kratz, Dennis M] Can't reply - we don't separate budgets this way
2. Describe budgetary challenges that the department has dealt with to support the master's program. [Kratz, Dennis M] We need more faculty.

#### Departmental Conclusions and Recommendations

1. Describe the area(s) of the master's program that you (the department) consider excellent. [Kratz, Dennis M] None: we are not that arrogant. Area of greatest renown is the Translation Studies component of the Humanities Ph.D
2. Describe the area(s) of the master's program that you (the department) consider areas of limitation or challenge. again, lack of faculty; supporting language study
3. If you (the department) were provided with additional funding each year for master's education that consisted of an amount equal to 5% of your total departmental budget, what would your (i.e. the department's) priorities be for spending the increase? [Kratz, Dennis M] Hiring faculty/increasing TA support levels
4. List and explain the department's recommendations for improvement of its master's program. [Kratz, Dennis M] Improving language component; increasing faculty
5. Other conclusions and/or recommendations that the department would like to provide.