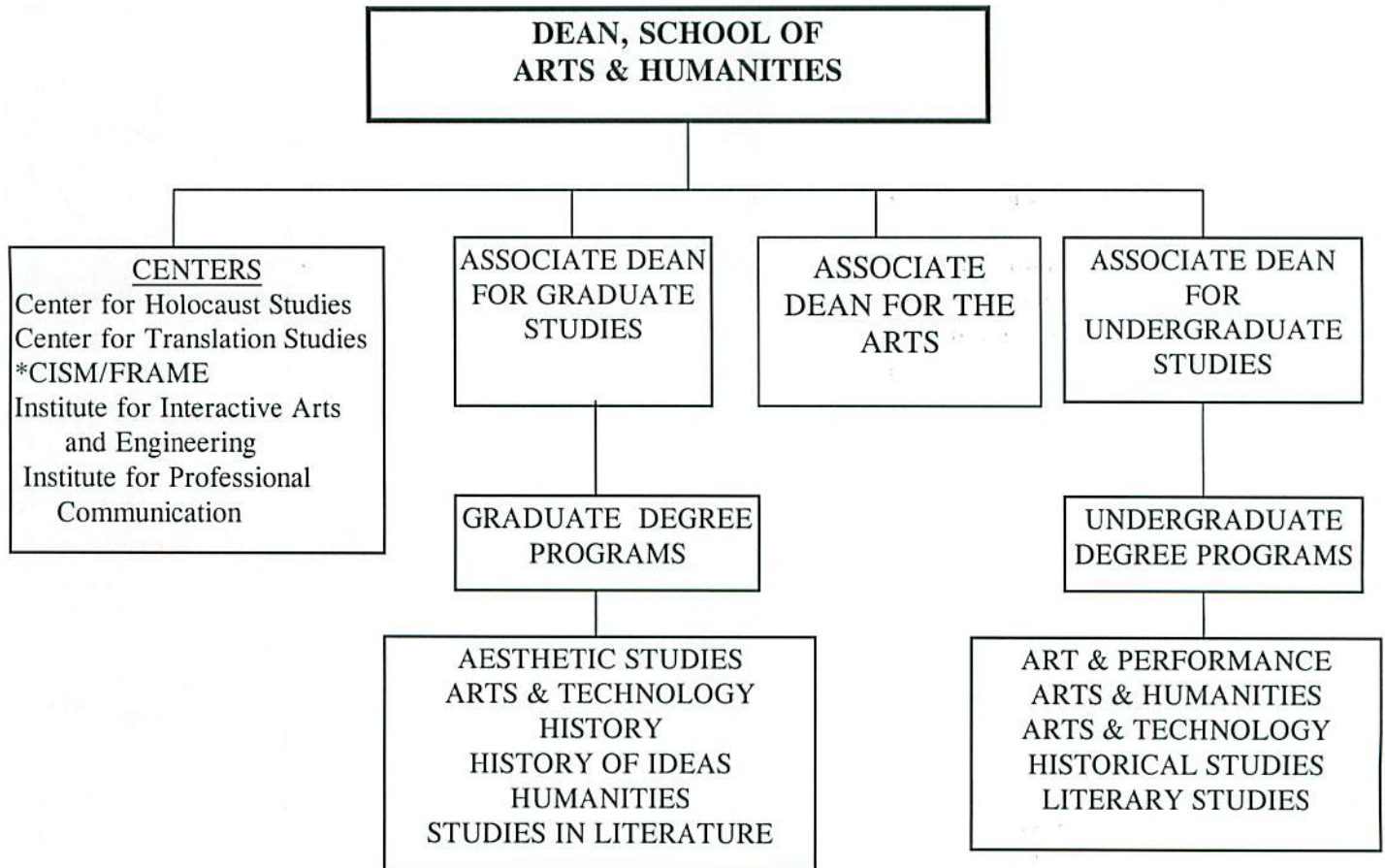


SCHOOL OF ARTS AND HUMANITIES
COMPACT WITH THE UNIVERSITY OF TEXAS AT DALLAS

December 2003

School of Arts and Humanities

The organization of the Office of the Dean of the School of Arts and Humanities is shown below. The Dean is assisted by the following: (1) an Associate Dean for Graduate Studies, who also serves as Director of Graduate Studies and is responsible for planning and scheduling courses for the undergraduate and graduate programs; (2) an Associate Dean for Undergraduate Studies who is responsible for undergraduate curriculum and advising, interdisciplinary studies, freshman admissions and recruiting, and extracurricular activities; (3) and, an Associate Dean for the Arts, who oversees the school's Arts and Performance division.



*Center for Interdisciplinary Study of Museums/French Regional American Museum Exchange

Revised: December 2003

COMPACT FOR THE SCHOOL OF ARTS & HUMANITIES

THE UNIVERSITY OF TEXAS AT DALLAS

2003-2004

UNIVERSITY MISSION:

To provide able, ambitious students with high-quality, cost-effective education that combines the warmth and nurturing environment of a liberal arts college with the intellectual rigor and depth of a major research university...to discover new knowledge and create new art...to enhance the productivity of Texas businesses and organizations with strategically designed, responsively executed programs of research, service and education.

SCHOOL MISSION:

To promote the realization of the mission of The University of Texas at Dallas.

To develop a unique interdisciplinary program, at both the undergraduate and graduate levels, that integrates critical with creative thought, the arts with the humanities, theory with practice, and the arts and humanities with other branches of knowledge.

INTRODUCTION:

The School of Arts and Humanities offers academic programs in the humanities and the creative and performing arts. As of September 2003, the School offered the following degrees: B.A. (Arts & Humanities, Literary Studies, Art & Performance, Historical Studies), M.A. (Humanities), M.A.T. (Humanities), Ph.D. (Humanities). As of January 2004, it will offer as well a B.A. in Arts & Technology, an M.A. and M.F.A. in Arts &

Technology, and an M.A. in History. As expressed in the Mission Statement, the School is committed to interdisciplinary education and research that transcend conventional disciplines. It has no traditional departments but is divided into three areas of academic concentration: Literary Studies, Creative and Performing Arts, and History/Philosophy. It houses four specialized interdisciplinary centers for research: the Center for Translation Studies, the Center for Holocaust Studies, the Center for the Interdisciplinary Study of Museums, and the Institute for Interactive Arts and Engineering (IIAE). These centers draw faculty from all three areas of concentration. The IIAE includes as well faculty members from the Erik Jonsson School of Engineering and Computer Science. The School currently has 52 full-time faculty members, including 17 Professors, 13 Associate Professors, 7 Assistant Professors, a Visiting Associate Professor, and 15 Senior Lecturers. Budgetary restraints require the School to rely heavily on adjunct instructors, especially in courses relating to the arts.

The School serves several student populations: traditional undergraduates, adult students (both undergraduate and graduate), and traditional graduate students. During the past decade, the percentage of traditional (that is, 18-24 year-old students who have not interrupted their education) has grown. In 1997, the School had 393 declared majors. In 2002, the number had increased to 461. During the same period the number of declared graduate students rose from 180 to 236. During the 2002-03 academic year, the School generated approximately 13.5% of the University's credit hours, although housing only 6% of the declared undergraduate majors. The School expects a significant rise in the number of declared majors, both undergraduate and graduate, during the next three years

as a result of its introduction of a new program (B.A., M.A., M.F.A.) in Arts and Technology.

Tenured and tenure-track faculty normally teach five courses each year. The School has a strong commitment to providing education of the highest quality. One measure of success is the fact that since 1991 three members of the faculty have won the Chancellor's Council Outstanding Teaching Award. The School also exhibits a strong commitment to research, producing an impressive record of publication and creative endeavor annually. In addition to its teaching and research activities, the School sponsors an ambitious public arts program. During the 2002-03 academic year it will present more than 80 events to an audience exceeding 15,000.

In 1997, the School engaged in a rigorous process of self-examination, from which emerged a statement of clear goals as well as carefully formulated strategies toward attaining these goals. By 2003, the School had met or exceeded all the major goals. A review follows:

GOALS (1997-2002):

Gain international recognition for the program as a model for the future development of higher education, with particular emphasis on the interplay of the arts and humanities with science and technology.

Increase overall enrollment in A&H courses by 15%, the number of undergraduate majors by 10%, and graduate enrollment by 15%.

Overall enrollment rose from 12,147 sch to 19,503 sch (ca. 60%); UG majors*

*rose from 393 to 461 (ca. 18%); graduate enrollment rose from 180 to 236 (ca. 30 %). [*Fall 1997 vs. Fall 2002]*

Increase private funding for the School; increase scholarship opportunities; establish more endowed professorships.

Tiers of Friendship and other fund-raising efforts established.

Three endowed professorships established (American History; History; Foreign Languages).

STRATEGIC INITIATIVES (1997-2002):

Become a major cultural presence in the North Texas community by (1) increasing the number and quality of cultural events sponsored by the School and (2) creating partnerships with other cultural and educational institutions.

Sponsored events rose from ca. 20 in 1995-96 to ca. 85 in 2001-02; partnerships established with Dallas Museum of Art, Dallas Symphony, Sixth Floor Museum, Richardson Symphony, Dallas Independent School District, and others.

Expand the role of the creative and performing arts in the curriculum.

Arts and Performance sch rose from 2666 (Fall 1997) to 6035 (Fall 2002).

Develop and implement programs exploring the interplay of the arts and humanities with new developments in science and technology; create a Center for Technology, Entrepreneurship and the Arts; develop cooperative programs with the Erik Jonsson School of Engineering and Computer Science.

Arts & Technology degrees approved (Fall 2003); Institute for Interactive Arts and Engineering established (Spring 2002).

Increase graduate enrollments by (1) redesigning the curriculum to increase enrollment of students seeking terminal M.A. degrees, (2) expanding the offering in Creative Writing.

“Professional” M.A. created; offerings in creative writing expanded; graduate enrollments have risen steadily, reaching all-time high in 2003.

Increase alumni/community outreach and fund-raising efforts.

See comments regarding fund-raising and partnerships.

PRIORITIES: 2003-06

The School is committed to continuing a strategy of “appropriate” innovation, that is, the development of academic programs and research consistent with the emphasis of the University on science, technology and engineering. The School is further committed to strengthening its reputation as a center for interdisciplinary approaches to education that emphasize the integration of critical with creative thinking, the arts with the humanities, the arts and humanities with the sciences and engineering, theory with practice, and the University with the greater community. While supporting the overall mission of UTD, we recognize that it can become a true “university” only with the contribution of strong, vital, and well-supported programs in the arts and humanities.

CONTINUING COMMITMENTS

- Growth of both undergraduate and graduate enrollment
- Commitment to partnerships within UTD and with external institutions
- Increased external funding for programs
- Growth of Arts and Technology program

- Growth of Arts program and presence
- Growth of Holocaust Studies
- Growth of Translation Studies
- Enhanced quality of faculty and students

CURRICULAR INITIATIVES

Build program in Arts and Technology

The approval of the undergraduate and graduate degrees in Arts & Humanities marks a milestone in the life of the School. Announced only in November 2003, the new undergraduate program has attracted by 15 December 2003 more than 95 undergraduate majors. It is expected that more than fifty incoming freshmen will declare this major; more than 100 students currently enrolled in area community colleges and other universities have indicated their intention to transfer to UTD and Arts and Technology; moreover, more than 35 graduate students have already entered the M.A./M.F.A. program in Arts & Technology. By 2005-06 the new program will have led to a rise in the School's declared students of at least 35%.

Arts and Technology fills a vital role in the overall design of both the School and the University by preparing leaders for an emerging industry of undeniable power and importance. The research associated with the new program also promises to have significant benefits for the economy of the region, state, and nation. Arts and Technology also has important implications for the future of education in Texas. Recent research indicates, for example, that video games incorporate principles of learning more effective than those employed currently in many schools. Other research indicates the power of

interactive media to enhance the motivation of elementary and middle school students – including minority populations – to learn mathematics and science. A project conducted by the School in collaboration with the Dallas Museum of Art (see below) seems to validate this view. Once the program is established, it is our intention to pursue research, hopefully with the School of Behavioral and Brain Science, in this important area. Meanwhile, the immediate popularity of this new program will place a strain on the existing resources. Faculty must be added to meet the demand for courses; laboratory space must be increased; computer facilities must be upgraded. It is imperative that the new students encounter adequate facilities, sufficient and well-taught courses, and full-time faculty members to instruct them and guide their research. The School will assess the success of the new program in accordance with a range of criteria that include enrollments, measures of student satisfaction, and employment/graduate school placement.

Gain Approval for Ph.D. in Arts and Technology

Plans for the development of the Arts and Technology graduate program include seeking approval to offer a doctoral degree by Fall 2007. The addition of this degree is essential to our ambition of becoming an international center for programs involving the creation, applications, and implications of digital technology.

Gain approval for Ph.D. in Translation and Creative Writing

Since 1978, UTD has been a center of excellence in the field of Translation Studies. The School of Arts and Humanities houses the offices of the American Literary Translation

Association (ALTA), with more than 750 members, the largest association of literary translators in the United States. ALTA was founded by Professor Rainer Schulte, a member of the Arts & Humanities faculty, who has served as Editor of *Translation Review*, an internationally distributed journal devoted to translation studies, since 1978. Currently, the School offers graduate study in translation under the larger umbrella of its Humanities degree. Moreover, our Creative Writing program is gaining at least a strong regional reputation. In the past three years, UTD students have won numerous awards in competitions sponsored by the Gulf Coast Writing Association. To enhance our position as a leader in the growing academic field of literary translation and to respond to increasing calls for a specific degree, the School intends to seek approval to offer a Ph.D. in Translation and Creative Writing by 2006.

Enhance Performance [Theater] Program

From 1997-2003, the School focused attention on building the academic program in the creative and performing arts. A vibrant arts program is essential to the overall quality of the University. As noted in the report of an external committee that evaluated the School and its programs in 2002, the performing arts are significant vehicles for much-needed community building on campus, for connecting with communities surrounding the campus, and for attracting financial support. We will continue efforts to expand offerings in all the arts, while paying particular attention to drama. A new director of the performance program was appointed in Fall 2003 with the expressed charge to build the reputation, impact, and attendance of drama at UTD. The strategy for this expansion includes collaboration with area professional theater directors, creation of technologically

sophisticated performance with faculty members from Arts and Technology, and presentation of world premieres of translated plays (in conjunction with the Center for Translation Studies).

Strengthen educational and cultural alliances:

Since 1998, the School has worked diligently to fashion productive alliances both within and beyond the University.

UNIVERSITY PARTNERSHIPS

Engineering and Computer Science

The most important partnership within the University involves the School of Engineering and Computer Science. Clearly the Institute for Interactive Arts and Engineering represents our intention to redefine the academic and research profile of the School. The IIAE has already been awarded three contracts from Alcatel Inc. Other joint proposals are pending. For example, a joint proposal is being prepared for the National Science Foundation to fund the development of an interdisciplinary doctoral degree in Arts and Technology. Maintaining and extending this joint program is essential to the future of the School. The main criterion for success will be growth in externally funded research. In AY 2001-02, we entered into a partnership with the School of Engineering and Computer Science to offer a program in Professional and Technical Communication to its undergraduate majors and to those graduate students who had not taken advanced communication courses in English as undergraduates. Unlike traditional “technical writing” courses, this program offers integrated study in communication through

speaking, writing, and the employment of electronically generated visual images. Plans call eventually for the extension of this program to include professional training seminars for area businesses. During the next three years, we will continue to refine the courses.

School of Natural Sciences and Mathematics

We have begun planning to create a joint program exploring the cultural and ethical implications of current development in technology and the natural sciences. This program will build on the base of a minor, in *medical and scientific humanities*, that the School developed in 2000-01. It is our intention to make a joint proposal to the Templeton Foundation to support the development of this program.

School of Social Sciences

Productive collaboration between the Center for Translation Studies and the Center for U.S.-Mexico Studies already exists. It would be advantageous to the University for these centers, together with the Schools of Arts and Humanities and Social Sciences, to collaborate on the development of an academic program in Latin American Studies.

EXTERNAL PARTNERSHIPS

Dallas Museum of Art

The partnership with the Dallas Museum of Art, begun in 1998, is of extraordinary importance not only to the institutions but also to the entire region. It has already resulted in the following:

- An annual “summer seminar,” designed primarily for teachers: these seminars emphasize the development of interdisciplinary approaches to understanding culture through the visual arts.
- A new “honors” course that prepares academically ambitious undergraduates to prepare innovative ways to present works of art to the general public
- A project with the Institute for Interactive Arts and Engineering [“Maya Dig Game”] to design interactive net-based video games, based on the DMA pre-Columbian collection, to excite students about the visual arts, museums in general, the DMA in particular, Mayan culture, and the potential of video games for learning.
- An arrangement whereby DMA Senior Curators serve as adjunct members of the UTD faculty.

The partners have agreed that a goal of this ongoing collaboration is to make Dallas a nationally recognized center for museum education and an exemplar of museum/university interaction. We intend to submit jointly a major grant proposal based on the principles of the Maya Dig Game.

Dallas Independent School District

In 2002, the School of Arts and Humanities, in partnership with the Dallas Independent School District, was awarded a grant of \$1,000,000 (for 2002-05) to promote more effective instruction in the DISD in the area of American History. Building on this partnership, the School proposed and was awarded the power to grant the M.A. in History

beginning Fall 2004. Our goal is to recruit at least 10 teachers from the DISD into this program by 2005.

FUTURE INITIATIVE OF STRATEGIC IMPORTANCE

“Distance” Learning

The School has been slow to develop any program in distance learning. The most appropriate starting point for this initiative is the Translation Workshop offered as part of the curriculum in Translation and Creative Writing. This development should proceed concurrently with our proposal for a doctorate in Translation and Creative Writing.

RESEARCH INITIATIVES

While continuing to support the independent research and creative efforts of individual faculty members, during the next five years the School will place greater emphasis on team-based research initiatives designed to attract significant funding from external sources. The most promising opportunities lie within the area of the Institute for Interactive Arts and Engineering.

OBSTACLES AND NEEDS

The greatest obstacle faced by the School is, *mirabile dictu*, financial.

FACULTY NEEDS

The School simply does not have an adequate number of faculty members to fulfill its current obligations, much less achieve its ambitious educational and research goals. A

reasonable anticipation of growth, especially in light of the demand for the Arts and Technology degrees, will require the addition of at least fifteen additional faculty positions by Fall 2006:

ARTS & TECHNOLOGY:	4
LITERARY STUDIES:	3
HISTORY:	4
PHILOSOPHY:	1
VISUAL AND PERFORMING ARTS:	3

Given the guiding interdisciplinary vision of the School, many of these positions will serve several purposes. For example, the position in philosophy will be connected to the development of a program in the cultural implications of science and technology. The positions in “history” will include cultural and “art” history. Our goal is to develop a faculty capable of forming effective teams.

SPACE NEEDS

- Acquire adequate research/instructional facilities for Institute for Interactive Arts
And Engineering/Arts and Technology degrees
- Acquire adequate rehearsal spaces and private studies for Visual and Performing Arts students
- Create technologically sophisticated classrooms under A&H control to support all instruction
- Immediately refurbish all performance venues; gain authorization to build an adequate Arts Complex that includes new performance venues

Space is a critical issue for the School of Arts and Humanities. Further development of the burgeoning arts program will be severely restricted and perhaps halted by the lack of adequate facilities. The University Theatre is in fact a converted lecture hall without a loading dock or proscenium stage. We must present concerts in a Conference Center designed for lectures. The Performance Hall holds only 200 people and is badly in need of renovation.

Laboratory space available to the Arts and Technology program is inadequate. The anticipated enrollment of 400 undergraduate majors and 50 graduate students by 2005 will require the immediate construction of "state of the art" laboratories immediately. Failure to provide an attractive and effective learning environment for the students of this program is especially important. Finally, research in such areas as immersive environments, animation, and virtual reality requires specialized laboratory facilities. A high bay motion capture studio is essential for any research involving animation or advanced training procedures with military applications. Inadequate facilities will send a clear message to students and to potential funding agencies that UTD does not intend to fulfill its potential role as a leader in this emerging field.

The Visual Arts Building is too small and poorly designed. Studio space for advanced visual arts students does not exist. The situation will grow worse now that the School offers an M.F.A. that is attracting students who wish to combine technologically based art with conventional painting and sculpture.

The Drama/Performance and Dance programs lack adequate rehearsal facilities. At present one studio is shared, though the needs of actors and dancers are often incompatible.

In summary, the University must commit to constructing a **Creative and Performing Arts Building by 2007**. Ideally this building should include facilities for the promotion of the interaction of the arts with technology.

NOTE ON PROCESS:

This compact was composed by the Dean of the School of Arts and Humanities after consultation with the following stakeholders:

FACULTY: through the Executive Committee of the School reporting on meetings, help by faculty members from each area, and through email discussions

STUDENTS: through email discussions and a public meeting called by the Graduate Student Association

ADVISORY BOARD: through discussion at regularly scheduled Board meeting.

Aspects of the report were discussed at meeting of the Executive Committee. It incorporates as well ideas from meetings held in conjunction with the Program Review conducted during 2002.

APPENDIX

I Enrollment Trends

- **Enrollments**
- **Semester Credit Hours**

II 2002 Program Review

Enrollment

Arts and Humanities	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	% Change From Last Year	% Change From Last Year
Head Count Enrollment													

Undergraduate Lower Level

ART/PERF	0	9	9	3	7	10	7	19	24	21	35	66.67%	AT MAX
HIST STUDIES	4	10	11	14	14	11	10	11	14	20	23	15.00%	AT MAX
HUMANITIES	2	14	18	15	18	19	15	13	18	19	24	26.32%	AT MAX
LIT STUDIES	2	15	26	28	22	20	23	29	29	39	35	-10.26%	-10.26%
Total Lower Level	8	48	64	60	61	60	55	72	85	99	117	18.18%	AT MAX

Undergraduate Upper Level

ART/PERF	50	36	30	29	41	34	49	49	58	87	82	-5.75%	-5.75%
HIST STUDIES	131	120	111	121	116	107	98	79	81	81	98	20.99%	-25.19%
HUMANITIES	39	34	36	41	27	35	34	43	32	30	32	6.67%	-25.58%
LIT STUDIES	237	237	170	188	185	157	142	129	124	126	132	4.76%	-44.30%

Total Upper Level	457	427	347	379	369	333	323	300	295	324	344	6.17%	-24.73%
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Total Undergrad	465	475	411	439	430	393	378	372	380	423	461	8.98%	-2.95%
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Graduate

MASTER	134	127	83	81	92	89	91	85	85	103	111	7.77%	-17.16%
PHD	85	93	136	121	96	91	84	94	105	111	125	12.61%	-8.09%

Total Graduate	219	220	219	202	188	180	175	179	190	214	236	10.28%	AT MAX
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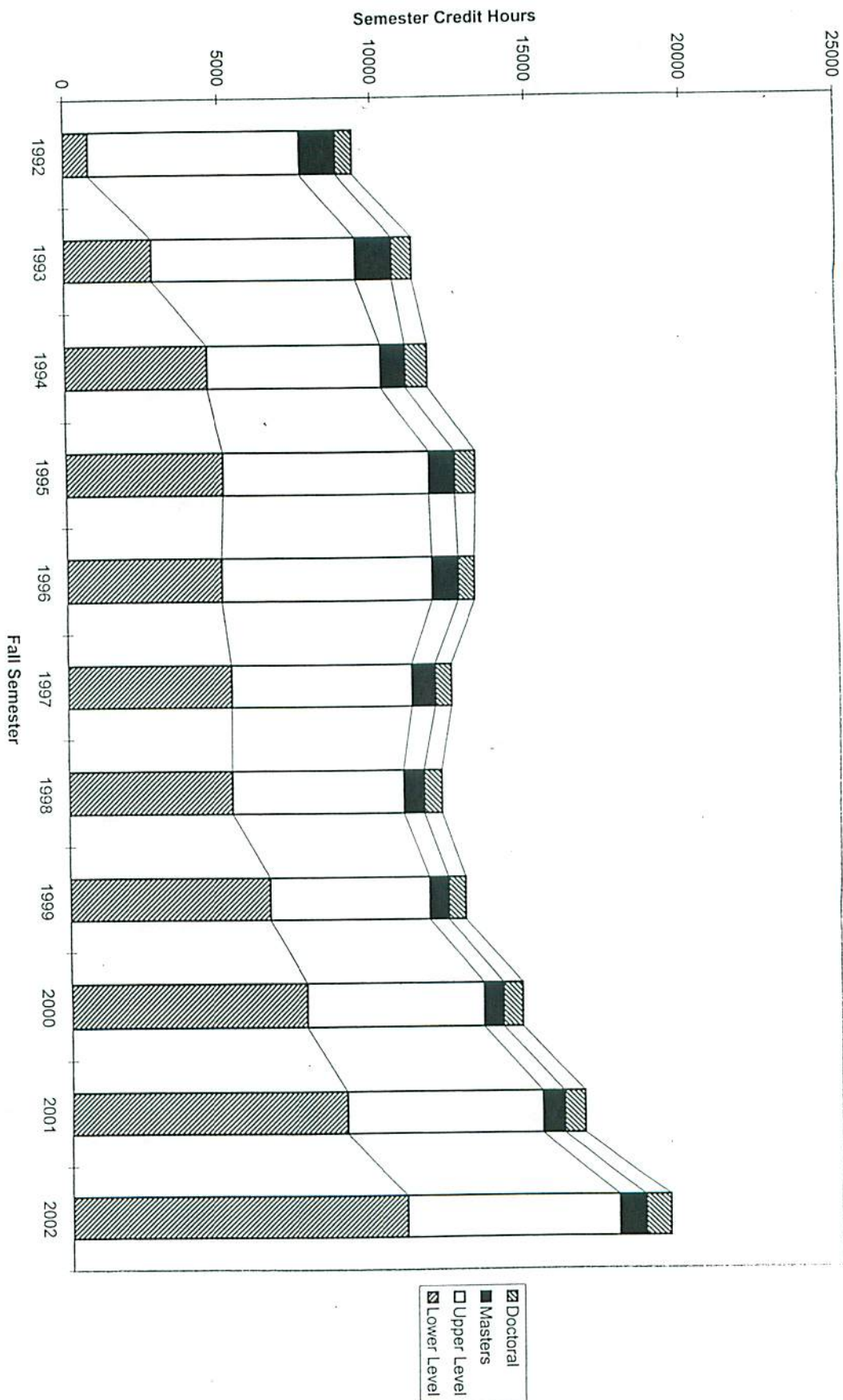
Source: Office of the Provost, January 2003, Data From Office of Strategic Planning

Doctoral Master -over LevelUpper Level

PHD	125	0	0	0	0	0	0	0	0	0	0	0	0
MASTER	0	111	0	0	0	0	0	0	0	0	0	0	0
ART/PERF	0	0	0	35	82	0	0	0	0	0	0	0	0
ART/HUMA	0	0	0	24	32	0	0	0	0	0	0	0	0
HIST STUDIES	0	0	0	23	98	0	0	0	0	0	0	0	0
LIT STUD	0	0	0	35	132	0	0	0	0	0	0	0	0

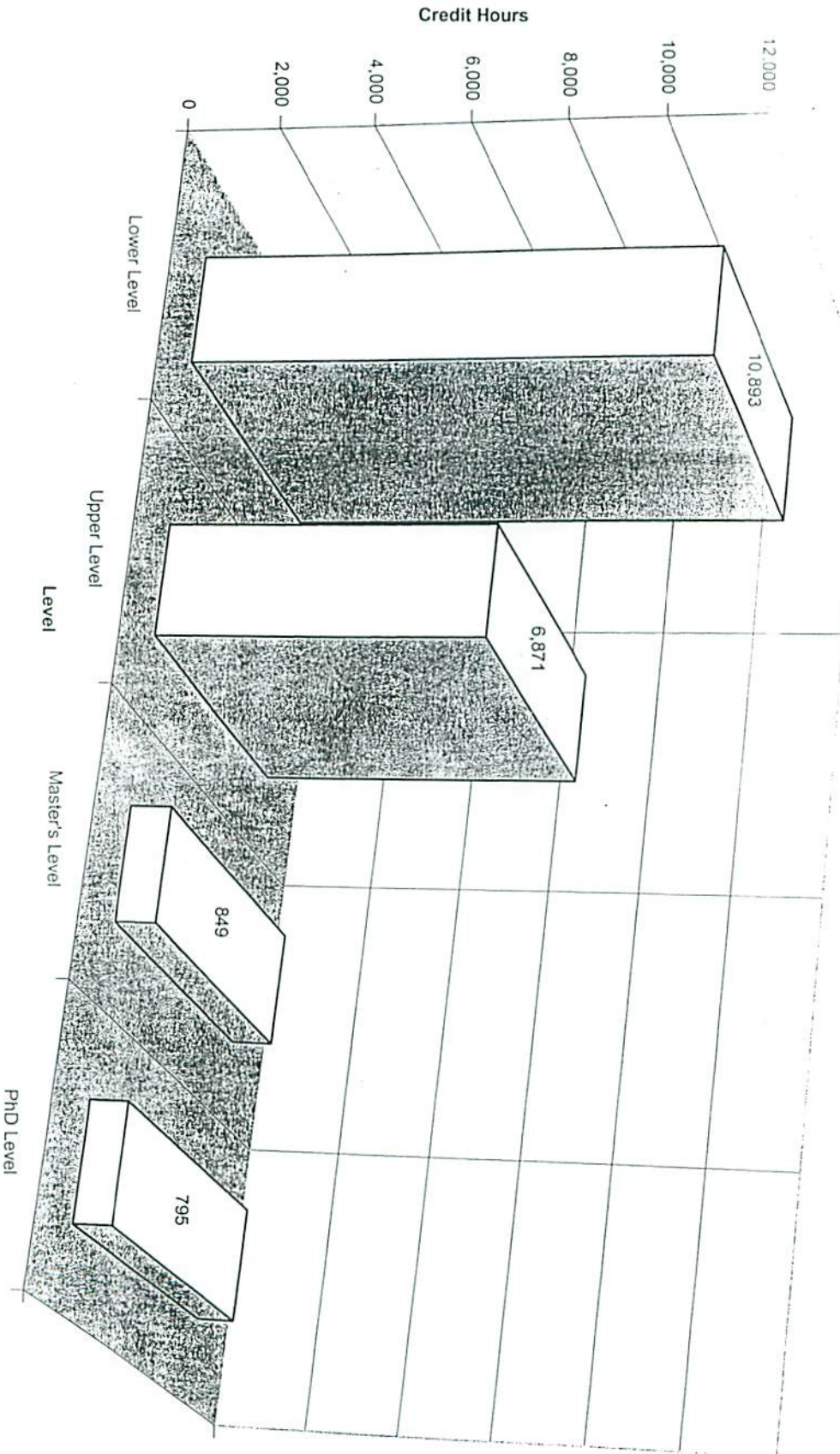
125	111	117	344
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Arts and Humanities Credit Hours

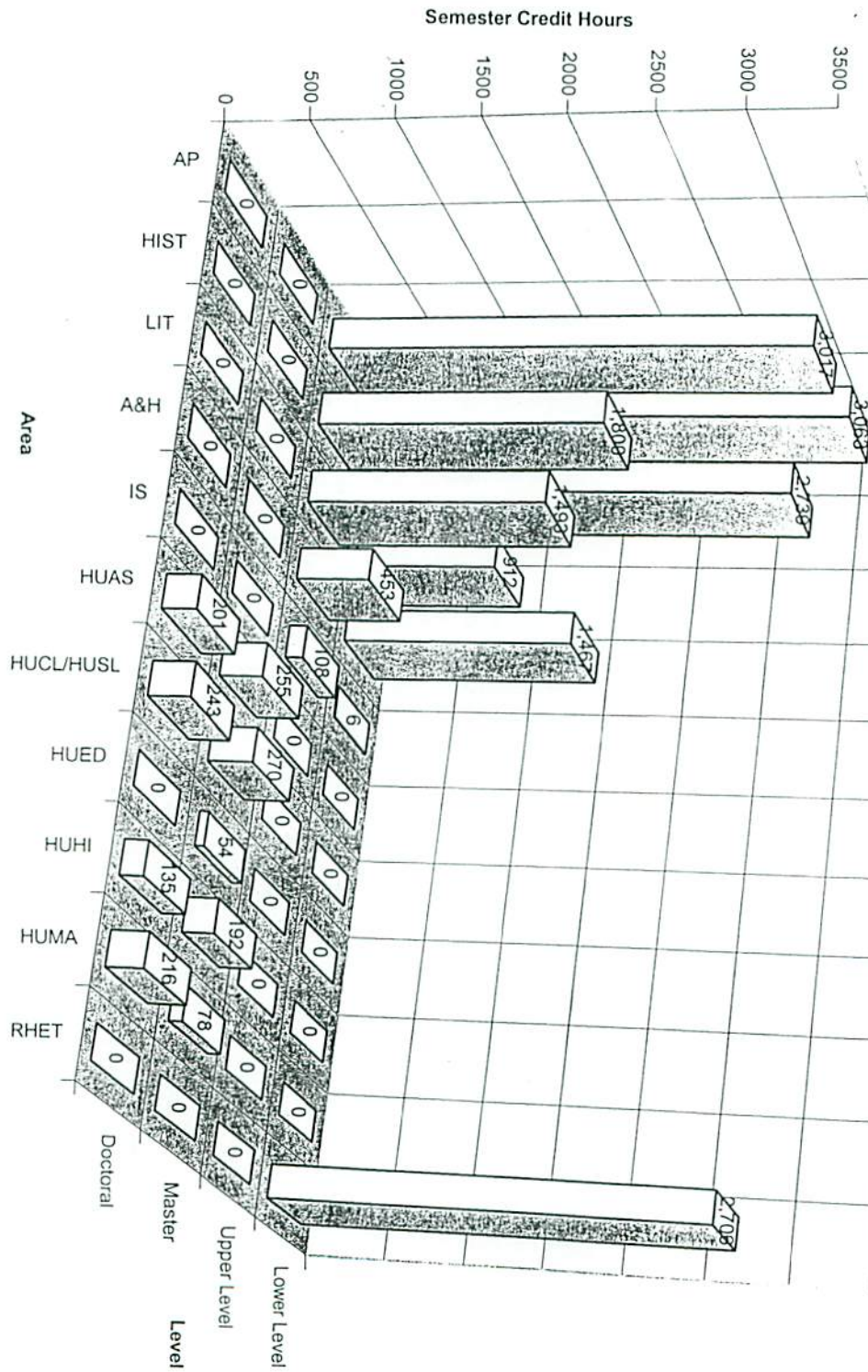


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Arts and Humanities
Credit Hours
Fall 2002



A&H Credit Hours
Fall 2002



Arts and Humanities	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	% Change From Last Year	Fall 2002 Compared To Eleven Year Max	% Change From Last Base Year
Semester Credit Hours														
Undergraduate Lower Level														
A&H	393	1,512	1,374	1,512	1,317	1,506	1,584	1,236	921	1,065	1,467	37.75%	-7.39%	59.28%
AP	0	0	526	708	645	846	752	1,570	1,899	2,507	3,063	22.18%	AT MAX	61.30%
HISTORY	210	561	1,029	1,248	1,194	1,287	1,227	1,518	2,241	2,280	2,739	20.13%	AT MAX	22.22%
IS	0	0	30	33	60	30	20	19	24	7	6	-14.29%	-90.00%	-75.00%
LIT	0	0	384	516	279	285	231	429	567	822	912	10.95%	AT MAX	60.85%
RHET	201	753	1,231	1,052	1,509	1,315	1,459	1,685	1,998	2,251	2,706	20.21%	AT MAX	35.44%
Total	804	2,826	4,574	5,069	5,004	5,269	5,273	6,457	7,650	8,932	10,893	21.95%	AT MAX	42.39%
Undergraduate Upper Level														
A&H	465	465	357	381	318	327	351	261	366	375	453	20.80%	-2.58%	23.77%
AP	1,341	1,503	1,484	1,791	1,710	1,808	1,944	2,029	2,109	3,050	3,017	-1.08%	-1.08%	43.05%
HST	2,337	2,211	1,950	2,313	2,523	1,998	1,752	1,539	1,773	1,662	1,800	8.30%	-28.66%	1.52%
IS	987	294	552	345	494	204	53	47	126	34	108	217.65%	-89.06%	-14.29%
LIT	1,704	2,151	1,332	1,887	1,800	1,558	1,497	1,341	1,389	1,248	1,493	19.63%	-30.59%	7.49%
Total UL UG	6,834	6,624	5,675	6,717	6,845	5,895	5,597	5,217	5,763	6,369	6,871	7.88%	AT MAX	19.23%
Total UG	7,638	9,450	10,249	11,786	11,849	11,164	10,870	11,674	13,413	15,301	17,764	16.10%	AT MAX	32.44%
Masters														
HUAS	315	162	168	261	225	144	189	156	198	231	255	10.39%	-19.05%	28.79%
HUCL/HUSL	384	480	282	240	363	246	219	204	201	195	270	38.46%	-43.75%	34.33%
HUED	42	45	15	12	3	42	36	30	18	36	54	50.00%	AT MAX	200.00%
HUHI	222	282	174	183	159	204	135	159	132	159	192	20.75%	-31.91%	45.45%
HUMA	234	243	165	129	99	120	78	66	81	81	78	-3.70%	-67.90%	-3.70%
Total Master	1,197	1,212	804	825	849	756	657	615	630	702	849	20.94%	-29.95%	34.76%
Doctoral														
HUAS	96	54	114	150	63	60	84	75	105	177	201	13.56%	AT MAX	91.43%
HUCL/HUSL	126	180	273	216	207	210	165	153	135	141	243	72.34%	-10.99%	80.00%
HUHI	111	150	183	159	123	117	87	108	117	132	135	2.27%	-26.23%	15.38%
HUMA	228	252	150	156	144	138	246	210	267	210	216	2.86%	-19.10%	-19.10%
Total Doctoral	561	636	720	681	537	525	582	546	624	660	795	20.45%	AT MAX	27.40%

Source: Office of the Provost, January 2003

Program Review
School of Arts and Humanities
University of Texas at Dallas

Onsite Visitation, March 4 – 6, 2002
Written Evaluation Submitted April 8, 2002

External Evaluators:

Dr. James Hoggard
Distinguished Professor, English Department, Midwestern State University

Dr. Esther Beth Sullivan
Associate Dean, College of the Arts, Ohio State University

Dr. Elliott West
Distinguished Professor, Department of History, University of Arkansas

Internal Evaluators:

Dr. Austin Cunningham
Professor of Physics, Dean of Graduate Studies

Dr. Edward J. Harpham
Professor of Government and Political Economy, Associate Dean of Undergraduate Education

Internal Auditor:

Dr. Richard Caldwell
Dean of Natural Sciences and Mathematics

General Statements

- The School of Arts and Humanities and the degree programs it offers are important cornerstones of both the academic mission, research, and success of the University of Texas at Dallas.
- Faculty dedication and devotion to research and teaching is remarkable.
- Faculty are needed in every area to meet current and future student demand and to support the mission of the university.
- Research productivity is very high, and areas of distinction are significant in relation to issues of the contemporary world.

- A clear commitment exists among faculty to excellent undergraduate instruction for both majors and non-majors studying in the Arts and Humanities.
- Interdisciplinary work is a common mission and important point of distinction of the Arts and Humanities at UTD; the integrated understanding of how literary, historical, and cultural sectors work symbiotically is important to the field(s) as well as the university.
- Faculty at UTD have made a vigorous and largely successful effort of outreach to the university's immediate community. This is especially evident in the Arts.
- The School of Arts and Humanities is fortunate to have an excellent staff committed to working with and for students and faculty.

1. Evaluate the quality, effectiveness and efficiency of research in the School.

1A. Is the current array of principal research areas optimum?

- The established array of interdisciplinary areas in Literary Studies, History of Ideas, and Aesthetic Studies/Performance/Arts is appropriate to the university, the role of the university in the metroplex region, and the issues and concerns of the contemporary world.
- The areas are long established at the university, each with distinguished faculty and cohorts of engaged students, and each with particular disciplinary and interdisciplinary strengths. The blending and cross-fertilization of the different research communities helps prepare students for the cross disciplinary demands of modern society. A coordination of the needed additions in faculty will also allow a nucleation of the sub critical areas discussed below.
- While the number of research areas is optimum, each has different challenges to face as the university grows, and each area will be pressed to meet both the service growth at the undergraduate level and the expansion of research opportunities and population at the graduate levels.
- Literary Studies
 - The current strength of this area grows out of the synergy between creative writing, literature studies, rhetoric/composition, and translation studies. Each of these disciplines is affected by collaboration with colleagues in the other disciplines.

- The approach to translation—as both translation between languages and translation between discourses, disciplines, or skills—serves as an appropriate foundational approach in this area in light of the focus on interdisciplinary studies.
- UTD is well-positioned in the broader field of literary studies by making possible a more interdisciplinary approach that emphasizes the relationship between literature, creative writing, expository writing, and translation—this approach serves students and faculty well, and with more concerted attention to program recruitment/outreach materials, could garner significant recognition in the related fields.
- The area is developing strength in rhetoric/composition because of its approach to composition pedagogy through advanced instructional technology—this development is very promising and will serve the institution well.
- History of Ideas
 - The current strength of this area grows out of the excellence of individual faculty at both junior and senior levels.
 - While the interdisciplinary sense of studying history as a history of ideas is current and admirable, this area is not as well served by its interdisciplinary nomenclature as the other two areas—this is particularly evident in the recruitment and placement of graduate students. Both recruitment and placement of graduate students will continue to be hampered by the essentially cosmetic problems of the naming of degrees and programs.
 - The area needs to undertake self-study to identify clear strengths within the field of history—at present, those specializations would seem to include cultural/intellectual history, history of the Americas, and history of science.
 - These specializations—cultural/intellectual history, history of the Americas, and history of science—complement the university's distinctive mission.
 - The area needs to develop a structure of leadership to coordinate the faculty initiatives for future growth.
- Aesthetic Studies/Performance/Arts
 - The current strength of this area is the ease with which interdisciplinary efforts seem to be facilitated between and across visual and performing arts, creative writing, and the study of aesthetics.

- At present, the common denominator of the area seems to be that of creating art/work, writing, or performance from a perspective that integrates the arts—this perspective could serve the university well and should be encouraged.
- The area needs more faculty, but hires should be targeted toward identifying new faculty who can bring in a broad view of their various disciplines—new hires are definitely needed in performing ensemble/direction.
- The area needs to develop a structure of leadership to coordinate the faculty initiatives for future growth.
- The new initiative in Art and Technology is very promising and very appropriate to the university. This emphasis is already creating productive interdisciplinary connections within the School, as well as creating collaborative relations with Engineering and Management.

1B. Are current resources in the area of space and equipment adequate?

- Current resources in the area of space and equipment are not adequate.
- The performing arts are significant vehicles for much-needed community building on campus and for connecting with the community relatively near the campus. In light of this, the most glaring need in the area of space is that of the performing arts facilities. The current facilities are unsuitable to the current needs—and will handicap all performing arts efforts in the future. Given the university's distinction in engineering and new media technologies, and the aspiration of its students and faculty, capital investments are needed to:
 - Construct a new performance center, designed to include at minimum a small black box (200 capacity) and a proscenium theatre (500 capacity) along with studio space—this center should be equipped and networked with “intelligent” technology to support the creation of 21st century performances and to mesh with the telecom corridor and university mission.
 - Renovations of the present University Theatre need to proceed. In particular, studio and backstage areas need vast upgrading at the very least to address safety issues. With renovation, the University Theatre facility seems best suited to support music (recitals and small ensembles), but its stages are not well suited for theatre. For instance, there is no loading dock and also no doorway into the

facility large enough to allow for loading in even moderate-sized sets onto the main stage.

- Students complained vociferously about the condition of the Art Barn. While students and faculty like this building, they all point to the need for repairs and renovation. The numerous flooding occurrences in the building place all exhibits in jeopardy and limit the willingness of exhibitors to loan their collections. A major renovation of the roof is needed to address this problem. The studio space provided by the Art Barn is not sufficient to support the current student demand for studies in art.
- The university will need to invest significant resources in “smart” lecture halls and classrooms for use in the School.
 - With humanities courses that attract over 100 students, instructional technology needs to be upgraded to include fully networked classrooms, with advanced projection, audio, and computing equipment.
 - Rhetoric/Composition labs and course sites need resources to continually upgrade instructional technology.
- The need for more office space for faculty borders on the desperate.
- Office space for staff is, if anything, an even greater need.

1C. Given a hypothetical mode of 50% growth in faculty/support, what are optimum distributions of faculty over research areas?

- The number of faculty in each of the areas will need to grow proportionally as the university takes in more students.
- There is a pressing need for new faculty in history at the junior and senior lecturer levels to meet the increasing demands of teaching state mandated history courses.
- The university would be advantaged by identifying some new hires at the level of Professor with research interests in arts/humanities pedagogy in the 21st century—these senior faculty would have purview and supervision over GAs, post-docs, and lecturers involved in core curriculum instruction.
- To maintain the quality of instruction for which UTD is known, faculty involvement with and overview of curriculum is essential. Senior Lecturer, post-doc, and adjunct positions will be needed to meet the core curricular expectations, but every effort should be made to maintain faculty leadership in all curricular offerings and operations. In the future, the

School should avoid at all costs sacrificing its high quality of senior faculty as it meets the growing need to provide core courses for undergraduates.

- Arts and Humanities are crucial to developing community on the campus—that will become even more the case as the university grows. Investments in faculty with strong research agendas as well as strong commitments to global understanding through the arts and humanities, will contribute immensely to the vitality and excellence of UTD.

1D. What will be the needs in space and equipment with 50% growth?

- With the advancement of technology, needs in the area of space and equipment will escalate even without 50% growth. The growth will add more pressure to provide the best possible instructional environments in every discipline and area of study. 21st century expectations—which are completely in line with the mission of UTD—will be as present in the Arts and Humanities as in Engineering and Business. Students in all these areas deserve well-equipped, highly-networked instructional environments within which to pursue their studies.
- Although a soon-to-be-completed new building should ease somewhat the overcrowding among the staff, there is also a need to provide staff more office and work space.

2. Evaluate the quality, effectiveness, efficiency of the undergraduate and graduate curricula and delivery of instruction.

2A. Is the breadth of course offerings appropriate for the various UTD student clienteles?

- A significant problem exists for students in all areas of Arts and Humanities. It is a problem that all curriculum is offered at one level, with no prerequisites or sequencing of skills and knowledge base.
- With no differentiation between freshman/sophomore and upper division coursework, students and faculty are continually “starting at the beginning.”
- The number and extensiveness of independent studies indicates the need for more advanced coursework in these areas.
- A certain amount of sequenced or leveled coursework is desirable not only for majors but for non-majors who wish to pursue further study beyond core curricular requirements.

- Without upper division, sequenced, or leveled coursework, UTD will be completely out of sync with peer institutions.
- There is a related problem with the number of upper division American history classes that can substitute for the lower level state mandated history courses. We suggest a systematic review of current policy in light of the practices at other Texas institutions.

2B. Is the curriculum well matched to evolving national/international priorities?

- Faculty are well aware and completely supportive of the distinctive mission of UTD, its strategic relation to the telecom corridor, and its necessary relation to the metroplex region. Faculty are inspired to address global issues through the Arts and Humanities, and enabled in these efforts by the interdisciplinary nature of the existing areas.
- Specializations in art and technology, translation, and rhetoric/composition that combine traditional humanist inquiry with advanced technologies are completely meshed with contemporary world needs and productive or promising for students' job placement.
- The new specialization in art and technology—in combination with expertise in history of science—is a very exciting development.
- Degree programs in History need to be created and better defined.
 - A PhD in history needs to be approved.
 - With definite degree programs in history, areas of distinction need to be better articulated for recruitment and placement of graduate students.
- Arts and performance provide necessary enrichment for all students and, particularly on the UTD campus, help enrich the university relationship with the extended community. The curriculum needs to be expanded in strategic ways to provide more opportunities for both majors and non-majors to explore arts, art-making, and the communicative potential of the arts in a world shaped by micro- and macro- politics.

2C. Are teaching techniques and methods competitive with best practices at leading institutions?

- Students report that UTD faculty are outstanding.
- Students report that the commitment of faculty is inspiring.
- The interdisciplinary thrust of literary studies and aesthetic studies is well received by students. Graduate students are choosing these programs because of their

interdisciplinarity. Better effort to advertise these programs could attract an even higher level of graduate students.

- In history, the reverse is true; more disciplinarity is needed. Actual courses are not the problem. The structure and identity of the degree programs need attention: degrees need to be identified as history degrees; coursework needs to be structured with proper sequencing; research specializations need to be better correlated with a sense of programmatic cohesion and leadership; as noted above, the current mechanism of substituting upper division classes for lower division requirements needs to be studied in light of the practices of other Texas institutions.
- The emphasis in rhetoric/composition on writing pedagogy that incorporates new instructional technology is itself a “best practice” and is producing graduate students who are very competitive in the academic job market. This specialization is particularly well suited to the development of a distinctive post-doctorate program.

2D. Are resources and needs in the area of technological teaching/learning aids adequate?

- Students complained that the current technological support system for the university was not adequate. Undergraduates described the frequent failure of the university server on weekends—disrupting all courses that were web-served utilizing WebCT.
- In the Arts and Humanities, resources in the area of technological teaching/learning (equipment, space, and staffing) will need to increase exponentially.
- Staffing of instructional labs and smart classrooms is a glaring need. Expert technologists are required to make sure the current laboratories are operational at all times.
- Arts and Humanities needs to be as technologically supported as Engineering—100-person lecture halls need to be equipped as “smart classrooms” able to serve content from web, projection, sound, etc.

Summary

The unique history of UTD makes possible a distinctive and distinguished future for the university and its School of Arts and Humanities. The interdisciplinary nature of the School’s programs will continue to serve the institution well. As indicated above, some issues need serious consideration as well as a commitment from the university for action and

support. With the high caliber of faculty, staff, and students—and the strong, inspired leadership and advocacy of the School's administration—UTD can expect that the School of Arts and Humanities will continue to play a vital role in the development and recognition of the university's excellence.