

Report of the Task Force on the Humanities

Submitted to President Robert L. Barchi

September 2016

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I. EXECUTIVE SUMMARY AND ACTION ITEMS

Senior Vice President for Academic Affairs Barbara A. Lee convened a Task Force on the Humanities comprising 18 faculty members from a broad selection of humanities departments in Camden, New Brunswick, and Newark, including RBHS (**see Appendix 1 for Task Force members list**). The Task Force met through fall 2015 and spring 2016. The President's charge to the Task Force highlights the importance of the humanities as "a core component of the University" and identifies four essential topics for the Task Force to consider:

1. Strategies for supporting and enhancing the humanities at Rutgers University;
2. Areas for strategic investment;
3. Identification of programs where the addition of strong scholars would raise the profile of the discipline; and
4. Other strategies for leveraging the talent resident within Rutgers' humanities disciplines.

The Task Force delivered its preliminary report to President Barchi on April 8, 2016. He answered on May 5, 2016. Senior Vice President Barbara Lee invited all Task Force members to participate in responding to President Barchi. A subgroup of Task Force members met regularly with one another as well as three times with President Barchi over the summer. The report contains President Barchi's response to many of the Task Force's recommendations.

The humanities are central to several of the Strategic Plan's five "academic themes," which are "critically important to the future of our society," including "Cultures, Diversity, and Inequality" and "Creative Expression and the Human Experience."

The members of the Task Force on the Humanities were gratified to have the opportunity to offer their opinions on these matters. After careful deliberation, we have arrived at the following recommendations, based on the President's charge to the committee. Some of these recommendations are intended for funding or other support by the President; others are directed at deans, faculty, or administrative units. The President's response to the Task Force recommendations, where relevant, is included below:

1. Recommend strategies for supporting and enhancing the humanities at Rutgers

- a. Provide moderate increased support for graduate education at master's and doctoral levels:
 - Increase and maintain robust support to SAS to fund the needs of doctoral programs;

The President will commit \$400,000 annually to create Presidential Excellence Summer stipends as part of the recruitment packages for admitted PhD students in English, History, Linguistics, and Philosophy.

- Increase support for master's level programs, including scholarships, stipends, and tuition remission for TAs/GAs;

The President will provide funding to the creative writing programs at Rutgers University-Camden and Rutgers University-Newark.

- Create support systems to inform graduate students about meaningful and appropriate non-academic job tracks in the public and private sectors and assist them in highlighting crossover skills.

Departments, working with Career Services, should provide information to graduate students about non-academic job tracks and should work to provide them with skills that apply to a wide variety of careers

b. Make Rutgers the leading institution on diversity issues within the CIC, the state, and the country:

- President Barchi is encouraged to spearhead this initiative by asking Deans of Humanities at each campus to work with department chairs and other stakeholders to identify ways to diversify curricula across all levels;

Faculty are the locus of curriculum development, and should work with program directors and deans to increase attention to diversity issues

President Barchi has committed \$22 million over five years to a program of hiring of diverse faculty and mentoring faculty to enhance retention

- Develop specific appropriate faculty job descriptions suited to undertaking the intellectual work of diversifying curriculum and provide the resources to pay for these hires.

Expertise in diversity issues should be a consideration in new faculty hires

c. Enhance public perception of the value of the humanities at Rutgers:

- Collaborate with New Jersey high schools and community colleges to promote our excellence in the humanities as a recruitment strategy;

Rutgers has excellent relationships with many community colleges in New Jersey, and some have Rutgers staff on-site. Faculty should work with their community college counterparts to encourage students to consider majoring in humanities subjects,

*and to facilitate transfer by advising students on the courses to take before applying for admission to Rutgers
Faculty can develop summer programs in the humanities for high school students similar to those available to students interested in the sciences*

- Invest in raising public awareness among students and their parents through greater online/media presence highlighting excellent teachers, the value of humanities in education and work, and promotion of programs for recruitment, advising, and mentoring.

Faculty and their departments are the source of information on this topic and should work with Rutgers media and public relations staff to facilitate a better understanding of the value of humanities courses and subjects for life and job-related skills

- Create and publicize a university-wide clearing-house to connect humanities majors and alumni with employers.

Departments should work with Career Services to facilitate closer relationships with alumni and employers.

2. Determine areas for strategic investment

- a. Replace departing distinguished professors in highly-ranked programs (English, History, Women's History, Philosophy) with strong scholars;

The President will ask the SAS Dean to develop a plan to support its nationally ranked departments through timely hiring that anticipates when outstanding faculty will leave the University. These departments will be allowed to "borrow" from future hires so that faculty can be recruited before "star" faculty leave the university.

- b. Invest in additional academic advisors to improve the student experience by enabling students to explore broader options, such as cross-disciplinary courses:
 - Address severe understaffing of advising services relative to CIC peers; Focus increased attention on advising transfer and international students;
 - Develop means to enlarge faculty role in advising, including appointment of departmental liaisons;

Deans should address these problem through the budgeting process

- Continue to invest in more efficient registration systems to increase student understanding of elective options;

The Student Experience Improvement Initiative is addressing this important component of improving the student experience

- Involve Career Services more deeply in humanities advising in relation to career and graduate study opportunities in the humanities.

Career Services should collaborate more closely with departments to improve services to humanities majors

c. Support an expanded presence in public humanities:

- Create a Rutgers Public Humanities Initiative, with adequate facilities and staff, to bring the values, traditions, research priorities, and critical acumen of the humanities disciplines to bear on the issues, challenges, and problems that face contemporary New Jersey.

Faculty whose scholarship involves public humanities should work together to leverage resources already available and to collaborate on grant proposals and other requests for support

3. Identify programs where the addition of strong scholars would raise the profile of the discipline

a. Identify disciplines where the addition of strong scholars would begin a climb in program ratings:

- Through open and consultative process, make targeted hires of a small number of distinguished professors in humanities disciplines to maintain the excellence of the most visible and respected departments and to raise national and international profile of them;

The President has agreed to provide some strategic funding to support increased hiring and graduate support for those humanities departments with strong national rankings

The President will ask the SAS Dean, perhaps in consultation with the Committee on Academic Planning and Review, to recommend which humanities departments have the potential, in the immediate future, to join the list of nationally ranked departments. He will then work with the Dean to find additional resources to support increased hiring and graduate student support for these targeted humanities units.

- Strengthen support for language instruction.

This can be done at the decanal level or through collaboration among departments providing language instruction

- b. Make strategic hires of humanities faculty who can develop bridges to the professional schools and the public.

The President has agreed to fund three Presidential term chairs from strategic funds each year to attract strong junior humanities scholars or to retain strong mid-career humanities scholars.

This can occur in concert with the additional hiring of strong scholars in the humanities departments with strong national rankings

The strategic use of special professorial titles or named professorships by enhancing research resources while protecting the value of endowed chairs should be explored

4. Propose other strategies for leveraging the talent resident within Rutgers' humanities disciplines:

Connect the humanities to other disciplines through certificate programs, interdisciplinary courses, and linkages with professional programs;

Faculty should reach out to colleagues in professional programs and non-humanities disciplines to create exciting, engaging courses to attract students who otherwise might not consider enrolling in humanities courses beyond their Core requirements

- b. More meaningfully connect Rutgers and the world through support and promotion of language education across campuses:

- Require that all undergraduates do coursework either in a language other than English or in new courses on the histories and cultures of non-English speaking nations offered in English by language departments.

This is an issue for faculty to debate and discuss. At a minimum, our students should have cultural competency skills that enable them to function in an increasingly diverse environment, whether at the university, at work, or in their personal lives

c. Leverage digital humanities for teaching and learning:

- Ongoing, dedicated funding must continue to be provided to existing digital humanities/digital studies initiatives and be available for developing new digital initiatives;
- Support staff positions on each campus to assist faculty who wish to implement digital approaches in humanities courses;
- Institute effective training programs in digital humanities so faculty and graduate students can become more effective teachers and more successful applicants for external grants.

An increasing array of disciplines is embracing digital approaches to scholarship and teaching. This is a faculty prerogative and the speed with which digital approaches are being adopted suggests that collaboration across departments, disciplines, and campuses would yield important benefits to faculty and students.

d. Enhance interaction between faculty and students:

- Make available funds to facilitate increased interactions (meals, trips, etc.) between students and faculty.

Deans and chairs can permit faculty to use research accounts or special departmental accounts to support interactions with students to enhance their learning experience and to develop a lifelong commitment to the humanities. These small investments could also yield returns in alumni support.

The remainder of this report provides the justifications and further details on the above recommendations.

II. INTRODUCTION/VISION STATEMENT

The humanities are the foundation of any great university. Without them, an institution can be a venue of specialized training but never an institution of learning in its highest and richest sense. Where science valuably explores the material dimensions of our lives and the natural cosmos our bodies inhabit, the humanities explore and nurture our specifically human qualities, our spiritual and moral faculties, our passions and aspirations.

The humanities encourage us to step back from our immediate environment, the world of empirical particularity, to view ourselves in a larger, more enduring, context. They are the cradle of an interdisciplinary and self-conscious reflection upon the most fundamental issues: the nature of knowledge and belief, of goodness, of gender and ethnicity, of technology, of language, and of the process of thought itself. They inspire us to think more openly, to embrace uncertainty, and to challenge existing notions. It is the humanities that have always articulated the central ideas by which we still live today, such as freedom, democracy, equality, justice, and human rights.

Indeed, the humanities are essential to the formation of both individual and social identity. On an individual level, they help us to interpret and understand not only our own history and our relationship with the past, but our interaction with other cultures and other ways of life. Further, they help us to think independently and interdependently, and from various perspectives about any situation, especially about the complex decisions we need to make in our personal, professional, and civic lives. The humanities also help teach empathy, civility, tolerance, and respect. In doing so, the humanities help grapple with the diversity of human experiences across time, space, and place, while providing analytical tools for thinking with and about this diversity. In short, they help us understand who we are. The humanities are thus essential to the creation of an informed citizenry that is vital to a democratic, open society. They teach us to bring to our interactions with others a humane appreciation of alternative values and alternative visions of life. This is increasingly important, even urgent, given that we must think and act in a globalized world, no matter what our profession.

What the university needs to communicate much more clearly to the public—students, parents, high-school counselors, and legislators—is that in fostering the very sensibilities mentioned above, the humanities provide rigorous training in precisely the skills that the vast majority of employers say they want. These are the skills of reading and writing, critical and contextual thinking, and problem-solving, as well as skills of oral communication and digital literacy. In both method and content, the humanities encourage students not to parrot information but to value and *question* knowledge, to examine it critically, to situate it within diverse contemporary contexts, and to acquire mastery of and respect for a range of perspectives. It is now widely recognized that the humanities furnish a broad grounding for all kinds of professions, including those in science, business, law, health, and medicine, to name just a few. Regardless of their major or career path, Rutgers alumni consistently testify to the profound shaping of their lives by their courses in the humanities.

The humanities are essential to realizing Rutgers' claim that "we are diverse." Racial, ethnic, and linguistic variation is a part of the fabric of the Rutgers student body, but the diversity that our students bring with them to campus must be valued beyond admissions. The humanities are ideally positioned to offer courses and other learning opportunities in which the diversity of student experience and scholarly diversity can inform each other. For humanists, diversity is an absolute precondition of intellectual honesty and theoretical soundness. The "top programs in the study of culture and diversity" featured on the University's website are all in the humanities—global affairs, African American history, women's and gender history, and literature, among others—and all ranked within the top ten nationally. Intellectual diversity is as necessary to the health of the university as biodiversity is to the health of the planet.

A strong tradition in the humanities has always been central to the national and international reputation of Rutgers University. Our task is to safeguard and broaden our strengths, rendering them more visible, more adaptable, and more vital for the University as a whole. The ensuing document offers specific recommendations for enhancing this tradition, identifying its strengths as well as new directions and initiatives.

III. BARRIERS AND CONSTRAINTS TO REALIZING OUR VISION

Higher education in general, and the arts and humanities in particular, are facing challenges both from outside and from within. From outside, pundits question whether a college degree really leads to employment and whether its cost exceeds whatever benefits it may provide. Parents and students are increasingly asking that colleges provide vocational training in ever-narrowing fields. Public colleges and universities face funding challenges as legislatures reduce state funding while simultaneously demanding greater accountability and requiring stricter oversight. Although survey after survey demonstrates the value of a college education that helps students to learn to think critically, to communicate clearly in speech and writing, and to apply creative analysis to problem-solving, students-as-consumers and their parents seem not to hear or believe that message.

The humanities at Rutgers have not escaped these national trends. Enrollments have shifted over the past decade, competitive funding for graduate students has been increasingly difficult to find, and faculty hiring in certain disciplines has been curtailed. Humanities faculty express concerns, whether fact or perception, that priority in funding is given to those disciplines that can attract substantial external funding and that can attract large numbers of students, particularly those professional schools where the path to a career may be more obvious than for a student majoring in a humanities discipline. It is beyond the scope of this committee to solve many of the external problems facing the humanities. These are issues facing universities nationwide. Within Rutgers, however, obstacles exist—organizational, disciplinary, financial—that can be overcome with a creative reimagining of roles and boundaries along with some modest financial support. Our considerable strength in the humanities could be increased exponentially by focusing our collective energies, developing more opportunities for collaborative leadership by our many strong humanities centers, and creating a new initiative or a position charged with orchestrating our intellectual and pedagogical enterprises in the service of the public good.

Making the humanities more visible at Rutgers is one effective way to address problems of external perception, but internal barriers must also be addressed. This report will make several key suggestions throughout. Here at the outset, however, we would like to stress the need to offer our students better advising. They are currently ill-served by a talented but skeletal academic advising staff, particularly in New Brunswick (**see Appendix 2**). Rutgers must address the severe understaffing of advising services relative to our CIC peers. We are aware that two groups—The Transfer Student Experience Task Force and the First Year Experience Task Force—are, as recommended in the Strategic Plan, looking at advising among other issues in New Brunswick, and that the Student Success Collaboration system, which Rutgers-Newark and Rutgers-New Brunswick are expected to launch in Fall 2016, has the potential to enhance undergraduate advising with a more systematic planning tool, but the Humanities Task Force members wish to emphasize the centrality of this concern and so recommend:

- Special attention must be focused on advising for transfer students and international students on all campuses at this time due to changing enrollment patterns at Rutgers;
- Effective advising across the board is necessary, but especially in the humanities. Students in relatively highly structured STEM fields do not need as much guidance in choosing courses;

- Deans and departments must establish a more robust means of including faculty as part of the advising system. Departmental advising liaisons should be appointed;
- The University must continue to invest in more efficient registration systems so that students in all fields can make the best use of their electives;
- Career Services should work with humanities departments to more effectively advise students of their transferable skills and potential career opportunities;
- We must provide thoughtful advice to undergraduates about opportunities for advancing to graduate study in humanities fields.

Perceptions about the diminished long-term cash value of the humanities hit first generation, minority and economically disadvantaged students with particular force. Because the diversity of our students constitutes one of our greatest riches, we need targeted mechanisms and systems of advising that encourage a two-way traffic in ideas between faculty course offerings in the humanities and these students. This process should begin in how we portray the humanities to students in economically disadvantaged New Jersey high schools and community colleges.

Faculty members on all Rutgers campuses share a commitment to the humanities and their central role in the university, and the recommendations in this report have university-wide application. However, certain challenges and priorities are specific to each respective campus. For example, these desperate needs in advising staff are being felt most acutely in New Brunswick, but Newark and Camden have needs as well, though they have already begun to address the advising shortage.

IV. ENHANCING EXCELLENCE IN GRADUATE & UNDERGRADUATE EDUCATION

The Importance of Graduate Programs

Training graduate students lies at the core of all great humanities departments in a modern research university. Without robust graduate programs in the humanities, Rutgers can neither attract nor retain strong faculty, nor can it maintain or increase its national rankings or do the work the citizens of New Jersey expect of us: to produce knowledge that sheds light on fundamental questions about values that trouble our society, from the ethics of health care and the distribution of its services to the new forms of digital communication that have transformed culture at every level. Rutgers has long cultivated the strengths of a diverse faculty committed to addressing questions about race, class, gender, power and inequality within its top-ranked doctoral programs in the humanities.

Doctoral education is one essential way in which top scholars shape their disciplines—by training future generations of scholars. In teaching gifted doctoral students, faculty members remain on the cutting edge of their fields. But such training is immensely labor intensive; faculty members generally receive no course relief for the dissertations they supervise. It is thus quite literally a labor of intellectual love whose compensations lie outside market forces and dollars and cents. Unlike faculty in the sciences and social sciences, humanities faculty do not advance their own research and publication records through supervising PhD students since collaborative publication is not a standard practice. Faculty support this training because of their conviction that such work matters, not only to the humanities but to the university, the state of New Jersey, and our society as a whole.

Although graduate education should not be driven by the logic of the market, nonetheless it is worth stressing that graduate programs support undergraduate education and that the humanities themselves generate income—especially insofar as all students take core humanities courses. Christopher Newfield has persuasively argued for the central role of general education courses in supporting the financial health of institutions of higher education. He argues that “Myths about how research is funded and why the humanities are impoverished need to be overturned if public higher education is to thrive again in the United States.” Further, he explains, drawing on the work of other experts, that “Universities are held together by ‘cross-subsidies,’ and the general rule . . . is that cheap programs subsidize expensive ones. Cheap programs include English and sociology. Expensive ones include medicine. This means that in the real world of higher education funding, English and sociology make money on their enrollments, spend almost nothing on their largely self-funded research, and then . . . actually have some of their ‘profits’ from instruction transferred to help fund more expensive fields. Without these cross-subsidies, plus the ever increasing clinical labors of its own overworked faculty, medical research would be losing money, as the research enterprise always does.”¹

¹ Christopher Newfield, “Avoiding the Coming Higher Ed Wars,” https://www.aaup.org/article/avoiding-coming-higher-ed-wars#.V_0YzaaQK71

A. GRADUATE PROGRAMS IN THE HUMANITIES

The Current State of Doctoral Programs at Rutgers

Several flagship departments in the Humanities—notably English, History, and Philosophy in New Brunswick—vaulted Rutgers University into national prominence as centers of genuine excellence in scholarship and teaching in the past fifty years. Paul Clemens' book, *Rutgers Since 1945* (Rutgers University Press, 2015) makes this abundantly clear, and recent rankings make apparent how crucial the humanities departments are to our national and global reputation. In 2015, for example, The Times Higher Education World University Rankings ranked the top 100 universities for arts and humanities. Rutgers was ranked #27. The only AAU public institutions ranked higher are: Berkeley at #6, UCLA at #9, and Michigan at #14.

These top rankings must be protected and enhanced. It takes decades to build up such strengths, but without thoughtful stewardship and resources, they can dissipate and disappear within a few short years. Examples of the danger of slippage in rankings can be seen in the 2015 U.S. News and World Report rankings of the “Best Graduate/Professional Schools.” Scores for Rutgers are from 2013. Rankings in English and History have dropped since 2005:

In 2005, English overall was ranked 16th. In 2013 English overall was ranked 17th.
In 2005, History overall was ranked 17th. In 2013 History was ranked 20th.
Philosophy was ranked #1 in the National Research Council report in 2010.

However, the addition of strong scholars in targeted fields could result in a movement up in the national rankings, among them:

Literatures in English
History
Art History
French
Linguistics

It is important to remember that in Camden and Newark, where there are few doctoral programs, the strength of the humanities is measured most clearly in faculty honors. In recent years faculty on those two campuses have received at least 8 John Simon Guggenheim Memorial Foundation Fellowships, 3 NEH Fellowships, 2 NEA Fellowships, 2 Pulitzer Prizes, 3 Bunting Fellowships, 2 Franklin Research Grants, a Pen Hemingway Prize, the Shelley Memorial Award, a National Book Award, an Academy of Arts and Sciences Fellowship, and a National Humanities Medal. Three humanities faculty members teaching at these campuses have gone on to win a Macarthur “Genius” Grant.

Before making recommendations for enhancing our graduate programs, it is important to sketch the current environment under which our programs operate—or more aptly—survive at a bare minimum. Doctoral education in the humanities at Rutgers is badly underfunded and continues

rapidly to lose ground against peer institutions with similar national and international rankings. Here are two concrete examples:

- Budgets for individual doctoral programs have remained flat or have been cut for the past three years while mandated increases in costs for fellowships necessitate cuts in the numbers of students who can be admitted and supported. This in turn creates domino effects: when the number of students drops too low, programs have an increasingly harder time running a complete curriculum and in recruiting and retaining the best faculty and students; thus, the quality of the training itself is eroded.
- Rutgers has the lowest proportionate number of TAs of any institution in the CIC. We are also close to the bottom among all Public AAU institutions (see **Appendices 3 & 4**). This not only shows one way in which our graduate programs are cut to the bone, but it also means that undergraduate education suffers (as, for example, in recitations, precepts, and breakout discussion sections being difficult or impossible to staff).

Such budgeting is tantamount to slow death by starvation and has a profound—though differentiated—impact on each humanities doctoral program.

Recommendations for Enhancing Graduate Education at Rutgers

- The humanities disciplines in New Brunswick reside within the School of Arts and Sciences. The Central Administration needs to support the funding needs of SAS robustly—across all its fields—for the humanities to remain strong.

It is important to stress that not all great graduate programs are PhD programs. Rutgers boasts many distinguished MA Programs in Newark, Camden, and New Brunswick—such as the MFA in Newark and New Brunswick, MA in History in Camden, MA in English with a track in Writing Studies in Camden, MAT programs in Newark, Camden, and New Brunswick. Terminal master's programs allow humanities majors to take the next step in gaining professional training to put their knowledge to work in the world. Some may use the MA to prepare for a PhD program. But a history major with a master's degree may embark on a career managing one of the State's many museums, historic sites, archives, or cultural organizations. An English major with a master's degree may find a career path in publishing. Many other examples could be adduced. Hence,

- Increased support for Master's level programs in the Humanities is necessary.
- Stipends and tuition remission programs are needed for dual degree programs (BA/MA) and for TAs and GAs in MA programs.

We need to encourage graduate students in the humanities to seek employment in fields outside the academy. The term “Alt-Ac” (alternative to academic) has been used, but it is rapidly going out of style as more and more people point out that these are not necessarily “second choice” jobs. Hence, at Rutgers:

- We should create a pipeline (or several pipelines) to assist our PhDs in highlighting their crossover skills for jobs in the public and private sectors.

Critical thinking and good writing are desirable qualities in most job markets, but PhD students must practice new ways of putting these skills into practice. A good model is the Obermann Center's Graduate Institute on Engagement and the Academy at the University of Iowa, a one-week intensive program that is celebrating its 10th anniversary this year. Its focus is humanities and public engagement, but it has had the happy effect of helping people get jobs.² We could launch a similar program, tailored to the needs of Rutgers, with practical workshops for students who wish to seek jobs outside the academy. (To this end, some departments have already begun to offer this kind of assistance, but we need to do more.)

In **Camden and Newark**, where terminal master's degree programs outnumber doctoral programs, the needs are different. Graduate programs there compete for students with Seton Hall, the College of New Jersey, William Paterson, and programs in Philadelphia and New York, as well as online degree programs. Graduate enrollments in humanities programs in Camden and Newark have declined between 2010 and 2015 but not for want of qualified applicants. The national economy has likely contributed to the downturn, as have sharp cuts in tuition benefits provided by New Jersey public schools, since teachers have been mainstays of master's programs. Complete tuition remission for terminal master's degrees is impractical, but small scholarships may serve to increase graduate enrollments and to improve the quality of the applicants. Improving the vitality of graduate programs may in turn lead to increased enrollments among those who do not receive direct aid.

- The Task Force therefore recommends that the graduate deans investigate the feasibility and sustainability of a pool of money for scholarships—both need- and merit-based—for students in terminal master's degree programs.

The President's office could promote these efforts—and could also help by making sure these jobs in other fields are valued when SAS compiles statistics on placement records in the various Humanities departments.

The President's role:

The President will commit \$400,000 annually to create Presidential Excellence Summer stipends as part of the recruitment packages for admitted PhD students in English, History, Linguistics, and Philosophy.

The President will provide funding to the creative writing programs at Rutgers University-Camden and Rutgers University-Newark.

The Departments' role:

² See <http://overmann.uiowa.edu/programs/graduate-institute-engagement-and-academy#loverview>

Departments, working with Career Services, should provide information to graduate students about non-academic job tracks and should work to provide them with skills that apply to a wide variety of careers

B. UNDERGRADUATE AND GRADUATE EDUCATION INITIATIVES

Teaching Innovation and Excellence

The humanities are critical to the education of all students, yet institutional and curricular boundaries often limit undergraduates' exposure to fields that would enrich their futures. Rutgers can do more to broaden access to humanities courses, foster creativity in curriculum, and become a recognized leader in areas such as Digital, Global, and Public Humanities.

New Synergies: Connecting the Humanities to Other Disciplines

Rutgers' history and geography make it an unusually difficult institution in which to build cross-school and cross-disciplinary links. Such links, however, are increasingly important both intellectually and pedagogically. Our career-oriented students in professional programs crave exposure to some of the scholarship related to their fields that has developed in the humanities and social sciences. This is particularly true in the health sciences, law, and business. To serve these students well, and to enhance faculty exchange, Rutgers must create ways to facilitate interdisciplinary connections within and across schools and campuses.

The first step would be to facilitate new synergies between the humanities and other majors and minors throughout the University through pathways and certificates. At undergraduate and graduate levels, we can do more to connect the humanities with Rutgers thematic areas of academic distinction, for example:

- Leadership;
- Health and Wellness;
- Ethnicity, Diversity, and Migration;
- Innovation, Discovery, and Application in Science, Technology, Engineering, and Mathematics (STEM);
- Creative Expression and the Human Experience; and
- Public Service and Public Policy.

For example, for a potential Health Humanities educational pathway and interdisciplinary certificate, appropriate Rutgers courses would be identified that would be relevant for students interested in pursuing a career in selected health professions disciplines, including medicine, nursing, pharmacy, dentistry, behavioral health, allied health, public health, and others. Courses could also relate to specific RBHS signature and emerging signature areas (e.g., Cancer, Environmental and Occupational Health, Infection and Inflammation, Neuroscience, and Community Health and Health Systems) and/or complementary programs (e.g., Clinical and Translational Research, Drug Discovery and Development, Informatics, Public Health and

Global Health). (See <http://rbhs-stratplan.rutgers.edu/plan/key-strategic-plan-initiatives>.)

On the basis of data on expertise and areas needed, we should generate circumstances that make it plausible to create and fill courses in areas such as bioethics, decision-making, and linguistic and cultural knowledge and competency for health professionals.

Similar cross-disciplinary pathways could be developed for students interested in pursuing careers in other professional practice fields, including law, business, architecture, and the STEM disciplines to name just a few examples.

As steps toward achieving these synergies, we should:

- Examine the most frequent double majors and major/minor combinations involving the humanities and other areas and increase the profile of those combinations in advising on all campuses.
- Generate a clear picture of the areas of expertise among faculty in the humanities that contribute/intersect/enrich other fields in research, teaching, and public engagement.
- Articulate the areas of critical thinking in the humanities needed in STEM, social work, health professions schools and programs (see above), business, law, and other professional schools.
- Use the data to match interests and to fund proposals combining humanities and other fields through competitive grants for research and teaching.

The Departments' and Faculty's Role:

Discussions about certificate programs and major/minor requirements must be faculty-driven. The Dean's Offices could, however, provide a broad vision to their faculties about the opportunities that exist, and could work cooperatively across decanal units to provide leadership for building cross-school and cross disciplinary links.

Faculty should reach out to colleagues in professional programs and non-humanities disciplines to create exciting, engaging courses to attract students who otherwise might not consider enrolling in humanities courses beyond their Core requirements

Languages and Cultures: Connecting Rutgers with the World

It has long been a truism that competency in cultures and languages beyond English is a necessary part of educating American citizens for their future; they will work and compete in a world where American language and culture are not the only currency. Thus, it is essential that Rutgers builds on our strength in global languages and cultural competency.

Rutgers recognizes multilingualism as an important and valuable resource in our global economy, and it provides instruction in a wide range of languages other than English as part of our efforts to educate global citizens able to engage with international partners on their own

terms and with appropriate cultural competency. While we recognize that the University may not choose to require language education for all students, the University should:

- More strongly support and promote language education across campuses as a way of increasing our international presence and Rutgers' advantage as a CIC institution in a highly linguistically, racially, and ethnically diverse state;
- Mandate that all undergraduates do coursework in either a language other than English (for those who are not already bi- or multi-lingual) or in new courses that focus on the histories and cultures of non-English speaking nations offered (in English) by our language departments. Multi-cultural literacy is essential if we are to live up to our mission of preparing students for living and thinking in a world of widely diverse values and beliefs.

The Faculty's Role:

Discussions relating to coursework and curricular requirements are most appropriately initiated within a unit and based upon faculty and decanal decisions relating to strategic educational planning for the school. This is an issue for faculty to debate and discuss. At a minimum, our students should have cultural competency skills that enable them to function in an increasingly diverse environment, whether at the university, at work, or in their personal lives.

Digital Humanities: Leveraging New Tools for Teaching and Learning

In the last two decades, digital humanities has emerged as a field of study and as a methodology for scholarship, teaching, and learning. To quote the National Endowment for the Humanities, "In a short period of time, digital technology has changed our world. The ways we read, write, learn, communicate, and play have fundamentally changed due to the advent of networked digital technologies." Rutgers is playing a role in this rapidly changing landscape through the Digital Humanities Initiative and Digital Humanities Lab in New Brunswick; the Digital Studies Center and the Writing and Design Lab in Camden; Public and Digital Humanities Initiatives in Newark; and project-based activities among faculty and students. Digital technologies help to achieve synergies among disciplines. While opening new avenues for teaching and learning, digital approaches embedded in humanities courses offer students an added component of practical skills to carry into the future.

Sustaining excellence and attracting grant support to remain at the forefront of this constantly evolving field requires ongoing investment in infrastructure, personnel, and training.

- To assure that Rutgers is at the forefront of frontiers of new technologies and that students are best prepared for the future, existing digital humanities/digital studies initiatives must receive ongoing, dedicated funding.
- Staff positions on each campus are necessary to assist faculty who wish to implement digital approaches in Humanities courses.
- Training programs on each campus are necessary so that faculty and graduate students may be effective teachers as well as successful applicants for external grants from such

leading funders as the National Endowment for the Humanities and the Mellon Foundation.

The Faculty's Role:

An increasing array of disciplines is embracing digital approaches to scholarship and teaching. This is a faculty prerogative and the speed with which digital approaches are being adopted suggests that collaboration across departments, disciplines, and campuses would yield important benefits to faculty and students.

Beyond the Classroom: Enhancing Interaction between Faculty and Students

- Make available funds to facilitate greater interactions between students and faculty both inside and outside the classroom environment, and make it easier for faculty to engage students in the kinds of intense experiences that typically enable the humanities to provide students with a humane experience within a large and sometimes impersonal university. These kinds of interactions involve such highly human activities as sharing a meal, going to a museum, or creating something together such as music. We fear that such experiences are, at the moment, limited to a small number of honors students; Rutgers can do much better than that. (In some New Brunswick units, for example, faculty are not permitted to use their research funds to take a student to lunch.)

The Departments' Role:

Deans and chairs can permit faculty to use research accounts or special departmental accounts to support interactions with students to enhance their learning experience and to develop a lifelong commitment to the humanities. These small investments could also yield returns in alumni support.

C. ENHANCING PUBLIC PERCEPTION OF THE VALUE OF HUMANITIES AT RUTGERS

Public universities play a vital role in ensuring that the enriching potential of the humanities is not restricted to those who have access to elite private institutions. In serving this purpose, Rutgers has many areas of excellence to build upon across its three campuses. However, more can be done to build these efforts into a more powerful and visible presence in New Jersey and beyond. To ensure that Rutgers' reputation for excellence continues into the future, more *must* be done to present the humanities as a worthy option for potential students and their parents.

One of the strengths of humanities disciplines at Rutgers is very good teaching. Alumni in business occupations who were liberal arts majors praise the quality of the teaching and learning they experienced at Rutgers—a sentiment echoed by surveys of employers who state that critical thinking and analytical skills are highly valued in employees. Making this known more widely is essential in recruitment efforts.

To achieve these ends, we recommend a multi-tiered strategy in order to attract new students, to marshal the humanities research and teaching strengths of Rutgers to yield visible benefits, and to engage the broadest possible spectrum of New Jersey citizens.

The Humanities Pipeline: Attracting Undergraduates

- Collaborate with high schools and county colleges in New Jersey to promote academic excellence in humanities subjects so that Rutgers will attract the best students to high-value combinations of majors and minors. Create a database of the most promising high school students in the humanities. Offer activities such as bringing high school students to campus for a day, inviting promising students to small dinners with faculty, and creating summer programs that bring students to campuses for experiences with the humanities.
- Invest in raising public awareness of the excellence and value of the humanities at Rutgers, especially among potential students and their parents. For example, create and post clips of excellent humanities faculty teaching on Rutgers websites and other popular media. Solicit testimonials from Rutgers alums about the value and importance of the humanities in their education and work, post online, and include in promotion of programs for recruitment, advising, and mentoring.
- Raise awareness of the value of humanities study to potential employers. Create and publicize a university-wide clearinghouse to connect humanities majors and alumni with private and public sector employers who need humanities graduates (For data on employer attitudes toward desirable employee skills, see **Appendix 5**.)

The Faculty's Role:

Rutgers has excellent relationships with many community colleges in New Jersey, and some have Rutgers staff on-site. Faculty should work with their community college counterparts to

encourage students to consider majoring in humanities subjects, and to facilitate transfer by advising students on the courses to take before applying for admission to Rutgers

Faculty can develop summer programs in the humanities for high school students similar to those available to students interested in the sciences

Faculty and their departments are the source of information on the quality of our teachers, and should work with Rutgers media and public relations staff to facilitate a better understanding of the value of humanities courses and subjects for life and job-related skills

Departments should work with Career Services to facilitate closer relationships with alumni and employers.

The chancellors' offices on all three campuses have Offices of Communication as do many of the decanal units; the Chancellors and Deans can make this a priority and work with their humanities departments to ensure its success.

Public Humanities: Extending Benefits of Research and Teaching

- We propose the establishment of a Rutgers Public Humanities Initiative, institutionally situated at the president's level and serving all four Rutgers chancellor-level units and, beyond them, the state of New Jersey. The primary mission of the Rutgers Public Humanities Initiative will be to bring the values, traditions, research priorities, and critical acumen of the humanities disciplines to bear on the issues, challenges, and problems that face contemporary New Jersey. All activities will be guided by the idea that the relationship between humanistic research and outreach is ideally reciprocal and mutually sustaining. Deeply imbedded in the humanities disciplines and committed likewise to the relevance in the public sphere, the Rutgers Public Humanities Initiative will draw on the multiple and diverse strengths of the New Brunswick, Camden, Newark, and RBHS faculty. This Initiative would build upon the work of existing centers for public humanities at Rutgers and identify additional needs for support of humanities work that reaches and engages with the public, thus enhancing Rutgers' reputation for humanities excellence (**see Appendix 6 for a fuller description of the proposed Initiative**).

The proposed university-wide Public Humanities Initiative depends on participation of pioneering campus-based initiatives that enhance the status and contemporary relevance of the humanities. These initiatives not only enrich the content and teaching methodologies of the humanities but also highlight the relevance of the humanities to professional and civic life. Adequate funding, facilities, and staff are necessary if these initiatives are to achieve more than partial and temporary success.

Particularly crucial to effective public outreach are staff positions for public humanities professionals (program coordinators) and administrative assistants. A systematic, university-wide survey to identify and address these needs is long overdue. The existing centers and initiatives include but are not limited to:

- At Rutgers-Camden, the Mid-Atlantic Regional Center for the Humanities (MARCH) (<http://march.rutgers.edu>); the Writers House (<https://writershouse.camden.rutgers.edu/>); the Rutgers-Camden Center for the Arts (<https://rcca.camden.rutgers.edu/>); the Digital Studies Center (<https://digitalstudies.camden.rutgers.edu/>); and the Public History M.A. Track in the Department of History.
- At Rutgers-Newark, the Public Humanities track of the American Studies Program (<http://www.ncas.rutgers.edu/americanstudies>) and the Clement A. Price Institute on Ethnicity, Culture, and the Modern Experience (<http://www.ncas.rutgers.edu/iceme>).
- At Rutgers-New Brunswick, the Digital Humanities Initiative (<http://dh.rutgers.edu/>), the Writers House (<http://wh.rutgers.edu/>), and the Public History Certificate Program in the Department of History (<http://history.rutgers.edu/undergraduate/public-history-certificate>), among others.

The Faculty's Role:

Faculty interested in public humanities should work together to leverage the many resources already available at Rutgers. Such an effort could result in collaboration across campuses, in multi-department grant proposals, and in other activities that highlight Rutgers' interest in and commitment to public humanities.

D. RAISING THE PROFILE OF DISCIPLINES BY ADDING STRONG SCHOLARS

A decade's worth of undergraduate enrollment data suggests that the humanities remain strong at Rutgers. Despite some local variation, all three campuses show the same broad trends over the last ten years. Enrollments in humanities subjects as a whole rose along with the growth of the broader Rutgers student body between 2005 and 2010. Beginning around 2010, the weaknesses of the national economy and the revisions to undergraduate curricular requirements correlated with a dip in humanities enrollments between 2010 and 2015. Humanities enrollments lost ground particularly to business subjects, but not enough to undo the numerical increases of the previous five years. Overall, then, over the course of the last decade, humanities enrollments are up 10% in New Brunswick, up 11% in Newark, and down 3% in Camden.

The recent decline in enrollments has generally been treated within the academy as a calamity, in large part because of the increasing linkage between enrollments and revenues. However, in humanities fields we have always placed a premium upon smaller classes because our aim is to cultivate careful thinking, constructive debate, and sharply honed writing. There is a place, of course, for the large lecture course, but the hallmark of the humanities is the seminar. In fact, some departments have taken advantage of the reduction in student numbers to create classroom environments better suited to our fundamental goals. In effect, in some cases we have improved student to teacher ratios.

Meanwhile, full-time faculty lines, tenured, tenure-track, and non-tenure-track, on all three campuses, have generally risen over the same ten year period, consistent with a desire to keep both research and teaching in the humanities strong as student numbers have grown. More recently, however, with the rash of retirements as the baby boomer generation ages, many humanities departments are facing the prospect of losing significant numbers of their most experienced and distinguished faculty all at once. In History, for example, the New Brunswick department has lost its Global and Comparative Distinguished Professor, three of its most prominent women's history Distinguished Professors, and a prominent historian of religion in a period of five years.

The Task Force has been asked to "identify programs where the addition of strong scholars would raise the profile of the discipline." After a thorough review of enrollments and faculty lines in all humanities subjects over the over the last decade, the members of the Task Force agree that the addition of a small number of distinguished professorships in humanities disciplines could measurably improve humanities education at Rutgers by raising the national and international profile of departments, using the reputation of prominent scholars to attract both undergraduate and graduate students, encouraging interdisciplinary and publicly engaged scholarship, and promoting the academic themes identified in the University's Strategic Plan.

The History Department in New Brunswick has seen declines in enrollments as an opportunity to institute a small History Workshop course for students entering the major. Faculty can now work far more closely with students to introduce them to primary source analysis, archival exploration, and analytical writing.

Upper level history courses for the capstone thesis writing seminar are now far more easily staffed by full-time faculty than they were a decade ago. This means that our students have a more intense experience of "learning to think like a historian," and are more likely to graduate with an impressive research writing sample to show a potential employer.

Rather than presume to be able to make judgements across so many units, the Task Force proposes a number of principles to guide decisions about where and how to invest in hiring:

- Establish an open and consultative process for making targeted hires that includes the Senior Vice President for Academic Affairs, the relevant Chancellors and Deans, and respected faculty. *The hires must not be unfunded mandates passed down to the schools, but rather they should be occasions to balance the needs of the university as a whole with those of the schools and departments.*
- Maintain the excellence of our most visible and respected departments, where the loss of senior faculty is already rendering their standing more fragile. In these units it will be important to make hires at a very senior level to maintain strength and visibility. The international standing of the New Brunswick departments of Philosophy, English and History in particular must be preserved.
- Because of the significance of language to the humanities fields, where engagement with the writings and cultures of other places and times is at the very heart of our work, we urge the strengthening of support for language instruction. In an ever more connected world, it is more important than ever that our students have access to the language skills in demand in business, government, and the non-profit sector.
- In order to take advantage of both the opportunities afforded by the merger with the UMDNJ and the career concerns of our students, we recommend strategic hires of humanities faculty who can foster bridges to the professional schools and to the public. In particular we propose prominent hires in the Medical Humanities, Digital Humanities, Legal Humanities, and Public Humanities.

The President's and Dean's Role:

The President will ask the SAS Dean to develop a plan to support its nationally ranked departments through timely hiring that anticipates when outstanding faculty will leave the University. These departments will be allowed to “borrow” from future hires so that faculty can be recruited before “star” faculty leave the university.

The President has agreed to provide some strategic funding to support increased hiring and graduate support for those humanities departments with strong national rankings

The President will ask the SAS Dean, perhaps in consultation with the Committee on Academic Planning and Review, to recommend which humanities departments have the potential, in the immediate future, to join the list of nationally ranked departments. He will then work with the Dean to find additional resources to support increased hiring and graduate student support for these targeted humanities units.

V. DIVERSITY

Diversity in the humanities is crucial to Rutgers because it broadens the perspective in all research areas related to critical thinking. There are potentially at least two different approaches to increasing diversity in the humanities at Rutgers: one is promoting diversity among the faculty and the student body and another one is promoting diversity in research and curriculum across campuses. The two are often connected, particularly among humanists who are well equipped to provide insight into and guidance around pressing moral and political issues—race inequality, human rights, legacies of slavery among them—at the heart of debates on university campuses and more broadly in the United States today. With their focus on diverse cultural, ethnic, racial, and linguistic approaches to the study of human thought and behavior, the humanities are disciplines uniquely endowed with the ability to unleash Rutgers’ potential to be the leading institution on diversity issues within the CIC, New Jersey, and the United States.

Yet, today, the percentage of faculty of color at Rutgers-New Brunswick places us eighth in terms of diversity among our CIC peers. This disturbing “fact” in itself demands attention and remedy. However, we advocate an approach to diversity that takes as its starting point, rather than its endpoint, increasing statistical measures of diversity among faculty and students. We seek presidential support as a catalyst for promoting diversity in the humanities as a guiding principle across campuses, schools, and research units and to implement it through collaboration across schools in research and curricular matters and across centers/institutes with a focus on intellectual and social diversity, thus simultaneously supporting spaces of intellectual exchange dedicated to diversity while seeing diversity as an essential good for the whole community.

The committee urges the President to take the lead in diversifying humanities faculties across the University—at New Brunswick, Camden and Newark. We urge the President to:

- Ask the Deans of Humanities at each campus to work closely with department chairs and other stakeholders within departments to identify how to diversify curricula across all levels from introductory undergraduate courses to doctoral seminars;
- Develop specific appropriate faculty job descriptions that arise from this process well suited to undertaking this intellectual work; and to encourage such hires as clusters within and across departments.
- Most importantly, to envision boldly these hires for what they are: genuine “opportunity hires” who are essential for the well-being of the university. This is especially urgent for the New Brunswick campus.

By working with schools and departments, the President would encourage self-reflection and deliberation about the value of diversity across the humanities while providing visionary leadership. At a moment when universities are crucibles for highly charged debates about the nature of our society and its future, the President should seize this opportunity to back up this plan with resources by agreeing to pay for these hires out of a supplemental budget earmarked for this purpose, thus alleviating the burden placed on specific schools to subsidize an essential good that serves the needs of the entire university. Rhetoric must be matched by resources. Nothing else will enable Rutgers to achieve its potential as a leading truly diverse university equipped to help our students, the state of New Jersey, and the United States think through the opportunities and challenges that diversity continues to pose for us all.

The Faculty's Role:

Faculty are the locus of curriculum development, and should work with program directors and deans to increase attention to diversity issues

President Barchi has committed \$22 million over five years to a program of hiring of diverse faculty and mentoring faculty to enhance retention

Expertise in diversity issues should be a consideration in new faculty hires

VI. CONCLUSION

The members of the Humanities Task Force greatly appreciate the opportunity that was given to them by President Barchi to meet with our colleagues from all campuses and many humanities fields to consider the issue relating to humanities education at Rutgers. In our wide-ranging discussions over several months, while we did not always agree on the conditions or on the solutions, we were heartened by the belief held by all that the humanities matter deeply and that their survival in the 21st century matters profoundly to our world. Nurturing and sustaining them is an essential good.

Although the humanities at Rutgers are not in crisis, yet, they are in a somewhat diminished and demoralized state. The recommendations in this report propose the means for fortifying and expanding the humanities here at the University, insuring their robust health in the years ahead. The investment needed is not large, but the return on the investment will be: more opportunities for students, a more engaged and active humanities faculty, and a movement forward in the national and international rankings that will help to elevate Rutgers among its peers.

Although the Task Force has completed its immediate work, this report is just the starting point. It is essential that we continue this conversation on the humanities—with the president, our deans, our colleagues, and our students—as we work together to implement the recommendations contained in this report.

APPENDIX 1: HUMANITIES TASK FORCE

Convener:

Barbara A. Lee

Distinguished Professor of Human Resource Management and
Senior Vice President for Academic Affairs

Committee Members:

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Professor and Chair, History, SAS

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Staff to the Committee:

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Vice President, Institutional Research and Planning

Linda G. Schulze

Associate Vice President for Academic Affairs

APPENDIX 2: ON THE NEED FOR MORE ADVISING STAFF

Best Practices:

Best practices are expressed as a ratio of advisers to students. One adviser per 200-250 is ideal for retention. And, retention is one variable important to the national rankings!

Rutgers-New Brunswick: Advising in SAS

Overview:

It is hard to generate precise comparative data. SAS technically has 20 advisers in the Office of Academic Services, but they serve all SAS students—about 20,000 students. However, they also handle much administrative work behind the scenes that falls to the Registrar's office at other institutions (transfer credit processing, senior certification, etc.).

First-Year Advising in SAS:

Just under 4000 new first-year students must be advised in the fall semester. In the first year office in New Brunswick there are 3 advisers for that process. That number is completely out of line with comparable CIC institutions. For example, the University of Wisconsin's Undecided/Arts and Sciences unit has 16 full-time first year advisers. Similarly, Indiana U. has about 13 advisers doing the work that the 3 advisors at RU-NB have to manage.

Transfer Advising in SAS:

3 Deans in the SAS (RU-NB) Transfer Center must handle about 2600 new transfer students a year. We cannot even benchmark to the transfer population in any of the other CIC schools because most have only several hundred transfer students. Penn State is the next largest transfer population, with about 500 students per year, but those students come from Penn State satellite campuses and therefore do not need to have transfer credit evaluated.

Those 3 Transfer Deans are also responsible for approving and awarding summer and winter credit for continuing students (about 3000+ per year), for school-to-school transfer students with previous external transfer credit (about 200 per year), and for evaluating study abroad credit for programs outside Rutgers.

Rutgers-Newark Advising:

When Newark finishes the hiring they are doing right now, they will have moved that ratio from 650 students per advisor to 475.

Rutgers-Camden Advising:

There are 5 advisers in the CCAS (Camden College of Arts & Sciences) for 2,451 students.

APPENDIX 3: TEACHING ASSISTANT DATA

Rank Among AAU Publics ²	TAs
1	3,020
2	2,761
3	2,621
4	2,423
5	2,233
6	2,078
7	2,063
8	2,021
9	1865
10	1,788
11	1,767
12	1568
13	1550
14	1539
15	1,477
16	1,465
17	1,452
18	1,343
19	1319
20	1252
21	1237
22	1237
23	1,219
24	1162
25	1051
26	1,043
27	992
RUTGERS	928
29	916
30	755
31	696

¹ Data from AAUDE database.

² TA data were available for only 31 of the 34 AAU Publics.

APPENDIX 4: CIC TA/GA DATA

APPENDIX 4: CIC TA/GA DATA

A. TA/GA HEADCOUNT COMPARISONS

	2011-2012				2012-2013			
	# of TAs		# of GAs		# of TAs		# of GAs	
	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs
Rutgers	882	420	538	263	1,065	525	595	298
Public AAUs Average*								
Average	1,698	754	1,811	826	1,747	776	1,769	812
Rutgers Rank	19	19	19	19	18	16	19	19
CIC Average**								
Average	1,792	793	1,865	848	1,845	815	1,851	848
Rutgers Rank	12	12	14	14	12	12	14	14

	2013-2014				2014-2015			
	# of TAs		# of GAs		# of TAs		# of GAs	
	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs
Rutgers	966	464	514	250	885	443	475	238
Public AAUs Average*								
Average	1,859	829	1,849	852	1,786	795	1,685	769
Rutgers Rank	19	19	19	19	20	20	20	20
CIC Average**								
Average	1,848	818	1,787	819	1,868	827	1,780	810
Rutgers Rank	12	12	14	14	12	12	14	14

* Includes 20 public AAU institutions during 2011-12 to 2013-14 and 21 during 2014-15

** Includes 14 CIC insitutions - data for University of Chicago is not available

APPENDIX 4: CIC TA/GA DATA

APPENDIX 4: CIC TA/GA DATA

B. TA/GA PAY RATE COMPARISONS

Teaching Assistants	2011-12			2012-13			2013-14		
	Min Cash Salary	Average Cash Salary	Max Cash Salary	Min Cash Salary	Average Cash Salary	Max Cash Salary	Min Cash Salary	Average Cash Salary	Max Cash Salary
Rutgers	24,961	25,449	32,175	25,460	25,924	43,460	25,969	26,259	33,972
Public AAUs Average*									
Average	12,103	15,582	27,145	12,439	16,046	27,440	12,671	16,529	27,111
Rutgers Rank	1	1	4	1	1	1	1	1	3
CIC Average**									
Average	13,002	16,245	26,561	13,298	16,600	29,582	13,873	17,122	28,672
Rutgers Rank	1	1	3	1	1	1	1	1	5

Graduate Assistants	2011-12			2012-13			2013-14		
	Min Cash Salary	Average Cash Salary	Max Cash Salary	Min Cash Salary	Average Cash Salary	Max Cash Salary	Min Cash Salary	Average Cash Salary	Max Cash Salary
Rutgers	24,961	27,396	35,418	25,460	27,648	36,126	25,969	28,023	46,260
Public AAUs Average*									
Average	11,548	16,647	29,373	12,055	16,909	28,385	12,322	17,742	29,223
Rutgers Rank	1	1	3	1	1	3	1	1	1
CIC Average**									
Average	12,929	17,246	29,032	13,385	17,479	29,274	14,059	18,382	30,199
Rutgers Rank	1	1	3	1	1	4	1	1	1

* Includes 20 public AAU institutions

** Includes 14 CIC insitutions - data for University of Chicago is not available

APPENDIX 4: CIC TA/GA DATA

APPENDIX 4: CIC TA/GA DATA

C. NET COSTS/TEACHING ASSISTANTS AND RESEARCH ASSISTANTS

Teaching Assistants	2011-12		2012-13		2013-14	
	Resident	Non-Resident	Resident	Non-Resident	Resident	Non-Resident
Rutgers	38,314	45,064	39,107	46,289	39,886	47,500
CIC Average**						
Average	27,488	38,263	28,227	39,354	28,991	40,389
Rutgers Rank	2	2	2	2	2	2

Graduate Assistants	2011-12		2012-13		2013-14	
	Resident	Non-Resident	Resident	Non-Resident	Resident	Non-Resident
Rutgers	40,261	47,011	40,831	48,013	41,650	49,264
CIC Average*						
Average	27,235	37,991	27,666	39,097	28,933	40,359
Rutgers Rank	1	2	1	2	1	2

*Includes 14 CIC insitutions - data for University of Chicago is not available

APPENDIX 5: SURVEY OF EMPLOYERS

Key Findings from 2013 Survey of Employers

- **Innovation a Priority:** 95% of employers say they give hiring preference to college graduates with skills that enable them to contribute to innovation in the workplace.
- **It Takes More than a Major:** 93% of employers say that a demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than a candidate's undergraduate major. More than 75% want higher education to place more emphasis on critical thinking, complex problem solving, written and oral communication, and applied knowledge.
- **Broad Learning is Expected:** 80% of employers agree that, regardless of their major, all college students should acquire broad knowledge in the liberal arts and sciences.
- **Students Need Liberal and Applied Learning:** Employers strongly endorse educational practices that involve students in active, effortful work—practices including collaborative problem solving, research, internships, senior projects, and community engagements.
- **E-Portfolios Would Add Value:** 83% of employers say an electronic portfolio would be useful to indicate that job applicants have the knowledge and skills they need to succeed.

Employer Priorities and Consensus on College Learning Outcomes

Knowledge of Human Cultures and the Physical and Natural World

- Broad knowledge in the liberal arts and sciences 80% n
- Global issues and knowledge about societies and cultures outside the US 78% n
- Knowledge about science and technology 56% v

Intellectual and Practical Skills

- Critical thinking and analytic reasoning 82% v
- Complex problem solving 81% v
- Written and oral communication 80% v
- Information literacy 72% v
- Innovation and creativity 71% v
- Teamwork skills in diverse groups 67% v
- Quantitative reasoning 55% v

Personal and Social Responsibility

- Problem solving in diverse settings 91% n
- Ethical issues/public debates important in their field 87% n
- Civic knowledge, skills, and judgment essential for contributing to the community and to our democratic society 82% n
- Ethical decision making 64% v

Integrative and Applied Learning

- Direct experiences with community problem solving 86% n
- Applied knowledge in real-world settings 78% v

NOTES:

n indicates percentage of employers who “strongly agree” or “somewhat agree” that, “regardless of a student’s chosen field of study,” every student should attain this area of knowledge or skill.
v indicates percentage of employers who say they want colleges/universities to “place more emphasis” on this area of knowledge/skill.

Source: Hart Research Associates. *It Takes More Than a Major: Employer Priorities for College Learning and Student Success* (Washington, DC: AAC&U, 2013), www.aacu.org/leap/public_opinion_research.cfm.

The Rutgers Public Humanities Initiative

The complex geography and history of Rutgers is a source of great energy and imagination but also a challenge. Across the campuses and historic colleges that make up the rich mosaic that is Rutgers, myriad nodes of diverse kinds of research, outreach, and experimentation exist under the broad rubric of the humanities. Yet, because these are often distant from one another, faculty and students are not always well positioned to take advantage of this wealth or to collaborate effectively with one another.

In an effort to optimize the resources (human, technological, physical and financial) of the humanities at Rutgers both for our students and for the state of New Jersey, we propose the creation of a Public Humanities Initiative, situated at the president's level, to serve all four Rutgers chancellor-level units and, beyond them, the state of New Jersey. The primary mission of the Initiative will be to bring the values, traditions, research priorities, and critical acumen of the humanities disciplines to bear on the issues and challenges, and to access the many resources, that characterize contemporary New Jersey. The activities will be guided by the idea that the relationship between humanistic research and outreach is ideally reciprocal and mutually sustaining. Deeply imbedded in the humanities disciplines and committed equally to relevance in the public sphere, the Rutgers Public Humanities Initiative will draw on the multiple and diverse strengths of the New Brunswick, Camden, Newark, and Rutgers Biomedical Health Sciences.

Modelled in large part on GAIA (Centers for Global and International Affairs), which brings together faculty across all the campuses who have an interest in area studies and international concerns, this Initiative will operate with a modest physical and staff infrastructure to facilitate the communication of ideas, provide leadership in coordinating goals and priorities, seek wide input from Rutgers faculty, and ensure maximum impact from the activities of the many relevant departments and centers scattered across our sprawling campuses. It would be led by a system-wide director and an engaged and distinguished board that includes a broad representation of humanities interests in the university and the state. To assure the effectiveness of initiatives university- and state-wide, the Initiative would be supported by a small cadre of staff on each campus: a program coordinator, a clerical assistant, and one or more graduate assistants.

The Humanities Initiative would operate on a semi-virtual model, now imaginable as Rutgers becomes increasingly successful in using distance communication technologies to bring faculty and students together. By ensuring that all campuses and relevant humanities enterprises have access to suitable telecommunications facilities, we should be able to foster interconnections that extend not only to Camden, Newark, New Brunswick, and RBHS, but also to our satellite campuses and the Cooperative Extension. The Initiative will have the needs of the New Jersey public at its heart, and will foster innovative collaborations (both face-to-face and digital) to address those needs.

Guided by its mission to apply humanities scholarship to contemporary issues, such an initiative would not only facilitate our collaboration with one another, but would also provide a point of contact for engaging in partnerships to better serve the state of New Jersey. By offering a matrix through which the many public and digital humanities efforts across the university can be contacted, the University will greatly enhance the capacity of the media, teachers, private enterprise, and politicians to find the kinds of partnerships they need. Rutgers offers a wealth of services and expertise that can enrich the lives of the citizens of New Jersey if the University can collaborate with the projects and programming of organizations throughout the state.

Rather than simply inviting speakers to the university, as is our habit, we would, as part of our mandate, feature the tremendous richness of our own faculty by designating and supporting “public intellectual” fellows on a rotation on all campuses to further the mission of the Initiative through activities such as collaborative projects, public lectures, writing for public audiences, and serving as visible exemplars of Rutgers humanities scholarship in the media.

For established Humanities disciplines and centers at Rutgers, the benefits would be numerous. Most obviously a website, listserv and central office would facilitate the flow of information, communication, and collaboration. It would become easier to identify needs and possibilities for collaboration, and reduce duplication of efforts. Moreover, it would serve as a catalyst for inter-school research and service projects linking Humanities faculty and centers around Rutgers with faculty from STEM fields, the law school, and public policy departments and centers. Such communication could both foster and be fostered by three to five year thematic projects; these interdisciplinary engagements could be funded in part internally (as GAIA is in part supported not at the College level but university level) but also in part through external grants and by targeted fundraising. Smaller grants could also support working groups on a shorter time horizon, particularly suited to visiting scholars, post-docs, and graduate students. Such shorter-term projects would benefit from a residential fellowship program drawing in visiting artists, curators, journalists, and scholars working in particularly creative ways to bridge the public and the humanities. One-day and weekend workshops suited to public policy makers, practitioners, and business leaders from the tri-state region could round out the range of programming such an initiative could engender.

Thematic programming of this kind would make it possible to link ongoing projects to innovative teaching sites to benefit our undergraduates and our alumni along the lines of the online History of Rutgers course (open to alumni), the Byrne seminars (taste testing for students) and the Signature courses (sustained exposure to cutting edge research and ideas for non-specialists) in New Brunswick, and the Leadership Institute in Camden. Such interdisciplinary curricular spaces would enable us to begin developing coursework itineraries (potentially leading to interdisciplinary certificates) for students interested, to offer a few imaginable examples, in the health humanities, business ethics, or the expressive arts and public policy.

University wide conversations that spill into the public domain could begin to emerge from well-publicized public lectures and other events across campuses, from sustained programming for campus media (such as RU-TV), and from an online podcast series featuring interviews with visiting artists/scholars/practitioners and our own faculty (modelled on those hosted by Michigan State's MATRIX). Undergraduates would have ways of encountering the humanities not only in the classroom, but also through programs linking these projects with student initiated groups working in the service of the public.

The Rutgers Public Humanities Initiative would render the relevance of the humanities more visible to our present and prospective students and more prominent in New Jersey cultural life. Our tech-savvy students and their communities would be able to benefit from the self-reflective exploration of technology as they gain a deeper grasp of the value of the humanities to the individual and to the public at large. And perhaps, most importantly, they would be able to envision balancing and integrating their pragmatic interests in law, medicine, business, teaching, politics and technology with their often undervalued but very human need to reflect upon and make meaning in their lives.