SENATE LEGISLATION APPROVAL

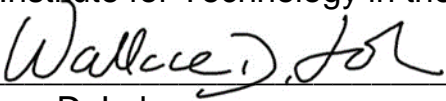| **Date:**	December 10, 2015
To:	Wallace D. Loh
From:	Willie Brown Chair, University Senate
Subject:	Approval of the PCC Proposal to Establish a Post-Baccalaureate Certificate in Digital Studies in the Arts and Humanities
Senate Document #:	15-16-12

I am pleased to forward for your consideration the attached legislation entitled, "PCC Proposal to Establish a Post-Baccalaureate Certificate in Digital Studies in the Arts and Humanities" Andrew Harris, Chair of the Programs, Curricula, and Courses Committee, presented the proposal. The University Senate approved the proposal at its December 9, 2015 meeting.

We request that you inform the Senate Office of your decision as well as any subsequent action related to your conclusion.

Enclosure: Approval of the PCC Proposal to Establish a Post-Baccalaureate Certificate in Digital Studies in the Arts and Humanities
Senate Doc. No. 15-16-12

WB/rm

Cc: Mary Ann Rankin, Senior Vice President and Provost
        Reka Montfort, Executive Secretary and Director, University Senate
        Michael Poterala, Vice President and General Counsel
        Steven Marcus, Associate Provost for Faculty Affairs
        Elizabeth Beise, Associate Provost for Academic Planning & Programs
        Sylvia B. Andrews, Academic Affairs
        Andrew Harris, Chair of the PCC Committee
        Bonnie Thornton-Dill, Dean, College of Arts and Humanities
        Alene Moyer, Associate Dean for Academic Affairs, College of Arts and Humanities
        Matthew Kirschenbaum, Associate Professor of English and Director of the Maryland Institute for Technology in the Humanities

Approved: _____   Date: _____12-14-2015_____
             Wallace D. Loh
             President

University Senate
TRANSMITTAL FORM

Senate Document #:	15-16-12
PCC ID #:	15011
Title:	Establish a Post-Baccalaureate Certificate in Digital Studies in the Arts and Humanities
Presenter:	Andrew Harris, Chair, Senate Programs, Curricula, and Courses Committee
Date of SEC Review:	November 23, 2015
Date of Senate Review:	December 9, 2015
Voting (highlight one):	1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report
Statement of Issue:	The College of Arts and Humanities proposes to establish a 15-credit Post-Baccalaureate Certificate in Digital Studies in the Arts and Humanities. This certificate program will be for students who are enrolled in Arts and Humanities graduate degree programs. The certificate program will allow Arts and Humanities graduate students to bridge their academic studies with the knowledge of digital tools, theory, and/or resources that are used or could be used in their discipline. Students will study new forms of digital media and identity, engage in creative practices utilizing digital media, or apply computational tools and techniques to areas of traditional humanistic study. The wide range of disciplines and activities in Arts and Humanities graduate programs will result in a variety of student papers or projects. Examples include text mining algorithms to a study a corpus containing thousands of documents, an essay detailing new critical approaches to online media or representation, and using 3D animation to construct an immersive environment for the study of a historically significant space or place.

Course requirements for the certificate program include MITH610, a three-credit introductory course; a three-credit disciplined-based praxis course; MITH729, a one-credit colloquium that must be taken in three terms; and six credits of electives. The program will be administered by the Maryland |

	Institute for Technology in the Humanities (MITH), and co-sponsored by the Department of English and the School of Languages, Literatures, and Cultures. The program co-sponsorship is designed not to be permanently fixed in any one department and may migrate to another Arts and Humanities department after the first three years, even as MITH's involvement remains constant. The College of Arts and Humanities will oversee the transition of co-sponsorship when one department is ready to relinquish it and another department is ready to accept. This proposal was approved by the Graduate School Programs, Curricula, and Courses committee on October 28, 2015, and was approved by the Senate Programs, Curricula, and Courses committee on November 13, 2015.
Relevant Policy # & URL:	N/A
Recommendation:	The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this new certificate program.
Committee Work:	The committee considered this proposal at its meeting on November 6, 2015. Matthew Kirschenbaum, Associate Professor of English and director of the Maryland Institute for Technology in the Humanities, presented the proposal. The committee asked for clarifications on admissions, administrative oversight, and learning outcomes. These clarifications were incorporated into a revised proposal, which was unanimously approved by the committee.
Alternatives:	The Senate could decline to approve this new certificate program.
Risks:	If the Senate declines to approve this certificate program, graduate students in the Arts and Humanities will miss an opportunity to develop valuable skills and knowledge through an interdisciplinary study of digital technologies and applications.
Financial Implications:	There are no significant financial implications with this proposal.
Further Approvals Required:	If the Senate approves this proposal, it would still require further approval by the President, the Chancellor, and the Maryland Higher Education Commission.

THE UNIVERSITY OF MARYLAND, COLLEGE PARK
PROGRAM/CURRICULUM/UNIT PROPOSAL

- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

- Please submit the signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.

College/School:
Please also add College/School Unit Code-First 8 digits: 01202700

Department/Program:
Please also add Department/Program Unit Code-Last 7 digits: 1272901

Type of Action (choose one):

☐ Curriculum change (including informal specializations)
    ☐ Curriculum change for an LEP Program
☐ *Renaming of program or formal Area of Concentration*
☐ *Addition/deletion of formal Area of Concentration*
☐ *Suspend/delete program*

X *New academic degree/award program*
☐ New Professional Studies award iteration
☐ New Minor
☐ Request to create an online version of an existing program

Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

Summary of Proposed Action:
We propose to create a new Graduate Certificate in Digital Studies in the Arts and Humanities and Arts at UMCP that will initially be administered by the Maryland Institute for Technology in the Humanities (MITH), and co-sponsored by the Department of English and the School of Languages, Literatures, and Cultures. Digital Studies in the Arts and Humanities is an interdisciplinary approach to scholarship and teaching that combines the critical study of new forms of digital media and identity with creative practices utilizing digital media and the application of computational tools and techniques to areas of traditional humanistic study. The learning outcomes from the Certificate center upon preparing students to conduct digital research and scholarship in their chosen field of study, and doing so with knowledge of existing digital work in that field, knowledge of best practices for project planning and development, and a critical awareness of the complex issues surrounding digital representation and identity.

Departmental/Unit Contact Person for Proposal: Matthew Kirschenbaum, mgk@umd.edu

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APPROVAL SIGNATURES - *Please print name, sign, and date. Use additional lines for multi-unit programs.*

1. Department Committee Chair _____ 25 Aug 2015

2. Department Chair _____ MITH

3. College/School PCC Chair ___ Thomas C. Moser, Sr. _____ 9/10/15

4. Dean ___ Alene Moyer ___ Alene Moyer ___ 9/10/2015

5. Dean of the Graduate School (if required) _____

6. Chair, Senate PCC _____ 11/5/2015

7. University Senate Chair (if required) _____

8. Senior Vice President and Provost _____

PROPOSAL FOR

NEW INSTRUCTIONAL PROGRAM

UNIVERSITY OF MARYLAND AT COLLEGE PARK, MARYLAND

Graduate Certificate in Digital Studies in the Arts and Humanities

College of Arts and Humanities

Dean Bonnie Thornton Dill

Proposed Initiation Date: **Spring 2016**

I. OVERVIEW and RATIONALE

A. We propose to create a new Graduate Certificate in Digital Studies in the Arts and Humanities at UMCP that will initially be administered by the Maryland Institute for Technology in the Humanities (MITH), and co-sponsored by the Department of English and the School of Languages, Literatures, and Cultures. The learning outcomes from the Certificate (detailed further below) center upon preparing students to conduct digital research and scholarship in their chosen field of study, and doing so with knowledge of existing digital work in that field, knowledge of best practices for project planning and development, and a critical awareness of the complex issues surrounding digital representation and identity.

Digital Studies in the Arts and Humanities (hereafter also Digital Studies or DSAH for short) is an interdisciplinary approach to scholarship and teaching that combines the critical study of new forms of digital media and identity with creative practices utilizing digital media and the application of computational tools and techniques to areas of traditional humanistic study. While it is often hands-on or applied, Digital Studies also encourages, indeed demands, work that is primarily critical, theoretical, or experimental in nature. Broadly speaking then, Digital Studies is a critical scholarly and creative response to the widespread influence of digital media across nearly every aspect of contemporary life; more specifically, it recognizes that teaching, research, and scholarship in the arts and humanities cannot remain isolated from the networks, platforms, and new media all around us. Scholars and practitioners of the arts and humanities should play an active critical and creative role in shaping both the reception and development of digital media, both in our disciplines and in society at large.

While there is no universal method or one single core competency in DS, specific examples of applied work might include using text mining algorithms to study a corpus containing thousands of documents, drawing on the potential of "crowdsourcing" to help transcribe and annotate a set of literary manuscripts, and using 3D animation to construct an immersive environment for the study of a historically significant space or place. Visualization techniques, geographic information systems, and even various forms of computer gaming are also common applications. It is increasingly clear that Digital Studies in some form or another is an essential element of graduate training in the 21st century humanistic disciplines. This Certificate aims to help deliver these critical competencies and perspectives to the graduate population of the College of Arts and Humanities.

Maryland is ideally positioned to support such a Certificate and indeed some might argue that it is long overdue. Other Big Ten universities with graduate-level Digital Studies or Digital Humanities (DH) certificates include Iowa, Michigan State, Nebraska, and Wisconsin-Madison. Prospective graduate students routinely inquire into the possibilities for formalized training and credentialing in Digital Studies here. This is due in no small part to the significant but heretofore compartmentalized Digital Studies resources already existing on the College Park campus. Since 1999, UMD has been the home of the Maryland Institute for Technology in the Humanities (MITH), an internationally recognized leader in digital projects and research. Indeed, all of the examples given in the previous paragraph are based on actual projects MITH has undertaken. The Department of English is the tenure home for the greatest concentration of ARHU faculty currently using digital methods and tools, and historically it has had close ties to MITH (both of MITH's directors have been Professors of English). Other ARHU departments with faculty doing digital work include History, Art, Art History, Women's Studies, American Studies, Communication, Classics, The School of Theatre, Dance, Performance Studies, and the School of Languages, Literatures, and Cultures. Women's Studies currently supports a Multimedia Studio; The School of Theatre, Dance, and Performance Studies has both the Rever Rome telepresence Studio and a new Digital Design Studio; Art History supports the Michelle Smith Collaboratory for Visual Culture; and SLLC supports the Roshan Institute for Persian Studies, which has recently launched a number of digital initiatives. A Certificate thus offers an effective way to create interdisciplinary community amongst the graduate students and faculty working in these areas; to leverage existing resources and expertise; and to raise the College's profile as a center of excellence in Digital Studies and a destination for prospective students wishing to undertake such work.

B. The program is intended to support a steady state of 10-15 students per year drawing from the graduate population across the College of Arts and Humanities.

II. CURRICULUM

A.   Provide a full catalog description of the proposed program, including educational objectives and any areas of concentration.

Digital Studies in the Arts and Humanities (DSAH) is an established interdisciplinary approach to scholarship and teaching that involves the application of computational tools and techniques to areas of traditional humanistic study, from Classics to the present day. While it is often hands-on or applied in nature, DSAH also encourages, indeed demands, work that is primarily critical, theoretical, or experimental in nature. Students will enroll in an interdisciplinary foundations course offering exposure to various digital methods and tools, discuss the nature of digital research and its challenges, and develop their capacity to conceive of their own research in relation to digital practices. A colloquium format will ensure an ongoing intellectual community integrating enrolled students, interested faculty, and visiting scholars. The remaining credits are compiled from elective coursework, some of which is explicitly hands-on in nature. The Certificate thus offers formalized instruction, a peer community, and credentialing in one or more aspect of Digital Studies related to the student's academic interests.

B. List the courses (number, title, semester credit hours) that would constitute the requirements and other components of the proposed program. Provide a catalog description for any courses that will be newly developed or substantially modified for the program.

We propose a **15-credit** Certificate, apportioned as follows:

MITH 610. Introduction to Digital Studies in the Arts and Humanities. 3 CORE credits. This course (to be cross-listed in the instructor's home department) is designed to introduce students to current topics and critical issues in this diverse, complex, and rapidly changing field, with a special emphasis on approaches to Digital Studies as practiced by faculty and other experts here at UMD. The course will combine an overview of key topics and methodologies with hands-on workshops, critical discussion, guest speakers (both from campus and elsewhere via virtual technology), and site visits to relevant facilities (again both on campus as well as area institutions such as the Folger Library or National Gallery). While topical areas may change in keeping with developments in the field and the expertise of individual instructors, embedding the course in the actual praxis of Digital Studies as it exists here at UMD will ensure the consistency and continuity of the intellectual experience from one cohort to the next. Examples of topical areas to be covered include Data Mining the Social Web, Reimagining the Archive**,** Digital Aesthetics/Digital Play**,** and Global Digital Identities. Evaluation will be based on weekly hands-on exercises, class participation, presentations, and a series of written prompts.

Praxis Course. 3 CORE credits. Selected from a course list pre-approved by the Director, the required Praxis course will feature significant hands-on exposure to some set of digital tools or techniques and/or applied digital project work; students may also petition the Program Director for the inclusion of a Praxis course not on the pre-approved list, including independent studies. A representative Praxis list as based on current or recent ARHU offerings is as follows:

ARTT448D – Advanced Printmaking Studio: Digital Processes
ARTT449B – Advanced Photography Studio: Digital Photography and Inkjet Printmaking Techniques
ARTT479 – Advanced Digital Media Studio
ARTT489F – Advanced Special Topics in Art: Digital Photography
ARTT489I – Advanced Special Topics in Art: Digital Imaging
ARTT489P – Advanced Special Topics in Art: Experimental Film and Video
COMM498J – Seminar in Editing: Creating Meaning in Digital Media
COMM498Q – Seminar: Sound, Lighting, and Cinematography in the Digital Media Platform
DANC 766 Movement Observation
ENGL488A – Web Authoring: Text, Image, & Design
ENGL 631 – Twentieth Century Literature
ENGL 668K – Introduction to Digital Studies
HIST419E – Special Topics in History: Making and Critiquing Digital History
MUSC463 – Applications in Music Technology
THET 699D -- Media Design / Advanced Media Design
TDPS 458E -- Projection Design in Unconventional Environments
THET 428D -- Advanced Media Design
THET 669M -- Mediaturgy
WMST 498P -- Gender, Race and Digital Media: Transforming Cultures and Technologies

MITH 729. Digital Studies in the Arts and Humanities Colloquium. 1 CORE credit (repeated THREE times). Repeated enrollment in this course will ensure intellectual continuity and community throughout the student's time in the Certificate program. The facilitator will organize periodic meetings devoted to discussing shared readings, hands-on experimentation of a new tool or technique, meetings with visiting speakers, and the presentation of student work.

Once during his or her time in residency in the Colloquium, each student will be required to present on a paper or project demonstrating a substantial degree of engagement with methods, tools, controversies, or theoretical issues in the digital arts and humanities (this paper or project may be drawn from work completed for one of the elective requirements below). While planning and scheduling will center upon students enrolled in the Certificate, it will be open to any interested faculty, staff member, or student.

Electives. 6 credits. Elective courses may be selected from within the student's home department and/or across the College of Arts and Humanities or (potentially) elsewhere in the university, pending permission from the student's home department. Appropriate electives will emphasize digital methodologies and/or the study of digital media and culture. The Program Director will circulate a list of pre-approved ARHU electives each semester, based on current graduate offerings; students may also petition the Program Director for the inclusion of an elective course not on the pre-approved list, including independent studies. A sample list based on current or recent ARHU offerings is as follows:

AMST418B – Cultural Themes in America: Digital Diversity
AMST418E – Cultural Themes in America: Digital Media and Everyday Life
AMST628M – Seminar in American Studies: Social Activism and New Media
AMST628N – Seminar in American Studies: Space, Place, and Identity in the Digital Age
AMST628V – Seminar in American Studies: Embodiment and Space in the Digital Age
AMST629I – Seminar in American Studies: Materiality and Networked Society
ARAB499K – Special Topics in Arabic Studies: Culture Wars: Controversial Social Issues in Arabic Literature, Film, and Cyberculture
ARTT489R – Advanced Special Topics in Art: New Media
ARTT489W – Advanced Special Topics in Art: Critical Theory of New Media
ARTT498I – Directed Studies in Studio Art: Animation, Editing, and Special Effects
COMM738B – Seminar in Mediated Communication: Visuality and the Media
COMM738E – Seminar in Mediated Communication: Media Effects
COMM738G – Seminar in Mediated Communication: Gender, Media, and Culture
DANC 466 Laban Movement Analysis
ENGL467 – Computer and Text
ENGL 719A – Early Modern Media
ENGL 738T – TechnoRomanticism
ENGL 748D – Archives, Media, Dickinson, and Poetry
ENGL758B – Literary Criticism and Theory: Book 2.0: The History of the Book and the Future of Reading
ENGL 758C -- Simulations
ENGL759A – Seminar in Literature and the Other Arts: Methods and Issues in Cinema and Media Studies
TDPS 459M -- Movement Design for Theatre.
THET 489 -- Post 9/11 Theatre and Performance.
WMST 452 – Women in the Media
WMST 498T – Advanced Special Topics in Women's Studies: Media and Feminist Studies
WMST698 – Special Topics in Women's Studies: Media and Feminist Studies

We expect additional courses that would serve as electives to become available on an ongoing basis. For example, the School of Languages, Literatures, and Cultures currently has a "Global Digital Humanities" course in the development phase, with the target of Spring 2016 for its first offering.

Students will be permitted to petition the Director for retroactive application of coursework completed within the last 18 months for Certificate credit.

A maximum of 6 Certificate credits (and 3 CORE credits) may be earned at the 400-level.

The following tenured or tenure-track faculty in the College regularly offer courses that could be expected to support the Certificate's requirements:

Ali Abasi (SLLC, Persian)
Chanon Adsanatham (ENGL)
Hester Baer (GERM)
Karen Bradley (TDPS)
Shannon Collins (ART)
Hasan Elahi (ART)
Jason Farman (AMST/DCC)
Neil Fraistat (ENGL)
Oliver Gaycken (ENGL/FILM)
Meredith Gill (ARTH)
Franklin J. Hildy (TDPS)
Sahar Khamis (COMM)
Melanie Kill (ENGL)
Katie King (WMST)
Matthew Kirschenbaum (ENGL)
Kari Kraus (ENGL/LIS)
Alexis Lothian (WMST)
Peter Mallios (ENGL)
Jared Mazzochi (TDPS)
Brandon Morse (ART)
Martha Nell Smith (ENGL)

C. Describe any selective admissions policy or special criteria for students selecting this field of study.

Admission to the Certificate will be selective. Students will be asked to provide a brief rationale explaining their interest in Digital Studies and its relationship to their academic or professional work. They will also attest to their current good standing in the academic program in which they are enrolled. Diversity will be a prime consideration in admission, as will the student's current academic standing, the extent to which he or she can demonstrate the integration of his or her research or professional plans with the goals and objectives of the program, and the faculty's assessment of the fit between the student's interests and current faculty expertise amongst those staffing the program.

In the event of fewer applications than there are available seats in the program, the Director will be responsible for admissions decisions, bringing any rejection before the Advisory Board (see VI.A, below) for its review. In the event of more applications than there are seats in the program, the Director shall make all admissions decisions in consultation with the Advisory Board. Any student denied admission to the program may petition that decision with a written appeal and a letter of support from his or her Director of Graduate Studies addressed to both the Program Director and the Associate Dean for Academic Affairs. The decision of the Program Director in consultation with the Advisory Board and Dean of Academic Affairs shall then be final.

III. STUDENT LEARNING OUTCOMES AND ASSESSMENT

A. List the program's learning outcomes and explain how they will be measured.

The expected learning outcomes are as follows:

- Students will have demonstrated strong knowledge of existing digital resources in the student's field of study in the arts and humanities.
- Students will have demonstrated strong knowledge of needs, criteria, and opportunities for designing and building new resources in the student's field of study in the arts and humanities.
- Students will have demonstrated an informed critical stance toward the possibilities and limitations of digital tools and resources in their area of research.
- Students will have demonstrated an appreciation of current debates, challenges, and issues in digital arts or humanities at large.
- Students will have demonstrated an appreciation of the practical steps necessary for implementing digital tools, resources, or research in his or her future scholarship in the arts and humanities.

These outcomes will be measured through an assessment of both the scholarly work (paper, project, etc.) that incorporates DH methods or critical perspectives. This assessment will be conducted once during the student's time in the three-semester Colloquium sequence (see above; typically, though not necessarily, his or her final semester); said assessment will consist of an oral presentation to the Colloquium at large and a written statement to be evaluated by the Program Director.

B. Include a general assessment plan for the learning outcomes. (In lieu of a narrative for both IIIA and IIIB, you may attach the program's learning outcomes assessment forms.)

The Program will retain a copy of the paper or project used as the basis for the student's presentation in the Colloquium as the work against which the above outcomes are assessed (in the case of a digital project, "retention" may be defined as a copy on removable media, committal to the Library's DRUM repository, provision of a persistent network identifier in conjunction with a publisher, or another recognized curatorial strategy).

See attached LOA form.

IV. FACULTY AND ORGANIZATION

A. Who will provide academic direction and oversight for the program?

The program will be housed in MITH, and the English Department has committed to offering the Intro course and the Director for an initial three-year period. At the end of this period, the opportunity will exist to migrate administration of the program—in continued conjunction with MITH—tto another ARHU department. (As indicated in the attached letter of support, the School of Languages, Literatures, and Cultures has already expressed strong interest in co-hosting the program with MITH

after English's term expires.) Oversight for the program will be provided by a Program Director, appointed from the faculty of the sponsoring department. The Program Director will also teach the Digital Studies Colloquium each semester. MITH has pledged one course buyout per year to the sponsoring department in support of this effort as well as technical instruction and support for students in the program.

V. OFF CAMPUS PROGRAMS

N/A.

VI. OTHER ISSUES

A. Describe any cooperative arrangements with other institutions or organizations that will be important for the success of this program.

While the program is structurally capable of standing on its own, it assumes the goodwill and cooperation of the rich assemblage of DSAH resources already present here on campus for the enhancement of the student experience. In particular, the relationship with MITH will be a crucial one, because it emphasizes the College-wide nature of the program and because students will interact with visiting MITH speakers and utilize MITH's facilities and resources where appropriate.

The Program Director, in consultation with the Dean of Arts and Humanities and Director of MITH as well as the Chair of English and Director of the SLLC, will appoint a faculty advisory board to consult on intellectual and programmatic issues and ensure the program's commitment to diversity. The following have agreed to serve on the board for an initial two-year term: Hasan Elahi (ARTT); Jason Farman (AMST/DCC); Neil Fraistat (ENGL/MITH); Frank Hildy (TDPS); Kari Kraus (INST/ENGL); Alexis Lothian (WMST); Abigail McEwan (ARTH); Matthew Miller (SLLC).

B. Will the program require or seek accreditation? Is it intended to provide certification or licensure for its graduates? Are there academic or administrative constraints as a consequence?

The program will not seek accreditation.

VII. COMMITMENT TO DIVERSITY

Every effort will be made to recruit a highly diverse body of graduate students from across ARHU to participate in the DSAH Certificate. Every semester the Program Director will send an email that advertises and explains the Certificate to graduate directors and advisors across ARHU as well as to support services and academic enrichment programs for students from underrepresented groups.

A number of ARHU faculty who can be expected to play a role in staffing the Introductory course, attending the colloquium, and/or advising students have research strengths in Digital Studies that engage directly with diversity issues: these include Jason Farman (American Studies), Frank Hildy (Theatre) Katie King (Women's Studies), Alexis Lothian (Women's Studies), and Martha Nell Smith (English). In addition, other faculty with current digital projects--such as Ralph Bauer (English), Peter Mallios (English), Carla Peterson (English)--also all explicitly conceive of their projects in relation to diversity. The program will thus have examples at hand to foster a culture and ethos of inclusivity. Our ties to the

School of Languages, Literatures, and Cultures (and its associated Roshan Institute for Persian Studies) as a co-sponsor of the program will further augment these opportunities.

Finally, MITH has maintained an abiding commitment to diversity since its inception, as demonstrated recently by programs and projects such as *"O Say Can You See": the Early Washington, D.C. Law and Family Project*, *Transforming the Afro-Caribbean World* (in partnership with the Center for the History of the New America), *BrailleSC*, and *Accessible Futures*; as well as its ongoing Digital Dialogues series, which regularly features speakers engaging with diversity and digital scholarship. In Spring 2015, MITH implemented a DSAH Incubator series, "Researching Ferguson" helping over 40 faculty members and graduate student participants from several different disciplines develop research and teaching opportunities for the use of its Ferguson Twitter archive, a collection of more than 13 million tweets harvested by MITH's lead developer, Ed Summers, in the wake of the events in Ferguson, Missouri. In June 2015, in conjunction with ARHU's Center for Synergy, MITH received a $1.25 million grant from the Mellon Foundation for a 3 ½ year project, "Synergies among Digital Humanities and African and American History and Culture: An Integrated Research and Training Model," focused on African American immigration, labor, and artistic expression. We expect this project to offer students in the DSAH opportunities for intellectual engagement, the learning of new methodologies, and hands-on project work.

All of this activity will serve to model for students the variety of different ways in which diversity and inclusivity figure in Digital Studies research, teaching, and practice.

VIII. REQUIRED PHYSICAL RESOURCES

    A. Additional library and other information resources required to support the proposed program. You must include a formal evaluation by Library staff.

        N/A. While no new information or collections resources will be required, we anticipate working closely with the Library (through MITH as a co-sponsor) and taking advantage of existing facilities, such as the recently opened MakerSpace.

   B. Additional facilities, facility modifications, and equipment that will be required. This is to include faculty and staff office space, laboratories, special classrooms, computers, etc.

       Existing facilities in MITH, English, Women's Studies, Art History's Collaboratory, Theatre, Dance, and Performing Arts, the Library, SLLC, and other departments will suffice.

    C. Impact, if any, on the use of existing facilities and equipment. Examples are laboratories, computer labs, specially equipped classrooms, and access to computer servers.

       Along with the smart classrooms available in ARHU, the new Edward St. John Learning & Teaching center--and Academy for Innovation will offer ample opportunities for those conducting Digital Studies research to integrate their work into their teaching.

IX. RESOURCE NEEDS and SOURCES

   Describe the resources that are required to offer this program, and the source of these resources. Project this for five years. In particular:

A. List new courses to be taught, and needed additional sections of existing courses. Describe the anticipated advising and administrative loads. Indicate the personnel resources (faculty, staff, and teaching assistants) that will be needed to cover all these responsibilities.

MITH 610, Introduction to Digital Studies, to be offered approximately every other semester, depending on demand and faculty availability. Staffing to come initially from the Certificate's home department, though all qualified ARHU faculty will be encouraged to teach the course as part of their normal workload.

MITH 729, Digital Studies Colloquium. To be offered every semester, taught by the Program Director as part of his or her normal workload.

The advising and administrative load for the steady-state program (10-15 students anticipated) will be borne by the Program Director.

B. List new faculty, staff, and teaching assistants needed for the responsibilities in A, and indicate the source of the resources for hiring them.

A Program Director—appointed by the Dean of Arts and Humanities for a renewable three-year term in consultation with the Director of MITH—will be required. MITH has pledged one course buyout per year in support of his or her obligations. A commitment must also exist toward staffing the Introductory course. While it is likely that this responsibility will initially fall on the person of the Director, the expectation is for responsibility for staffing this course to eventually extend beyond the Director and indeed beyond the home department. English has signalled its willingness to contribute staffing to the course for at least its initial 3-year term. See attached letter of support.

C. Some of these teaching, advising, and administrative duties may be covered by existing faculty and staff. Describe your expectations for this, and indicate how the current duties of these individuals will be covered, and the source of any needed resources.

Despite the work that will be performed by the Program Director, this Certificate, more than most given its inherently interdisciplinary nature, must depend upon the support and goodwill of a critical mass of ARHU departments. Faculty will eventually be needed to help staff the Introductory course and possibly to supervise Independent Studies. Graduate Directors will need to extend students the flexibility to take electives outside their home department; likewise, they must be willing to accommodate students from other departments in their own faculty's classrooms. The attached letters of support from various ARHU departments reflect this commitment.

D. Identify the source to pay the for the required physical resources identified in Section VIII. above.

N/A

E. List any other required resources and the anticipated source for them.

N/A

F. Provide the information requested in Table 1 and Table 2 (for Academic Affairs to include in the external proposal submitted to USM and MHEC).

LEARNING OUTCOMES ASSESSMENT CERTIFICATE IN DIGITAL STUDIES IN THE ARTS AND HUMANITIES

The Program director (and, if applicable, any additional faculty members involved in supervising the student's project) should (jointly) complete the following form after the student's colloquium presentation, based on both the 'object' of the project and its oral presentation to the Colloquium.

Check one for each indicator

Assessment Indicator	Excellent	Acceptable	Fail
The student has demonstrated strong knowledge of existing digital scholarship and resources in his or her field of study in the arts and humanities.			
The student has demonstrated strong knowledge of needs, criteria, and opportunities for designing and building new resources in his or her field of study in the arts and humanities.			
The student has demonstrated an informed critical stance toward the possibilities and limitations of digital tools and resources in his or her area of research.			
The student has demonstrated an appreciation of current debates, challenges, and issues in digital arts or humanities at large.			
The student has demonstrated an appreciation of the practical steps necessary for implementing digital tools, resources, or research in his or her future scholarship in the arts and humanities.			

UNIVERSITY OF MARYLAND

Department of American Studies, 4115 Susquehanna Hall, College Park, MD 20742

25 July 2015

Dr. Matthew Kirschenbaum
Associate Director, Maryland Institute for Technology in the Humanities
University of Maryland
College Park 20742

Dear Matt:

On behalf of the Department of American Studies, I am pleased to write in support of the Digital Studies in Arts and Humanities graduate certificate and to affirm our department's commitment to being a partner in this enterprise. The certificate will certainly be a boon to current graduate students and, I believe, to future ones as well. As we discussed in May, when possible, American Studies will offer graduate courses in digital studies as befit our faculty expertise and student interests, open such courses to students throughout the College, support our students who choose to enroll in the certificate, and encourage faculty and student engagement in symposia and speakers associated with the certificate. In all, we think this is a fine program and are willing participants.

Sincerely,

Nancy L. Struna

Nancy L. Struna

Cc: Dr. Psyche Williams-Forson

UNIVERSITY OF
MARYLAND

DEPARTMENT OF ART HISTORY AND ARCHAEOLOGY

Room 1211-B Art/Sociology Building
College Park, Maryland 20742-1335
301.405.1479 TEL 301.314.9652 FAX
www.arthistory.umd.edu

9 July, 2015

Matthew Kirschenbaum
Associate Professor of English
Associate Director
Maryland Institute for Technology in the Humanities (MITH)

Dear Matt,

I'm writing on behalf of the Department of Art History and Archaeology in support of the initiative to establish a Graduate Certificate in Digital Studies in Arts and Humanities.

It is more than timely that this scholarly and professional qualification is offered by our College (and University), not only given the strengths in digital studies across our College and the rapidly changing profile and definition of research in our fields, but also in light of the trans-disciplinary expertise required of graduates in the arts and humanities in the workplace.

The Department is willing to collaborate on planning both the requirements and curriculum of the Certificate program and, ultimately, to offer digitally-focused and digitally-informed courses in its support. We envisage being able to open these courses to students in other departments in the College, and encouraging our own students to register for courses outside the Department. This will take careful long-term planning, and consideration of our curricular priorities and needs. Nevertheless, given the range of projects and activities already underway in our Michelle Smith Collaboratory for Visual Culture, as well as several graduate courses in ARTH already "on the books" and envisaged for the future, we anticipate that this dynamic integration will yield constructive and far-reaching results.

Our faculty and students would also welcome the opportunity to participate in the Digital Studies in Arts and Humanities Colloquium, among other related activities.

I would be delighted to add to any of these observations. You may reach me at the office (301-405-1481) or by e-mail (mgill@umd.edu).

Sincerely yours,

Meredith J. Gill
Professor
Chair

UNIVERSITY OF MARYLAND

DEPARTMENT OF WOMEN'S STUDIES

July 20, 2015

Dr. Matthew Kirschenbaum
Associate Professor of English
Associate Director
Maryland Institute for Technology in the Humanities (MITH)

Dear Matt,

On behalf of the Department of Women's Studies, I am writing this letter to strongly support the establishment of a Graduate Certificate in Digital Studies in Arts and Humanities.

Within the College of Arts and Humanities, there are many faculty members and graduate students already working in this interdisciplinary field. Making the Graduate Certificate available not only will help equip our graduate students with expertise for the job market, but also enhance collaboration between faculty members and graduate students. Thus, it is timely and important that the College offer the certificate.

The Department of Women's Studies will be happy to participate in the planning of the Certificate Program's curriculum and is willing to offer digitally-focused courses in support of the Certificate. We will be able to open these courses to students from other departments in the College, and likewise permit our own students to enroll in courses offered by other departments. It will undoubtedly take long-term planning, and the Department will need to take necessary steps in order to be able to incorporate this into our curricular needs.

Two of our current faculty members are extremely enthusiastic about this possibility. Professor Katie King is an established scholar in Digital Studies and a long-time proponent of this kind of collaboration and Professor Alexis Lothian who joined our program in 2014 is already a well-known scholar in the field. We can foresee and are excited about this collaborative future in the Digital Studies in Arts and Humanities Colloquium, and other activities.

Please feel free to contact me if you have any further questions.

Sincerely,

Seung-kyung Kim
Professor and Chair

UNIVERSITY OF
MARYLAND

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

2119 Tawes Hall
College Park, Maryland 20742
(301) 405-3809
www.english.umd.edu

June 30, 2015

Professor Matthew Kirschenbaum, Associate Director
Maryland Institute for Technology in the Humanities (MITH)
Hornbake Library
Campus

Dear Matt,

The English department is pleased to support MITH's proposal for a graduate certificate in Digital Studies in the Arts and Humanities.

As part of its commitment to this proposal, the English department agrees to provide a faculty director for the certificate, for a period of three years, in exchange for a course buyout by MITH. In addition, the English department will offer the introductory class in digital studies once a year for three years (unless another unit wishes to do so). Finally, the English department plans to continue offering other classes with digital humanities content on a regular rotation.

Yours sincerely,

William A. Cohen
Professor and Chair

July 8, 2015

To Whom it May Concern:

As the Director of the School of Theatre, Dance, and Performance Studies (TDPS), I write in whole-hearted support of the newly proposed graduate certificate in Digital Studies in the Arts and Humanities.

TDPS offers a number of courses in digital technology for the both the stage and professional events and the students who have pursued this discipline have found exciting and meaningful employment both in their summer breaks and post-graduation. As well as providing students with great confidence in their abilities to grasp new concepts and skill, this academic focus offers skills that are highly coveted in the professional arena

A Graduate Certificate program in Digital Studies for the Arts and Humanities will open many opportunities to our faculty, staff and students. Not only would it allow them to work more actively with students from all over campus who are also engaged in obtaining the certificate, Colloquiums offered by the DSAH would provide chances to network and extend the breadth of their knowledge of the potential applications of their skills and education.

I highly recommend that a Digital Studies in the Arts and Humanities graduate certificate be seriously considered and supported by the College of Arts and Humanities and by the University of Maryland.

Sincerely,

Leigh Wilson Smiley
Director
School of Theatre, Dance, and Performance Studies

UNIVERSITY OF
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SCHOOL OF LANGUAGES, LITERATURES, AND CULTURES
College of Arts & Humanities

July 16, 2015

To Whom It May Concern:

I write as Director of the School of Languages Literatures and Cultures to express my enthusiastic support for the proposal to initiate a **Graduate Certificate in Digital Studies in the Arts and Humanities (DSAH).** SLLC is pleased to have joined the Department of English to co-sponsor the certificate and anticipates deep involvement in the development and administration of the program at all levels: conceptual, pedagogical, instructional, and technological.

SLLC's interest in the area of digital humanities predates its participation in the establishment of the DSAH Certificate. For over a year now, Roshan Institute for Persian Studies has embarked on a multi-faceted and ambitious digital project in the Persian Humanities, PersDig. PersDig works with major national and international institutions under the guidance of an internationally renowned board of advisors and with the aid a campus wide taskforce **http://persdig.umd.edu/**. Matthew Thomas Miller, Roshan Institute's Associate Director for Persian Digital Humanities, will be working closely with the DSAH team to ensure the success of the Graduate Certificate. He will also teach the Introduction to Global Digital Humanities (GDH) which will be offered for the first time in spring 2016. Building on a variety of critical approaches to digital humanities (e.g. Postcolonial Digital Humanities and Transform DH), the course will problematize the Euro-American centrism of DH as a field and introduce students to the central issues faced by DH practitioners working outside of the Euro-American language and cultural traditions. It will be a hybrid course with both traditional seminar-style classes (based on assigned readings) and project-based classes.

Other SLLC faculty such as Professors Hester Baer (Germanic Studies) and Ryan Long (Spanish and Portuguese) have already taught graduate courses focused on digital humanities. In fall 2014, they jointly offered the Graduate Seminar: Transnational Theory and Criticism in which they worked with a variety of digital platforms to engage students in interdisciplinary, collaborative learning. In the process, they trained the students to use Scalar, Tumblr, Wix, and WordPress to explore cultural and political dimensions of globalization, migration, and neoliberal capitalism. The course attracted 27 graduate students representing French, German, Spanish, English, Comparative Literature and Education. Here I must mention Professor Hester Baer's personal research, which has recently focused on Digital Feminisms. Her recent scholarly orientation provides another intellectual ground on which collaborative work with DSAH is naturally desirable and could strengthen the Certificate. There is similarly much relevancy in the research and teaching of SLLC **Film Studies** faculty members who, together with their

colleagues in the Department of English, have contributed to the success of this burgeoning program in the study of film.

Last but not least, I should mention SLLC's **Center for Innovative Teaching and Learning** (CITL) one of whose goals is to encourage and facilitate the use of innovative technology in the teaching of language, literature, and culture. Professor Mary Ellen Scullen, CITL's Director (and the Associate Director of the School) is deeply excited about the mutually beneficial opportunities that will become available for collaboration between SLLC and DSAH. My so called testing of the waters with other SLLC Department heads has led to similar enthusiastic responses regarding the cross fertilization possible between DSAH and their respective departments. These include East Asian Studies, and, Spanish and Portuguese.

Given the above-mentioned focus of the School, the enthusiasm of the faculty, and the clear direction that the discipline of the Humanities is taking towards exploring the digitization of knowledge, many future SLLC hires are likely to seek candidates with special interest and expertise in the area of Digital Humanities. Persian Studies, with its global PersDig project, is certain to lead the way in this regard.

These brief notes must have made it clear that intellectual and pedagogical missions of SLLC and DSAH make collaboration and mutual support (through teaching and scholarship) between the two not just appropriate but highly desirable. As Director of the School, I feel no hesitation in expressing my enthusiastic support for the proposal to establish a **Graduate Certificate in Digital Studies in the Arts and Humanities (DSAH).** Furthermore, SLLC is in a natural position to continue the collaboration and the support past the first three years of the program and step in to provide leadership by directing the program for the next three years until such time as the torch may be passed on to others within the ARHU ready to rise to the challenge.

Sincerely,

Fatemeh Keshavarz

Professor and Director
School of Languages, Literatures, and
Cultures

FKK/psd

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Daniel C. Mack
Associate Dean, Collection Strategies and Services
4119 McKeldin Library
College Park, Maryland 20742
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Matthew Kirschenbaum, Ph.D.
Associate Professor, Department of English
Associate Director, Maryland Institute for Technology in the Humanities
University of Maryland
College Park, Maryland 20742

17 September 2015

Dear Dr. Kirschenbaum:

The University of Maryland Libraries provide this assessment in response to the proposal to create a new Graduate Certificate in Digital Studies in the Arts and Humanities at UMCP, to be administered initially by the Maryland Institute for Technology in the Humanities (MITH), and co-sponsored by the Department of English and the School of Languages, Literatures, and Cultures. You asked that we assess our collections to determine how well the Libraries will be able support the curriculum of this proposed program. Working with librarians in several subject areas, we are able to offer the following assessment, and we conclude that the Libraries are able to support this program.

Unique Special Collections as Source Material for Digital Humanities

The Libraries provide an enormous amount of unique content to serve as source material for digital humanities projects. The collections and services of Special Collections and University Archives (SCUA) are at the heart of the research and teaching mission of the university. Collection strengths include labor history, Maryland history and culture, modern Japanese history, mass media and culture, history of the book, women's history, historic preservation, American and British writers and poets, and the history of the University. Collection highlights include the National Public Broadcasting Archives, the Library of American Broadcasting, the George Meany Memorial AFL-CIO Archive, the Gordon W. Prange Collection, and the Katherine Anne Porter Collection. The University of Maryland Libraries is also home to important special collections in the performing arts, including the International Piano Archives at Maryland. The SCUA staff is committed to reaching out to the research community at large, facilitating access to these world-class collections that document key aspects of the human experience at the university, local, state, national and international levels.

Special collections at the University of Maryland Libraries include not only manuscripts, rare books and other print material, but also cover an immense variety of media and formats. These include image, sound and video content in formats ranging from magnetic wire to videocassette and other tape formats to digital files on current and legacy media. The collections also include artifacts of all types, from archaeological materials from the ancient Mediterranean region and pre-Columbian America to memorabilia of all types.

Online Digital Collections in the Humanities

The Libraries provide online access to many important digital collections that can also inform creative activities in the digital humanities. These collections include digitized historical and literary documents as well as sound and video recordings of musical, theatrical and other performances. Some of this content has been purchased and is owned by the Libraries, while some is licensed from a variety of publishers and vendors. The Libraries also provides access to a large amount of content that has been digitized from our own collections.

Serial Publications, Research Databases and Monographs

The University of Maryland Libraries currently subscribe to a large number of scholarly journals, almost all in online format, that support research in the humanities and in the technologies supporting DH research and

practice. In addition, the Libraries can provide researchers with access to articles in nearly any journal that we do not own through either the Libraries' Article Express Program or via Interlibrary Loan.

The Libraries' "Database Finder" and "Research Port" offer online access to databases that provide indexing and access to scholarly journal articles and other information sources. Many of these databases cover subject areas that would be relevant to this proposed program, including history, literature, the fine and performing arts, and technology.

Also two general, multidisciplinary databases, *Academic Search Premier* and *MasterFILE Premier*, are good sources of articles relevant to this topic. In most cases, these indexes offer full text digital copies of the relevant journal articles. As noted previously, in those instances in which either the Libraries do not subscribe to the journal or the journal articles are available only in print format, the Libraries can supply copies through the Libraries' Article Express Program or via Interlibrary Loan.

The Libraries collect monographs in all fields of the humanities, as well as specifically in the digital humanities. In some cases, relevant monographs are available electronically as our book collections are increasingly available in electronic rather than print format.

Article Express and Interlibrary Loan

These services offer online delivery of bibliographic materials that otherwise would not be available online. As a result, remote users who take online courses may find these services to be quite helpful. Article Express and Interlibrary Loan are available free of charge.

As a program developed specifically to support advanced research and teaching for graduate students and faculty, the Article Express service scans and delivers journal articles and book chapters within three business days of the student's request, provided that the items are available in print on the UM Libraries' shelves. In the event that an article or chapter is not available on campus, Article Express will automatically refer the request to Interlibrary Loan (ILL). Interlibrary Loan is a service that enables borrowers to obtain online articles and book chapters from materials not held in the University System of Maryland.

Conclusion

The Libraries' unique special and archival collections provide outstanding original content to support research and creative activity in the digital humanities. In addition, through its serials holdings and index databases available through Research Port and Database Finder, the University of Maryland Libraries have an established record for providing bibliographic support for researchers and professionals in subject disciplines that include and are related to digital humanities. These materials are supplemented by a strong monograph collection. In addition, the Libraries' Article Express and Interlibrary Loan services make materials that otherwise would not be available online, accessible to remote users in online courses. As a result, our assessment is that the University of Maryland Libraries are able to meet the curricular and research needs of the proposed Graduate Certificate in Digital Studies in the Arts and Humanities.

Sincerely,

Daniel C. Mack
Associate Dean, Collection Strategies and Services