I. Description of the Proposed Academic Unit

We propose a Department of Public and Applied Humanities (PAH) in the College of Humanities. The purpose of the department will be to educate students and train a new generation of scholars in the work of the humanities writ large, undertaking research-informed and publicly-facing projects that involve applications focused on improving the human condition. The department will advance in a strategic and mission-driven way the College’s longstanding history of humanities-oriented language, literature, and cultural studies research into public and digital spheres. Examples of such work include health humanities; digital humanities-driven research and pedagogy focused around the languages, literatures, and cultures that are focal areas in COH; multilingualism, translation, and interpretation studies; education in less commonly taught languages for UA students, government agencies, and community partners; and other areas where the intersection of disparate cultures and languages creates opportunities for scholars, teachers, and students to reflect and act on the question of what it means to be human.

Drawing on the College’s established record in cutting-edge humanities inquiry (e.g., Learning Games Initiative; Virtual Harlem, Virtual Cibola, iSpace) and community outreach (e.g., UA Humanities Seminars; Poetry Center; National Center for Interpretation; Center for Educational Resources in Culture, Language, and Literacy), the Department of Public and Applied Humanities will develop destination undergraduate and graduate programs to provide students with a set of skills that have been identified by numerous internal and international external analysts as key for the success of 21st Century citizens of the world. Within PAH, each of the following skills will be specifically framed in multilingual, multicultural, and collaborative action contexts:

- Synchronous and asynchronous collaboration, including physical, virtual, and hybrid modes of presence;
- Finding multilingual, multicultural, and multidisciplinary solutions to world-wide challenges;
- Creative leadership for a multicultural and multilingual world;
- Discovery, creation, expansion, and dissemination of knowledge and humanities approaches for present and future applications.

PAH will build on these skills in all aspects of the unit, from its mission and vision statements, to its undergraduate and graduate curriculum, to its promotion and tenure guidelines.
II. Purpose and Activities of the Unit

A. Identify the basic goals and objectives of the new unit.

The Department of Public and Applied Humanities will enable COH to extend its strategic focus such that the impact of humanities research, education, and community engagement will be made more visible locally, nationally, and internationally. Achieving this expanded goal will advance the College’s and the University’s mission to promote the public good by supporting research and preparing students for careers in such areas such as nonprofit advocacy, community-based organizational communication in intercultural or multilingual contexts, public-private institutional collaboration, international business and cultural practices, transnational continuing education, interdisciplinary translation, and multilingual innovation studies.

The unit will bring together scholars who specialize in extending the varieties of disciplinary expertise represented in COH’s faculty—literary studies, linguistics, area studies, and religious studies, to name a few. The unit will thus be a home for research and teaching endeavors that both intersect with existing COH departments and forge connections with other units across campus. At the center of all of the unit’s programs will be an emphasis on the interplay among language, culture, community, and technology, particularly as these fundamental human activities shape how we make meaning with one another.

The Department will also serve as a research and teaching unit that complements the work of COH’s non-academic units, such as:

- Center for English as Second Language
- Poetry Center
- Writing Skills Improvement Program
- National Center for Interpretation
- Center for Educational Resources in Culture, Language and Literacy

In short, the Department of Public and Applied Humanities will promote a program of inquiry centered on the collaborative negotiation of human meaning-making in multilingual, multicultural, and technologically mediated contexts.

B. Describe the activities, projects, and programs that will be conducted by the new unit.

The following initiatives are either already present or are under development in the College of Humanities and have been internally approved for (re)location in the Department of Public and Applied Humanities:

- MA in Second Language Learning and Educational Technology (currently housed in COH at the college level);
- Graduate Certificate in Language Program Administration (currently housed at the college level);
• Undergraduate BA in World Literatures (currently housed at the college level);
• Undergraduate Certificate in Second/Foreign Language Teaching (currently pending approval).

Future Initiatives:

Undergraduate and graduate certificates in intercultural competence; Learning Games Initiative (LGI) and its associated LGI research archive; health humanities initiatives (courses and certificate in early stages of development); degree programs in multilingualism, translation and interpretation (under development).

C. Describe demonstrable partnerships and partnership support that arise from the creation of the unit.

The Department of Public and Applied Humanities will provide a home for activities and programs developed in partnership with:
• Interdisciplinary Graduate Program in Second Language Acquisition and Teaching (SLAT);
• Title VI Center for Educational Resources in Culture, Language, and Literacy (CERCLL);
• Critical Languages Program (including partnerships with Davis-Monthan Air Force Base and Fort Huachuca Army Base);
• Learning Games Initiative (LGI) and the LGI Research Archive;
• Health Humanities collaborations with the Colleges of Nursing, Medicine (Medical Humanities), and Public Health;
• Faculty/Professional Learning Community on Contemplative Pedagogy in collaboration with the UA Confluencenter for Creative Inquiry and the UA Office of Instruction and Assessment;
• UA iSpace (including its partnership with the UA Libraries and Innovate UA);
• The multitude of scholarly projects with significant applied and community engagement components already underway in other units within COH, all of which expand the potential for internships, experiential and service learning, and mentor-driven research for the unit’s undergraduate and graduate students.

As new programs are developed, we will work with other units across campus that do related work to avoid duplicating or competing with existing programs, but rather, add to existing strengths and take advantage of existing courses.

D. How does formal creation of this unit directly promote the fostering of collaborative and synergistic research and outreach beyond what is already happening on campus with existing entities?

There are a number of recently organized units on campus that are intentionally designed in part to integrate research, teaching, technology, and outreach under a
relatively broad, yet disciplinarily distinctive umbrella. For example, the College of Social and Behavioral Science’s new School of Information integrates SBS’ expertise in archival and library science, information science, and social media studies. Similarly, the College of Education’s new Department of Teaching, Learning, and Sociocultural Studies blends areas such as literacy acquisition, heritage-language revitalization, energizing both within their respective colleges, and across campus.

The Department of Public and Applied Humanities will function similarly. Internally, it will provide COH with a hub of expertise and activity around humanities-based community engagement and digitally mediated applications combining theory and solutions to real-world challenges. Externally, it will provide the University of Arizona with an institutional fund of knowledge that spans and connects topics as diverse as language teacher training, courtroom and hospital translation, digital game-based learning, educational virtual reality modeling, place-based storytelling, intercultural retelling of myths or legends, new media preservation, and contemplative pedagogy. Such areas of expertise are increasingly common in the humanities; all are present in COH, but at present they lack an institutional home. The Department of Public and Applied Humanities provides that home, and by extension will make these areas of expertise more accessible to the campus, the community, and the world.

Notably, all of these areas will both strengthen and be strengthened by at least two—and probably more—of the hiring clusters currently being pursued: the Technology Enhanced Language Learning (TELL) Cluster and the Computational Media Cluster. Multiple faculty from both of these clusters will find energetic colleagues, synergistic research agendas, and motivated students in the Department of Public and Applied Humanities, as will a number of other independently hired faculty in units ranging from Government and Public Policy and the School of Art to Psychology, English, and Pharmacy. Thus, faculty throughout COH and the UA will find many direct possibilities for collaborative and synergistic humanities research and outreach when the new unit is able to promote and foster these focal areas directly as a core aspect of its mission.

E. Alignment of the proposed unit’s purpose to the reporting unit and the University’s strategic goals.

In both the UA Never Settle Strategic Plan and the College of Humanities Strategic Priorities, the following pertain directly to the new unit’s purpose in relation to the College of Humanities:

Engaging
Public and Applied Humanities will support the outreach efforts of the various College of Humanities Centers and will also increase service learning and internship options, resulting in enhanced connections between faculty, students, and partner organizations and individuals in the community.

- Multilingualism Studies and Translations Studies grow in the form of certificates and degree programs, some already established and others currently under development.
• We continue to advance global cultural literacy and a sense of the multiplicities of languages (multilingualism), all critical to successful participation in a diverse and international workforce, for all students of Humanities. Accomplishments include participation of two of our faculty members (Dupuy and Warner) as co-directors of the Title VI multiyear grant in the Center for Education and Research in Culture, Language, and Literacy (CERCLL and participation in a multi-million €/$ grant on multilingualism by Gramling and Warner).

**Innovating and Partnering**

• Fuelling new aspects of humanities research advances multilingual approaches and interfaces with our increase of funding development with grants and foundation support. Successful funding endeavors include the aforementioned grant on multilingualism and the Joint/Dual Ph.D. program in Transcultural German Studies with the University of Leipzig. This Arts and Humanities Research Council large-grant project is *Researching Multilingually at the Borders of Language, the Body, Law and the State*, led by Prof. Alison Phipps at Glasgow University.

• Concomitant initiatives in Multilingualism and Translation Studies interface with this grant in essential ways.

• The same grant has support for segments of our Humanities, Health, and Wellness initiatives.

• We continue to assure success in one of the University’s and College's most important priorities by a multi-layered approach to Border Studies including:

  o CESL and CONAHEC in Mexico, in collaboration with UA Global Initiatives, drives an initiative now underway for a total of 10,000 Mexican high school and college students and teachers to study English for 4-6 weeks in the US starting in July 2014-present, with more engagement each quarter.

  o An additional set of major initiatives under the leadership of the Director of CESL, Dr. Suzanne Panferov, to facilitate education of ca. 200 Mexican educators in post-secondary education institutions there.

• We continue to assure that the premier multicultural and multilingual M.A. and doctoral programs at the University of Arizona attract and graduate top quality candidates by enhancing funding for graduate students whenever possible, including for SLAT students, by investing in graduate student funding.

• We assure that the inter- and transdisciplinary interests of all recent hires and candidates for new positions include teaching and research, both theoretical and applied, that contribute to College initiatives in one or more of these areas:

  o Border Studies in many contexts;

  o Language Mediation, Multilingualism, Translation and Interpretation: We are continuing to develop courses and certificates that expand enrollments in these areas, including an online degree in related topics under development, an online certificate under development, and a new graduate certificate in Language Program Leadership.

  o A developing track of several courses for Health Humanities for undergraduates pursuing careers in the health professions; transdisciplinary projects with a focus on Health Humanities, and Wellness, in conjunction with the Confluencenter and the OIA initiatives connected to Contemplative Pedagogies and Contemplative Traditions.
These are initiatives already established with events, funding, and projects, as well as work on a proposed edited volume on these topics;
- Expanding applied humanities projects in visual culture, world literatures, immigration issues, and other transdisciplinary projects;
- Advancing funded research opportunities by opening participation in transdisciplinary global research initiatives, such as the AHRC Translating Cultures project, directly involving faculty in COH and in partnership with others.
- Continued growth of the self-supporting Humanities Seminars Program and its important endowment.

Synergies

- Discussions and events for the Humanities, Health, and Wellness initiative have sparked great interest and collaborations, and potential further collaborations are under discussion with the College of Public Health, College of Nursing, and College of Medicine.
- Key hires in all of the COH academic units are very promising and have been accomplished by engaging intellectual synergies with many different units across campus.
- Relationships with existing global research initiatives and funded grants, and with our Title VI Center (CERCLL), in whose funding the College has played an integral part to assure that they are funded in next Title VI competition.
- Collaboration and leadership for the new initiatives and myriad contributions to a wide set of projects include Digital Humanities; Humanities, Health, and Wellness; Language Mediation, Multilingualism, and Interpretation; various initiatives and events related to Public and Applied Humanities.

F. Documented support from affiliated faculty, department heads, and deans. At the college level, alignment of the proposed unit’s goals and objectives to the college’s recruitment plan and programmatic priorities.

Please see attached statements of support.

Recent key hires in all of the COH academic units connect with the goals of Public and Applied Humanities, and also connect with scholars from many different units across campus. College of Humanities faculty who are part of the Technology Education and Language Learning (TELL) and Computational Media Cluster Hire initiatives in particular will find fertile collaborations in connection with Public and Applied Humanities. Collaborative and synergistic research and outreach between the many faculty members in COH with research and educational expertise in Public and Applied Humanities will be enhanced when the Public and Applied Humanities promotes and fosters them directly as a core aspect of its mission.
G. Clear statement of the evaluative criteria to be used in the comprehensive review. How will the proposed unit demonstrate success?

The evaluative criteria to be used in a comprehensive review are the same as those used in any Academic Program Review of an academic unit at the UA. In more detail for this new unit, the following principles and criteria will pertain:

1. Meet or exceed ABOR metrics concerning enrollments and graduates from degree programs as those programs are developed within the department. Similar metrics for completion of certificates will be used. The start-up time frame to reach these ABOR metrics will be taken into consideration as new degrees or certificates are approved.
2. Address Never Settle and College strategic priorities under the constraints of available funds.
3. Develop an appropriate number of new courses, certificates, and/or degree majors or minors (graduate and undergraduate) to address student interests and workplace skills related to the overall mission of the unit concerning Public and Applied Humanities.
4. Document the post-graduation placement of students who have completed programs in the new department to insure that we are preparing students for the workplace in many different applied and public contexts. Students educated in ways of knowing and applied skills garnered through their studies of the humanities will gravitate to diverse careers, including some that we cannot yet even imagine.
5. Enhance and expand the efficacy and vitality of instructional programs and advising in collaboration with the COH structures already in place. As programs grow, an increased student-to-instructor ratio will be one measure of success.

III. Resources

A. Faculty and Staff

1. List the name, rank, highest degree, primary department and estimate of the level of involvement of all current faculty and professional staff who will participate in the new unit. Also, indicate the position each person will hold in the new unit.

   - Dupuy, Beatrice; Professor; Ph.D.; French & Italian; will be .49 FTE in PAH
   - Ferdinandt, Nicholas; Associate Professor; Ed.D.; Center for English as a Second Language; will be .25 FTE in PAH
   - Granger, Sumayya; Assistant Professor; Ph.D.; Center for English as a Second Language; will be .25 FTE in PAH
   - Panferov, Suzanne; Professor; Ph.D.; Center for English as a Second Language; will be .25 FTE in PAH
   - Ruggill, Judd; Associate Professor; Ph.D.; will be 1.0 FTE in PAH
   - White, Edmund; Associate Professor; Ph.D.; Center for English as a Second Language; will be .25 FTE in PAH
• Wildner-Bassett, Mary; Professor; Ph.D.; German Studies; will be .49 FTE in PAH.

2. List the clerical and support staff positions that will be included in the new unit. The unit will be supported by one administrative associate, aided by a graduate student assistant. Additionally, as with all COH units, business and personnel functions, IT, and external relations will be supported by the college.

3. Project the number and type of new faculty and staff positions that will be needed by the unit during each of the next three years. Currently, there are no plans to hire more faculty for Public and Applied Humanities. As the unit’s programs grow, it may become necessary to add additional faculty and staff. Any additional positions needed would be funded via RCM proceeds and also by funds earned from the MA in Second Language Learning and Educational Technology, a program offered through UA Online.

B. Physical Facilities and Equipment

1. Identify the physical facilities that will be required for the new unit and indicate whether those facilities are currently available. Space already available to COH will be used or re-purposed for the needs of the faculty members with partial (or perhaps later, full) appointments or affiliations with PAH.

2. List all additional equipment that will be needed during the next five years and the estimated cost. Existing policies and funding for computer and other technology acquisition or refresh for faculty will continue to support the needs of the faculty members with appointments or affiliations with the PAH. Existing policies and funding for computer and other technology acquisition or refresh for business staff will also be maintained.

C. Library Resources, Materials, and Supplies

1. Identify any additional library acquisitions that will be needed during the next three years and the estimated cost. Current holdings and subscriptions are adequate for the unit’s initiatives.

2. List any special materials or supplies, other than normal office supplies, that will be required by the new unit. No special materials or supplies are needed.

D. Other Information

1. Identify any implications of the proposed change for regional or programmatic accreditation. NA

2. Provide any relevant information, not requested above, that will assist reviewers in evaluating this proposed addition.

The following HUMS courses will be converted to PAH courses if this proposal is approved:
E. Financing

1. Explain the university’s plan for providing adequate financing for the unit.

The unit will be valued and supported by COH as the RCU, with funds accruing to the unit to enable further growth. While some taxation of RCM-based unit revenues for COH reserves is necessary, the new unit will also need start-up support of various kinds until it can be self-supporting with RCM model distributions. The new department and COH will collaborate to develop a mechanism to begin building a reserve that meets RCM requirements to flourish. When metrics are used for decision making regarding allocation of funds within the College, multi-year rolling averages will be employed, and this new unit may require start-up subvention until its programs are well-established. COH will hire a new administrative associate for the department. Additionally, as with all COH units, the department will be supported by the COH Business Team in dealing with grants, accounting, business transactions, and human resource management. The new department and COH will collaborate to develop a mechanism to begin building a reserve that meets RCM requirements to flourish. COH decision-making process regarding the allocation of new faculty lines to COH departments and programs should include the new department as appropriate, and be conveyed explicitly to the other department Heads and Directors on an ongoing basis through meetings where criteria and rationale for decisions are articulated.
2. Identify potential sources for external funding for the unit.

Grant funding sources include the National Endowment for the Humanities Digital Humanities Initiatives such as the following:

- Digital Humanities Implementation Grants; Digital Humanities Start-up Grants; Digital Projects for the Public.
- Health Humanities initiatives: The National Endowment for the Humanities (NEH) and the Arts and Humanities Research Council of the United Kingdom (AHRC) are cooperating to advance research in the humanities that focuses on the humanities and health and well-being. Applications are invited for support of collaborative research projects that use humanities disciplines to better understand health, well-being, disability, medical science and technology, or other aspects of the health sciences.

3. If state funds will be used, indicate whether new appropriations will be requested or existing appropriations will be reallocated. If reallocating existing appropriations, indicate where these will be drawn from.

   RCM is the model that will fund the new unit, as explained in section E above.

4. Complete the Budget Projection Form, projecting the operating budget for the proposed unit for the next three years.

   See Attached.

5. Estimate the amount of external funds that may be received by the unit during each of the first three years.

There are many sources of funding for the many projects involved and under development for PAH. As just one example, NEH supports projects with outright funds, matching funds, or a combination of the two. It is within reason that a grant for total expenditures of approximately $100,000 can be secured in years two and/or three of the existence of the unit. Several projects are already in development which include a combination of public and private funding sources or private sources, as well as fee-for-service possibilities.
## Proposed New Academic Units:

<table>
<thead>
<tr>
<th>Name of Proposed Unit</th>
<th>Level (College, School, Department, Division, etc.)</th>
<th>The name of the existing College/School under which the proposed unit will be established (if applicable)</th>
<th>Brief Description (max 50 words)</th>
<th>Justification (max 50 words)</th>
<th>New Resources, if any, and Source</th>
<th>Savings/ Efficiencies Gained</th>
</tr>
</thead>
</table>
| Department of Public and Applied Humanities         | Department                                           | College of Humanities                                                                            | The unit will be a home for research and teaching endeavors that both intersect with existing College departments and forge connections with other campus units. The degree programs will emphasize the interplay among language, culture, community, and technology, as these activities shape how we make meaning with one another.                                                                                      | The Department of Public and Applied Humanities will enable the College to extend its strategic focus such that the impact of humanities research, education, and community engagement will be made more visible locally, nationally, and internationally. Achieving this expanded goal will advance the College’s and the University’s mission to promote the public good by supporting research and preparing students for careers in such areas such as nonprofit advocacy, community-based organizational communication in intercultural or multilingual contexts, public-private institutional collaboration, international business and cultural practices, transnational continuing education, interdisciplinary translation, and multilingual innovation studies. The Department will provide a home for activities and programs developed in partnership with:  
  - Interdisciplinary Graduate Program in Second Language Acquisition and Teaching;  
  - Title VI Center for Educational Resources in Culture, Language, and Literacy;  
  - Critical Languages Program (partnerships with the military); | Potential grant funding sources include National Endowment for the Humanities Digital Humanities Initiatives such as the following:  
  - Digital Humanities Implementation Grants; Digital Humanities Start-up Grants; Digital Projects for the Public.  
  - Health Humanities initiatives: The National Endowment for the Humanities (NEH) and the Arts and Humanities Research Council of the United Kingdom (AHRC) are cooperating to advance research in the humanities that focuses on the humanities and health and well-being. Applications are invited for support of collaborative research projects that use humanities disciplines to better understand health, well-being, disability, medical science and technology, or other aspects of the health sciences. |
- Health Humanities collaborations with the Colleges of Nursing, Medicine, and Public Health;
- Faculty/Professional Learning Community on Contemplative Pedagogy in collaboration with the Confluence Center for Creative Inquiry and the Office of Instruction and Assessment;
- Scholarly projects with significant applied and community engagement components that expand the potential for internships, experiential and service learning, and research for students.
Appendix: Support for Public & Digital Humanities

Proposal for a Department of Public and Digital Humanities (PDH) in the College of Humanities—responses of support by Department Heads and Program Directors in the College of Humanities

- Compitello, Malcolm Tuesday February 9, 2016 4:31 pm

I support the establishment of the new COH department of public and digital humanities.

- Panferov, Suzanne Tuesday, February 9, 2016 3:59 pm

I fully support this proposal!!! The content is great. Congrats!!! Bravo on this!

Suzanne

- Ferdinandt, Nicholas Wednesday, February 10, 2016 9:58 am

Dear Dr. Wildner-Bassett,

I am writing to give my full support to the proposal for establishment of the Department of Public and Digital Humanities (PDH) in the College of Humanities. In my role as the Director of the Critical Languages Program in COH and as an Associate Professor teaching courses to be housed in PDH, I heartily support the initiatives described in the proposal to establish this department.

The proposal and the mission of the department clearly support the mission of COH and extend the excellent work that COH does in promoting human understanding at the University of Arizona and beyond. It is our duty in the Humanities to interpret what we do to make it meaningful for all who learn from us and it is interdisciplinary initiatives, such as PDH, that keep us on the cutting edge of the Humanities research and teaching in the US.

Please let me know what else I can do to support the establishment of this department and contribute to its mission going forward.

Best,

Nicholas Ferdinandt, Ed.D.
Associate Director, Center for English as a Second Language
Director, Critical Languages Program
Director, ESL Academic Bridge Programs
• Durand, Alain-Phillipe. Wednesday, February 10, 2016 10:02 am

Dear Mary,

I am fine with the creation of this new department of Public and Digital Humanities in the College of Humanities.

Best,

Alain-Philippe Durand
Director, School of International Languages, Literatures, and Cultures (SILLC)
Director, Africana Studies
Interim Head, Dept. of French and Italian
Distinguished Fellow, Honors College

• Leafgren, John. Wednesday, February 10, 2016 12:43 pm

Dear Dean Wildner-Bassett,

I am writing this to formally express my approval of the Proposal for the New Academic Unit, Department of Public and Digital Humanities.

Sincerely

Dr. John Leafgren, Head
Department of Russian and Slavic Studies

• Welter, Albert Wednesday, February 10, 2016 12:34 pm

I've had a chance to peruse the document and am impressed by its scope and comprehensiveness. I absolutely [support the new unit].

Albert

Albert Welter, PhD
Professor and Head, Department of East Asian Studies
Associate Director, School of International Languages, Literatures, and Cultures (SILLC)
Dear Mary,

I am writing in support of the creation of the Department of Public and Digital Humanities (PDH) in the College of Humanities. The Department of Religious Studies and Classics looks forward to collaborating with PDH in providing students and scholars with opportunities to bring humanities-oriented language, literature, and cultural studies research into public and digital spheres.

Sincerely,
Karen

Karen K. Seat, Ph.D.
Head
Department of Religious Studies and Classics

---

From: Barbara Kosta
Date: Wednesday, February 10, 2016 at 1:44 PM
To: Mary Wildner-Bassett
Subject: Re: URGENT RESPONSE NEEDED PLEASE BY FEB 10 2 PM

Dear Mary,

I support the proposal for the establishment of the Department of Public and Digital Humanities.

With best wishes,
Barbara

Barbara Kosta. Professor and Head
Department of German Studies | Affiliated Faculty of Women's Studies
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