



---

# COLFA TACTICAL VISIONING TEAM

*February 2021*

College of Liberal and Fine Arts | UTSA

---

---

# Table of Contents

<b><i>Visioning Team</i></b> .....	<b>3</b>
<b><i>Summary</i></b> .....	<b>4</b>
<b><i>Introduction</i></b> .....	<b>4</b>
<b><i>Subcommittee Reports</i></b> .....	<b>8</b>
Community Engagement Subcommittee .....	9
UTSA Landscape Subcommittee.....	13
Identity Subcommittee .....	16
Peer Models Subcommittee.....	20
<b><i>Appendices</i></b> .....	<b>23</b>
Appendix I .....	23
Appendix II .....	34
Appendix III .....	42
Appendix IV .....	43

---

# VISIONING TEAM

## VISIONING TEAM MEMBERS

**Andrea Aleman**, Lecturer III, Department of Political Science and Geography  
**Richard Armendariz**, Professor, Department of Art and Art History  
**Nazgol Bagheri**, Associate Professor, Department of Political Science and Geography  
**Mark Blizard**, Associate Professor, Design, Department of Architecture  
**JoAnn Browning**, Dean, College of Engineering/Interim Dean, College of Architecture, Construction and Planning  
**Tracy Cowden**, Department Chair/Professor, Department of Music  
**Patrick Crowley**, UTSA Student Government Association  
**Jennifer Dilley**, Lecturer III, Department of History  
**Jill Fleuriet**, Acting Dean, Honors College/Department of Anthropology  
**Jenna Gonzales**, Senior Grant Development Coordinator, COLFA-Dean's Office  
**Jerry Gonzalez**, Associate Professor/Director of the Mexico Center, Department of History  
**Dean Hendrix**, Dean of Libraries  
**Annie Herrera**, Assistant Dean for Academic Administration, COLFA-Dean's Office  
**Seok Kang**, Associate Dean for Research/Professor, Department of Communication  
**Shamshad Khan**, Assistant Professor, Department of Communication  
**Chad Mahood**, Associate Professor, Department of Communication/Faculty Senate Chair  
**Lisa Montoya**, Vice Provost, Global Initiatives  
**Sharon Navarro**, Professor, Department of Political Science and Geography  
**Jamal Rhadbane**, Lecturer II, Department of Political Science and Geography /PSG Alumni  
**Nathan Richardson**, Associate Dean of Undergraduate Studies/Professor and Department Chair, Department of Modern Languages and Literatures  
**Libby Rowe**, Associate Professor, Department of Art and Art History  
**Sonia Saldivar-Hull**, Interim Department Chair/Professor, Department of English  
**John Santos Sr.**, Distinguished Lecturer, Honors College  
**Tricia Schwennesen**, Senior Communication Specialist, COLFA-Dean's Office  
**Scott Sherer**, Professor, Department of Art and Art History  
**Stephen Skinner**, Director of Development & Special Projects, University Development  
**Tara Thompson**, Program Coordinator, COLFA-Dean's Office  
**Mario Vela**, Executive Director, Career Center, University Center  
**Ethan Wickman**, Associate Professor, Department of Music  
**Jessica Wright**, Assistant Professor, Department of Philosophy and Classics  
**Jason Yaeger**, Associate Dean of Graduate Programs/Professor, Department of Anthropology

## FACILITATORS

**Sean Kelly**, *Interim Dean, College of Liberal and Fine Arts; Dean, Honors College*  
**Shannon Heuberger**, *Assistant Vice Provost for Academic Initiatives*  
**Debbie Howard-Rappaport**, *Senior Manager of Administrative Support Operations, Academic Affairs*  
**Terri Reynolds**, *Administrative Services Officer III, College of Liberal and Fine Arts*

---

## SUMMARY

The College of Liberal and Fine Arts (COLFA) is UTSA’s most academically diverse college and contributes to the education of virtually every undergraduate student at the university through its core curriculum, which has been recognized for four years as one of the top in the nation by the American Council of Trustees and Alumni (ACTA). In late August 2020, COLFA Interim Dean Sean Kelly launched a “Tactical Visioning Team” of 34 faculty, staff and students, to help COLFA identify its greatest strengths and opportunities. The two-phase process began with identifying four subcommittees, Community Engagement, UTSA Landscape, Identity and Peer Models, that were then tasked with four priorities to research and discuss:

- COLFA’s identity and strengths;
- Opportunities to partner with other parts of campus;
- Opportunities to partner with and serve the San Antonio community;
- Insights from examining other institutions.

Findings are discussed in the chapters of this report.

---

## INTRODUCTION AND BACKGROUND

COLFA is UTSA’s most academically diverse college, with nine departments encompassing the fine arts, humanities and social sciences. With more than 4,600 students, it is UTSA’s oldest and currently fourth-largest college. Students study in one of nine academic departments: Anthropology, Art and Art History, Communication, English, History, Modern Languages and Literatures, Music, Philosophy and Classics and Political Science and Geography. The college offers 33 degree programs, including doctorates in anthropology and English, a nationally recognized M.F.A., and one of the nation’s largest undergraduate programs in medical humanities. Its faculty includes exemplary, award-winning teachers and internationally recognized researchers and artists. The college has awarded more than 25,000 degrees to Roadrunners since the university was founded in 1969. COLFA is also a major provider of arts and humanities programming in Texas, reaching an audience of more than 70,000 guests annually. The college serves a diverse group of students, many of whom are first-generation and non-traditional students; and its mission has been to prepare future generations of global thinkers and world changers.

Undergraduate and graduate students demonstrate profound engagement with interdisciplinary study and research. Research and independent study opportunities, including

---

the annual research conference, are plentiful in COLFA's academics programs. And, the college is home to three research centers and institutes: the [UTSA Center for Archaeological Research](#), the [UTSA Mexico Center](#), and the [UTSA Institute for Music Research](#); an on-campus art gallery and a state-of-the-art photography studio. Interdisciplinary groups of UTSA faculty members and students research topics such as Maya archaeology and the effect of music on the brain. COLFA is a model for experiential learning, for teaching a broad array of skills that apply across a variety of jobs and careers, and for encouraging students to consider -- and apply critical thinking to -- life's biggest ideas and questions. COLFA students learn to think about themselves and their communities from a global perspective, to see the connectedness and to appreciate and celebrate the diversity of humanity. COLFA is a hub for creativity in arts, music and cultural exploration, not just for the university but for San Antonio at-large. COLFA's greatest strengths and its opportunities align with the university's vision for its future, which is centered on reaching three bold destinations:

- a model for student success;
- a great public research university;
- and an exemplar for strategic growth and innovative excellence.

COLFA began the 2020-2021 school year tightening its focus on creative arts and humanities after the psychology, sociology, and public health programs became a part of the new College for Health, Community and Policy. With this growth and reorganization came the opportunity for COLFA to reimagine its identity and foci and to define its mission and values.

2020 has been an intense year of growth and change. Its events inspired COLFA to pause and evaluate how it might be more intentional about its mission and values after the country reopens. This COLFA Visioning Team was asked to utilize this moment to articulate and assert the roles that the study of the liberal and fine arts will have as we emerge in the new spaces of history that will define our future.

Our goal is to position the vision that emerges from the work of this Visioning Team and subsequent college conversations in such a way that positively asserts the values inherent in the work we do. In short, the goal is to celebrate our communal vocation with clarity of vision and harmony of voices. This process was also timed so as to provide a resource on COLFA strengths and opportunities to prospective candidates during the COLFA dean search, and set the stage for the future Dean's success with this college-based way-finder.

---

# CHARGE

The Visioning Team explored the questions of who we are and how we want to be and then agreed upon a vocabulary to describe our work and define our purpose moving forward. Through discussions with faculty, staff, students, alumni, administrators, and community stakeholders, they were tasked with identifying patterns that might help us craft a clear vision for our direction and create a vocabulary describing our identity. This included identifying the practices that make us who we are and aspirational practices, the implementation of which will mark our future path. Our main goal was to clearly articulate the academic, administrative, and educational activities that, when we engage them, truly make us a model for an urban-serving HSI research university in the 21<sup>st</sup> Century.

# PROCESS

COLFA has an unprecedented reach and impact - all UTSA undergraduates touch COLFA, and touch broadly across COLFA. We want to seize our central role, and in this process, develop and present a vision for what a liberal arts degree means to our graduates and to UTSA. We strive to establish a unique identity that defines a UTSA liberal arts experience from other universities. We looked to other institutions for inspiration to present a truly distinctive identity that is rooted in the deep histories of our practices, yet that resonates with the audience of the present.

Phase 1, which entailed conducting research through surveys, focus groups and charrettes, as well as identifying and studying other universities, centers and institutes with innovative liberal arts programs, launched in early September 2020 and was completed in late November 2020. During Phase 1, the Visioning Team sought answers to guiding questions about how we can best serve the stakeholders of our region. Subcommittees worked to reach a broad cross section of faculty, staff, students, and external partners, donors and community members.

The full Visioning Team met approximately five times between Sept. 2 and Nov. 20. In addition, each Team member served on at least one of four subcommittees. These each met 4-7 times during this time period, as needed to perform research and outreach activities. Due to the ongoing pandemic, all meetings were held virtually via Microsoft Teams or Zoom.

The three-month fact-finding process coincided with the launch and beginning stages of a national search for a permanent dean, with the hope that the resulting report and recommendations will serve as a resource for prospective candidates, providing them with insights on COLFA's identity, and helping lay the groundwork for future strategic planning efforts. The COLFA dean position is expected to be filled in spring 2021. Ten Visioning Team

---

members also serve on the COLFA Dean [Search Advisory Committee](#), including Vice Provost for Global Initiatives Lisa Montoya, who is chair of the Search Advisory Committee.

The following four report chapters, each authored by a different Visioning Team subcommittee, begin with input received from the San Antonio community and the broader UTSA campus on the value of COLFA. These initial chapters are followed by findings and insights on COLFA's identity, including a chapter addressing this specifically, as well as an analysis of peer institutions that we can learn from as we further develop our identity.

In addition to this report, the Visioning Team members and focus group participants developed a virtual white board in Miro to visualize findings from the various subcommittees and identify connecting themes. The direction of Phase 2 will be determined after analyzing how to best use this information.

---

# SUBCOMMITTEE REPORTS

*December, 2020*

College of Liberal and Fine Arts | UTSA

---



---

# COMMUNITY ENGAGEMENT

## Subcommittee Members

Jenna Gonzales, Shamshad Khan, Libby Rowe, Tricia Schwennesen, Stephen Skinner, Ethan Wickman, Jessica Wright

---

## Background

The community engagement subcommittee was charged with gathering input from community members, some with connections to UTSA and some unaffiliated with the university, about their perceptions of the college, their perceptions of the liberal and fine arts, and how we could best serve them and collaborate with them.

## Methods

The subcommittee used three community charrettes to gather information. The primary questions that were asked during the charrettes were:

- When we say “philosophy, literature, political science, history, religious studies, anthropology” or “liberal arts” and “fine arts”—what do you think?
- How would you describe the value of exploring big questions in college?
- How do we (best) educate? How do we (best) collaborate? How do we (best) serve?
- As a potential employer, alumnus, or caregiver, how might a degree from a college of liberal and fine arts prepare or not prepare?

In the first of three community charrettes, participants included several academics, a museum curator, the CEO of a children’s theater, a historian, an archeologist and a business development professional.

In the second of three community charrettes, participants included an attorney, a high school counselor, a retired businessman, a high school military career counselor and an administrator in college advising.

In the final charrette participants included several administrators in higher education for colleges and universities other than UTSA, the president and CEO of a local museum, the chair of the board of the directors for a non-profit performing arts organization and an alumnus.

---

Recurring themes were analyzed and discussed. Key findings as well as major takeaways/recommendations are documented below.

## Key Findings

- COLFA students develop knowledge and skills that will serve them throughout their adult lives, such as learning to take initiative and ownership, demonstrating leadership and self-control, adapting and innovating, as well as applying their communication skills toward advocating for themselves. As one participant stated, “employers can teach their hires the (technical) skillsets, but the hires have to come in with life experiences, which liberal arts graduates have more of.... with a liberal arts training the potential is endless.”
- COLFA prepares students to lead meaningful, thoughtful lives, to succeed in a variety of career fields beyond specialization, and to be informed, engaged citizens of our local and global communities. By being students of the liberal and fine arts, they gain insight into other cultures, and learn to see the world from multiple perspectives and through a variety of disciplines. In a global economy, those are powerful assets.
- COLFA prepares students to make sense of the world around them, to apply critical thinking, which enables adaptation and to make changes that have a positive impact on their communities and the world around them. Exposing students to experiences outside their comfort zones is important, which is why students should have opportunities to participate in varied experiences such as study abroad programs.
- Make sure it’s understood that COLFA disciplines are held together by a common theme (i.e., that COLFA isn’t just a “catch-all” college for programs that don’t fit into the other colleges). Our degrees offer a well-rounded skill set, yet are sometimes the least “identifiable” and thus can be undervalued. Moreover, given the need in academia to take down disciplinary “silos,” it may benefit us to leverage our flexibility and broad skillset by contextualizing our degrees as particularly relevant and adaptable to emerging challenges in society and the world.
- COLFA graduates contribute a lot through mass media and digital communications to a wide variety of businesses and disciplines. However, it is our challenge to help people better understand the depth of those contributions. Students learn the art of disagreement, detach political associations, express ideas without diminishing others’ opinions, and engage in critical discourse. Additionally, students are encouraged to engage in research, analysis, and learn the art of storytelling and content creation versus coding or applying another technical skill.
- From hiring managers’ perspectives, they may not always see the value of a liberal arts education, or they may feel that the degree doesn’t lend itself to have a direct benefit to the marketplace. Yet, employers are looking for competencies in candidates that demonstrate excellent written and verbal communication, collaboration, evidence of subject matter expertise and leadership experience, in addition to technical experience.
- Moreover, a liberal arts education does prepare students to develop outside-the-box thinking that equips them to be entrepreneurial with their creative product. As creative

---

thinkers, students learn to become interdisciplinary-minded and innovative in business and in life. This skillset spans across sectors from nonprofits that need employees with financial knowledge and strong grant writing to the medical humanities fields that bridge medicine and health while valuing the creative side of the brain at the forefront (“who would you want as your physician?”). Intersections span across disciplines like music, philosophy, and medicine.

- There is a disconnect between what students want and what community members need when considering internships; students seek experience in their areas of study whereas community members are often looking for students to apply transferable skills.
- By exploring big questions, students learn to make decisions at a more mature level and use the tools they’ve acquired to have a wider impact on society at large. The development of leadership skills may start earlier, but a college education imparts understanding of what they can expect in society and what they will be held accountable for. Emphasizing this point, one participant noted that students are often isolated in their university experience and need to learn how to connect with community by understanding (for example) the problems that underserved communities are facing and contributing to and integrating solutions. All of this is deeply connected to liberal arts education.

## Major Takeaways / Recommendations

- COLFA is valued by the community but isn’t always visible in the community. We need to be out in the community having conversations and connecting community members with students. Faculty should cultivate relationships to enable professional development experiences for students. We need to bring faculty's expertise to the public through communication outreach and explore how to close the gap between how people see us and the research/creative side of what we do.
- Mentorship and collaborating with the community are important, but faculty don’t necessarily get “time credit” for advising students or collaborating with community partners. Consider making mentoring and community collaborations a part of tenure and promotion.
- Students should be exposed to knowing underserved communities, knowing the problems and integrating solutions. Consider offering more opportunities for internships and service. Find more opportunities for students and faculty to engage with communities, whether writing op-ed pieces or approaching K-12 groups, Chamber of Commerce, and rotary clubs.
- There is a need to refine and streamline messaging because COLFA’s work, although extremely important and relevant, is hard to make visible -- thus there is often a disconnect between our work and contribution and the perceptions at varied levels. We need to show that our impact permeates all spheres of life – from communication and language of everyday life to how we examine and resolve big questions (related to

---

community, religion, politics, race, class, gender, sexuality). It is all-pervasive, although often invisible.

- With regards to communications, we need to consider who our audience is. For example, non-traditional students and their families who they may be taking care of need access to multi-lingual staff helping them navigate systems.
- With regards to gaining perspectives from students, we should collect testimonies of signature experiences that reflect COLFA's culture and identity. Include recent graduates and alumni in decision-making to improve processes and engagement. Current students can provide insights on current needs.
- Include project management and other basic business skills in the COLFA core. Doing this would further dismantle barriers among disciplines. We could build a package of courses for the COLFA major who wants more practical business/life experience. From a community engagement standpoint, this opens doors for reaching out to corporations, donors, and alumni. Community members can be invited to teach these courses. Public administration (the graduate certificate in non-profit management) offers a lot of similar key skills.
- One area where students lack significantly is writing. Students don't view writing as a creative act; they see it as an assignment or a task. Allow students to read original writing and critically deconstruct works of literature. Do we need to build more writing-intensive courses in COLFA?
- COLFA should invest more in study abroad programs – this can be done at relatively less costs (with careful cultivation of networks and resources through UTSA's expanding footprints of scholarship across the globe). COLFA should also invest in study programs locally, or nationally, not just abroad.

---

# UTSA LANDSCAPE

## Members:

Andrea Aleman, Lecturer III, Department of Political Science and Geography  
Mark Blizard, Associate Professor, Department of Architecture  
JoAnn Browning, Dean of the College of Engineering, Interim Dean of CACP  
Lisa Montoya, Vice Provost for Global Initiatives  
Elisa Perkins, Program Manager for Citymester, Honors College  
Jason Yaeger, Associate Dean for Graduate Studies, COLFA

---

## Summary

The Landscape sub-group was charged with undertaking conversations with faculty, students, and staff in the UTSA community (outside of COLFA) in order to understand the perceptions of COLFA and opportunities for collaboration with COLFA. We employed Qualtrics surveys of relevant groups; smaller, focused working groups; and review of research collaborations. Our key findings are:

- UTSA faculty and staff perceive COLFA positively and have had positive experiences with COLFA faculty, students, and programs, but many are uncertain about COLFA's identity, as the diversity of COLFA's disciplines resists easy summation.
- People expressed a deep value for the liberal arts, particularly in terms of how they have impacted them personally. These values were not as salient in discussions about COLFA's role at UTSA, however.
- People appreciate that COLFA's departments create diverse connections to the San Antonio community.
- Members of the UTSA community value the knowledge and works created by COLFA's disciplines, but COLFA faculty contributions to those disciplines is often invisible.
- Given the above findings, we believe that COLFA would benefit from a concerted strategy of communication and outreach that:
  - Identifies connections among COLFA disciplines, communicates those broadly across UTSA, and underscores the value of the college's disciplinary diversity.
  - Emphasizes the broader intellectual value of COLFA as conveyed to students through the core.
  - Highlights faculty research through outreach to the broader UTSA community.

---

## Methods

The subcommittee used the following methods:

- Qualtrics survey of UTSA faculty and staff
- Qualtrics survey of non-COLFA undergraduate students
- Three working group meetings, one-hour long, using Miro
- Review of COLFA collaborative granting using Cayuse (5-year window)

## Results

### *Survey and working group meeting results*

**Some of the descriptions of COLFA include:**

- COLFA shines a light on the breadth of human experience.
- COLFA's disciplines together bring diverse ways of understanding and tackling enduring questions and challenges.
- COLFA brings broader, global perspectives to local and international issues.
- COLFA excels in creativity and culture-making.
- COLFA conveys meta-skills: the ability to see the trees not just the forest, not just the trees.
- "I have always pictured COLFA as a bridge to the world and to immediate community."
- "COLFA is the connective tissue holding the university together"

### **The value of the Liberal Arts**

- Many respondents valued the critical thinking and intellectual breadth of the liberal arts.
- Liberal arts classes provide a foundation for life-long learning and intellectual fulfillment. Despite that, there was very little mention of COLFA's role in UTSA's core. This indicates an opportunity to highlight the intellectual and pedagogical goals that lie behind the core.

### **Perceptions of COLFA and its Impact at UTSA**

- Faculty were excited about identifying opportunities to collaborate with COLFA faculty in teaching and research.
- There appears to be a disconnect between how COLFA understands itself, and how others perceive it. This indicates the importance of targeted marketing and communication strategies.

- 
- COLFA was recognized for the topics and questions our disciplines study, but people rarely mentioned the research that COLFA faculty are undertaking to contribute to that knowledge.
  - People were often surprised at the diversity of disciplines that were grouped together in COLFA and did not perceive the unifying themes or threads.
  - Many respondents were surprised that COLFA included social science disciplines; most highlighted the fine arts and humanities in their responses.
  - Respondents value the liberal arts and the kinds of insights that liberal arts disciplines provide about the world, but did not necessarily identify those with COLFA faculty research.

### **Opportunities for COLFA**

- Few people could point to on-campus events sponsored by COLFA that they attended.
- Faculty felt like UTSA lacks good mechanisms or processes for identifying potential collaborations.

COLFA's deep global engagement was not mentioned as often as anticipated in the focus group

### ***Review of COLFA collaborative granting***

Of the 124 grants involving COLFA faculty submitted through CAYUSE in the last 5 years, there was no Co-PI in 98 (79%) of the proposals. In another 15 (12%) proposals they collaborated with another COLFA researcher (n=9) or graduate student (n=6). The remaining 10 proposals (8%) were collaborations with non-COLFA researchers. These included collaborations with COB, COS, COE, COEHD, and HCAP. Of these collaborative proposals, 6 were Applied Research, 3 were Basic Research, and 1 was Development Research. Most were submitted to federal funding agencies. The average request (~\$130K) of these multi-college collaborative grants was more than twice the average budget of COLFA proposals (~\$54K) (NB This excludes the 186 proposals submitted by the Center for Archaeological Research.)

---

# IDENTITY SUBCOMMITTEE

Jennifer Dilley, Jerry Gonzalez, Dean Hendrix, Seok Kan, John Phillip Santos, Scott Sherer, Tara Thompson

---

## Summary

We were charged with investigating a set of informally gathered current perceptions of the college. We collected some quantitative information from Institutional Research and some informal qualitative descriptions through focus groups and surveys.

## Methods

The subcommittee used the following methods:

- We conducted four focus groups, two primarily with faculty, one primarily with COLFA students, and one primarily with COLFA staff.
- We used a Qualtrics survey and requested information from faculty, staff, and students regarding perceptions of the College.
- We requested information regarding social and cultural characteristics of the faculty and students from the Dean's office and Institutional Research.

## Results

- We were pleased that we were able to generate interest about questions in COLFA regarding our identity, both now and in the future. As results were collected on a fast-track, we recommend another more systematic and representative survey of COLFA faculty, students, and staff.
- We found that a strong feature of COLFA is that each of our disciplines is invested in demonstrating multiple facets of human experiences and environments. The collection of our disciplines produces many different angles for investigating, reflecting upon, and creating the human condition and diverse global engagement. COLFA promotes new directions for new questions.
- COLFA's work is often unknown and underappreciated within the University even though we are part of the Core curriculum and our majors do well. Community respondents appreciate us and want us to be better recognized. We know we do good



---

work, and we need to celebrate our strengths for wider audiences.

- We found great value in organizing conversations among individuals associated with COLFA. These conversations were long-overdue, and we recommend on-going conversations to develop directions for the future. **WE ARE COLFA!**
- We asked focus groups to respond to five questions:
  - What 1-3 words would you use to describe COLFA?
  - What makes you proud about your affiliation with COLFA?
  - What opportunities does COLFA offer you?
  - If you were creating a slogan to advertise COLFA, what would it be?
  - What would UTSA be without COLFA?
- The responses and conversations of the focus groups we organized highlight where we have strengths. This shows us our values and highlights where we might put energy for support and recognition. Our reputation is positive but would benefit from being articulated better and more often.
- Overall, the subcommittee found some central themes that emerged regarding COLFA's Assets, Challenges and Misperceptions, Aspirations, and Strategies for Change.

**Focus group input on Assets:**

- COLFA promotes big ideas, innovativeness, leadership, and creativity.
- We are creators and researchers.
- COLFA cultivates success.
- Students and community members value the investigations, learning, and direct engagement they have with the liberal and fine arts.
- We deliver foundational and transferrable skills.

**Focus group input on Challenges and Misperceptions:**

- COLFA and its opportunities need to be more visible.
- What we do is taken for granted by the University.

**Focus group input on Aspirations:**

- Will COLFA undergo a huge marketing “facelift” to express our identity?
- We need to embrace and emphasize the strength of COLFA within UTSA as a regional university, recognizing that regional universities are the backbone of American higher education.

**Focus group input on Strategies for Change:**

- Create dynamic, interdisciplinary, diverse, and thoughtful research centers.
- Create a community of belonging.

---

### **Survey input on Assets:**

- COLFA's faculty are dedicated, passionate experts.
- COLFA was reported effective toward encouraging greater appreciation for the arts, involvement in one's community, and communication skills.
- Fosters critical thinking, expanded civic duty and awareness of students, increased reflection on values, and passion
- Holistic educational experience of COLFA disciplines
- Inclusive: a large part of COLFA's identity is the people of COLFA.

### **Survey Input on Challenges and Misperceptions:**

- Students reported dissatisfaction with COLFA building and facilities.
- COLFA's identity was reported by students to be non-present and unclear.
- Student survey responses show that students tended to correlate their experiences within their specific departments as the identity of COLFA as a whole.
- COLFA has much to offer students and the UTSA community in the way of extra-curricular opportunities, research, and personal growth, but these strengths go unnoticed.

### **Survey input on Aspirations and Strategies for Change:**

- Students requested more integration of different COLFA disciplines in their curriculum.
  - Increased focus on COLFA-wide study abroad program to promote unity among the disciplines
  - More digital and technical expertise in COLFA disciplines
  - Inter-department integration: sharing faculty and student research across the disciplines
  - Create joint degrees across the humanities and arts
  - Create more opportunities for students to engage in community involvement
  - Instructional collaboration including co-teaching and teaching courses in both English and Spanish
  - Increase institutions and centers for faculty and students.
- We recommend that demographic studies of COLFA students be more comprehensive and that appropriate responses be addressed.

- COLFA consistently generates a significant proportion of semester credit hours (SCH) at UTSA (see table below). In Fall 2020, COLFA generated 46.87% of SCH at UTSA. Between Fall 2016-Fall 2020, COLFA produced 53% of the Minors earned at UTSA.

Semester Credit Hours									
Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
29,161	41.52%	31,885	44.49%	35,736	44.68%	36,753	47.60%	38,900	46.87%

- In 2020, COLFA was home to 14.36% of UTSA undergraduate majors, 8.3% of of master’s students and 7.01% of doctoral students.

COLFA Enrollment and Percentage of Overall UTSA Enrollment										
	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
Undergrad	3,285	13.45%	3,714	14.23%	4,106	14.87%	4,142	14.83%	4,245	14.36%
Post-bac	35	8.68%	46	10.38%	46	9.27%	39	8.53%	36	6.87%
Master’s	238	7.02%	241	7.05%	233	6.98%	265	8.03%	312	8.30%
Doctoral	57	7.69%	66	8.24%	58	7.06%	67	7.40%	63	7.01%

---

# PEER MODELS SUBCOMMITTEE

Annie Herrera, Chad Mahood, Nathan Richardson, Tricia Schwennesen, Mario Vela, Tracy Cowden, Jill Fleuriet, Sonia Saldivar-Hull, Patrick Crowley

---

## Recurring Theme: Engagement

Three Subthemes:

1. Student Engaged: Research, Service, Problem-Solving
2. Community Focused: “The World Is Our Campus”
3. Problem-Based (...interdisciplinary)

## Food for Thought: Innovative Universities Feature...

1. Programs that are:
  - a. Student-centered
  - b. Student-*designed*
  - c. Problem-based
  - d. Learning (not Teaching)-focused
2. Curriculum that:
  - a. Frontloads the Interesting Stuff (save necessary survey courses, etc. for later)
  - b. Engages immediately (get into the community, the world, and real-life from day 1)
  - c. Grapples with Real World Questions
3. Infrastructure that Allows and Encourages Interdisciplinarity
4. Humanities and the Arts are Everywhere (not just in museums, libraries, concert halls, or classrooms):
  - a. Public
  - b. Applied
  - c. Virtual and Digital
5. Pedagogies of Acceptance: we learn from each other, build on what every individual brings to the table, and together tackle real-world problems (not “critical thinking” but “collective, evolutionary thinking”; learning as inclusion, not sorting and culling)
6. Helping students learn how to learn.

---

## GETTING PRACTICAL

### Structure for Innovation:

1. Schools Not Departments ([ASU](#): e.g. School of Historical, Philosophical, and Religious Studies; School for Social Transformation...)
2. Research Hubs: built around pressing social challenges (e.g. “Social Change, Conflict, and Resilience” at [Georgia State University](#))
3. Remixing Colleges ([FIU](#): humanities and sciences clustered): STEManities, etc.
4. Student Success Center: helps UG students find research projects and mentors (see [George Mason University](#) )
  - a. U Cincinnati CARES (Career Prep, Advising, Recruitment, Enrollment Services)
5. Centers and Labs:
  - a. [University of Colorado Boulder](#)- ‘Center for Critical Thought’ with a mission to critically re-examine our current situation within political, social, economic, and legal dimensions working across colleges at the university.
  - b. Humanities Research Lab (ASU): pairs humanities scholars with mathematicians, engineers, and computer scientists.
  - c. Center for Collaboration and Innovation in the Arts <https://cencia.gsu.edu/>
  - d. Center linking arts to Quality of Life issues across the college/university (Temple)
  - e. Center for Art and Social Engagement (U Houston)
6. Living Learning Communities:
  - a. Arts Living Learning Community (George Mason)
  - b. Residential Honors College in Arts and Humanities (Michigan State)
  - c. The Arts Village (Bowling Green SU)

### Implement New Curricula:

1. Public Humanities Minor ([University of Maryland, Baltimore County](#))
2. Applied Degrees (Boston College, U Michigan)
3. STEManities Degrees (e.g. UPenn History and Sociology of Science; U Houston Arts and Health; ASU Transborder Studies...)
4. Problem-Based Minors and Concentrations: addressing pressing social challenges ([George Mason University](#): e.g., Immigration Studies minor; Inequality and Social Change concentration; equity and enviro justice concentration).
5. 3+2s (5 Year BA/MA): ([University of Georgia Double Dawgs program](#): e.g. Latin American Studies BA/Nonprofit Management and Leadership MA; Music BA/Comm MA, etc)
6. Graduate Degrees:
  - a. Science and the Humanities ([Portland State University](#))

---

## **Engage with the Community (How do you change a city?)**

1. CUNY Cultural Corps: students work in Museums, other NY cultural sites. [The City University of New York](#)
2. Community Service programs: [Wagner College](#)- The 'Bonner Leaders Program'
3. All Centers Designed with Community Engagement Component (Portland State)
4. "The Cincy Project": The Economy, Race, Gender, Health (U Cincinnati [thecincyproject.org](http://thecincyproject.org) )

## **Foster Diversity, Inclusion, and Justice**

1. Required Courses (UCLA, U Michigan)
2. Certificates linking Social Engagement to Different Disciplines: Certificate in Socially Engaged Practice in Design and the Arts (Herberger Institute at ASU); Socially Engaged Practice in Philosophy; Socially Engaged Practice in Translation and Interpretation Studies; Socially Engaged Practice in Journalism...
3. Institutes, Centers: e.g. UNM Institute for The Study of "Race" and Social Justice
4. School for Social Transformation (ASU)

**Think New Pedagogies:** "If we professors can be replaced by a computer screen we should be... Every class should be an opportunity to do that which no screen can do" (Davidson, *The New Education* 91)

## **Reintroduce Ourselves to the World:**

1. Who Are We?
  - a. SFSU College of Liberal and Creative Arts, "We are the College of Ideas" <https://lca.sfsu.edu/about>
2. Common Vocabulary: "creative" "innovative"
3. Telling A Story:
  - a. Infographics, Statistics
  - b. Attention to non-"Liberal and Fine Arts" Industries
  - c. Success Stories
  - d. Employer spotlights and Quotes

*See Appendices I-IV below for raw data from this subcommittee*



The University of Texas at San Antonio™

# Appendix I

Peer Models Subcommittee, Notes (i.e., raw data)

PEER INSTITUTIONS			
Theme (Select from drop down menu)	Name	Webpage	Notes
Exciting Examples	ASU - Humanities in The College of LA & Sciences	<a href="https://humanities.thecollege.asu.edu/study">https://humanities.thecollege.asu.edu/study</a>	school idea to bring together disciplinary synergies, eg, school of historical, philosophical and religious studies
Exciting Examples	FIU	<a href="https://www.fiu.edu/academics/colleges-schools/index.html">https://www.fiu.edu/academics/colleges-schools/index.html</a>	philosophy is housed with chem, math, physics, and psych; english with liberal arts, enviro sci, and bio sci; ...not suggesting we do this, but a really interesting way to think outside of the box
Exciting Examples	GMU	<a href="https://chss.gmu.edu/programs/undergraduate">https://chss.gmu.edu/programs/undergraduate</a>	minors and concentrations as a way to respond to pressing social/enviro issues, e.g., Immigration Studies minor; Inequality and Social Change concentration; equity and enviro justice concentration
Exciting Examples	GSU	<a href="https://cencia.gsu.edu/">https://cencia.gsu.edu/</a>	Center for Collaboration and Innovation in the Arts at GSU
Exciting Examples	GSU	<a href="https://cas.gsu.edu/research/hubs/">https://cas.gsu.edu/research/hubs/</a>	research 'hubs' model to frame common areas of ID and Disc research, esp "Social Change, Conflict and Resilience"
Career & curriculum alignment	GSU	<a href="https://www.gsu.edu/about/cas/">https://www.gsu.edu/about/cas/</a>	see how dean frames relevance of humanities to city
Exciting Examples	Portland SU	<a href="https://www.pdx.edu/liberal-arts-sciences/environment">https://www.pdx.edu/liberal-arts-sciences/environment</a>	PhD in Earth, Environment and Society - uses strengths across multiple depts for 1 PhD
Racial/ethnic/gender equity	UC Irvine	<a href="https://www.humanities.uci.edu/SOH/calendar/story_details.php?recid=2170">https://www.humanities.uci.edu/SOH/calendar/story_details.php?recid=2170</a>	part of ADVANCE grant for Equity and Diversity: advisor to the dean of the UCI School of Humanities on equity, diversity and inclusive excellence
Exciting Examples	UC Riverside	<a href="https://ideasandsociety.ucr.edu/mission/#">https://ideasandsociety.ucr.edu/mission/#</a>	a combo research, outreach, and funding center for the college around "ideas and society" - builds identity, encourages fac research, supports grad students, and focus on public humanities events
Exciting Examples	UCF	<a href="https://www.cah.ucf.edu/research/arts-wellness-innovation-awards/">https://www.cah.ucf.edu/research/arts-wellness-innovation-awards/</a>	Arts & Innovation Innovation award: 2, 25k awards each yeaer to fac/staff in cross-disc teams w comm partner. What's

			exciting: amount, req to have comm partner. Could do this with any theme that crosscuts our depts
Exciting Examples	UMBC	<a href="https://cahss.umbc.edu/publichumanities/">https://cahss.umbc.edu/publichumanities/</a>	public humanities minor - public scholarship and programming emphasis; pulls from all depts
College community and unity	UC Boulder	<a href="https://outreach.colorado.edu/news/">https://outreach.colorado.edu/news/</a>	thinking about this as a way to create a college identity through our community outreach, not just our disciplinary synergies
Exciting Examples	UGA	<a href="https://www.ehistory.org/">https://www.ehistory.org/</a>	virtual history -- thinking here about combining the public humanities minor with virtual humanities
Exciting Examples	UGA	<a href="https://www.franklin.uga.edu/double-dawgs">https://www.franklin.uga.edu/double-dawgs</a>	- univ wide 4+1 and 3+2 initiative. Some COLFA majors have specific emphases for the grad degree, like HIS and SOC
Career advising	UC Santa Cruz	<a href="https://thi.ucsc.edu/#slide1">https://thi.ucsc.edu/#slide1</a>	A Humanities Institute that does all the normal stuff but also has PD for grad students that goes beyond academic positions. See Public Fellows internship program, esp. ( <a href="https://thi.ucsc.edu/public-fellowship-program/">https://thi.ucsc.edu/public-fellowship-program/</a> )
Career advising	Arizona State University	<a href="https://career.asu.edu/">https://career.asu.edu/</a>	"i. Career & Professional Development Services (Career Center- <a href="https://career.asu.edu/">https://career.asu.edu/</a> ) 1. Structure/staffing: centralized, various locations, staff listed in adjacent to career interest communities (10 total) 2. Development/Programming: workshops aligned with identity (defining your purpose), information sessions, career and internship virtual drop-in advising, growth mindset, events reflective of months that serve diverse groups (e.g. Hispanic Heritage Month employee resource group), professional polish, career expos in various industries (e.g. hospitality and tourism), how to find a mentor and network 3. Employer Relations: one contact listed (Kourtney Walker, Associate Director of Employer relations: <a href="mailto:kourtney@asu.edu">kourtney@asu.edu</a> ), resources for employers: Recruiting policies, Post jobs and internships, Recruiting calendar, Build your brand, Become a signature sponsor, ASU mentor network, Recruiting strategies 4. Technology: Handshake, me3 career assessment, interstride, interviewstream, resume dropbox, ASU mentor network, grad school test prep 5. Marketing: labels getting career advice into 4 different sections (explore your interests, get prepared, build experience, and after ASU), uses Facebook, twitter, LinkedIn, YouTube, Instagram and Pinterest. 6. Differentiators: a. Graduate career outcomes tab with data regarding job acquisition, median full time salary, continuing education acceptance rates, research participation, experiential learning participation, where students are working, etc. (didn't mention where data was retrieved) b. Career interest communities: provides personality traits reflective of those with interests in arts design and performance and communications and media (reflective of language in personality trait report in CE assessment) c. 'Creative Careers' "(language used commonly



			with specialty area due to nature of field)-services provide targeted language to majors (e.g. Unique opportunities in arts, design, and performance, writing a resume for interests in arts, design and performance) d. Focus on career fields of interest; not majors-Career Guide for area which demonstrating common fields to pursue in those majors. Specialization of industries rather than majors 7. Possible contact: DP Leighton-David.Leighton@asu.edu-DP is the Assistant Director for Creative Careers and has both formal education and industry experience within the arts "
Career advising	Florida International University	<a href="https://career.fiu.edu/">https://career.fiu.edu/</a>	"i. Career & Talent Development (Career Center- <a href="https://career.fiu.edu/">https://career.fiu.edu/</a> ) 1. Structure/staffing: centralized, Director, multiple associate directors, multiple career specialists, multiple career advisors, multiple career coordinators, employer engagement/front desk supervisor, multiple office assistants 2. Development/Programming: career fairs, career expos, internship fairs, internship week, Federal Gov statewide conference, grad school week, management leadership program, statewide job fair, career workshops, personal branding workshops, networking and public speaking workshops, internship workshops, job searching workshops, professional development workshops, color with career workshops (e.g. wandering maps, self-portraits) 3. Employer Relations: quotes from employers as why to recruit students, job recruiting, internships, getting involved, sponsorships, Instagram story takeover 4. Technology: Handshake, MBTI and Strong Interest Inventory for career assessments 5. Marketing: Facebook, Twitter, Instagram, YouTube, Tumblr, Flickr, tabs consist of job search, professional development and resources with respective info in each tab 6. Differentiators: a. Provides Interest codes (R.I.A.S.E.C.) as filters to provide list of degrees and a brief overview of degree with info such as the specific department, learning objectives and professional outcomes of program, salary range and median. Also provides specific career guides with utilizing info from o*net 7. Possible contact: N/A ii. Liberal Arts department (reviewed colleges that are reflective of majors of UTSA COLFA) • Utilizes language tailored to creative interests such as 'design', 'craft your vision' 'creative' cities, industries, etc. • Student success kit on college's main page: <a href="https://carta.fiu.edu/students/students-success-kit/">https://carta.fiu.edu/students/students-success-kit/</a> "
Career advising	University of California-Riverside	<a href="https://admissions.ucr.edu/colleges/college-humanities-arts-and-social-sciences">https://admissions.ucr.edu/colleges/college-humanities-arts-and-social-sciences</a>	companies' logos that hire their students on department page, affordability stats (could mirror SeekUT data)
Career advising	University of California-Irvine	<a href="https://career.uci.edu/">https://career.uci.edu/</a>	"i. Division of Career Pathways (Career Center- <a href="https://career.uci.edu/">https://career.uci.edu/</a> ) 1. Structure/staffing: centralized, Associate vice provost- division of career pathways, associate

			director career education, AD ER, front desk manager, senior project manager, Assistant directs for career education, career educators, on campus recruitment specialist, ER engagement specialist, shows advisory committee and ER advisory committee members throughout campus and community stakeholders 2. Development/Programming: writing a CV, preparing for a virtual fair, resume writing, info sessions for graduate and professional school, job search strategies, interviewing, LinkedIn, employers presenting on career-related topics 3. Employer Relations: recruiters' tab-reviewing resumes and profiles in Handshake, job postings, student org affiliates, opportunities for involvement, etc. 4. Technology: Handshake, Focus2, Strong Interest Inventory (fee to take assessment: \$10), MBTI (fee to take assessment: \$10) 5. Marketing: Facebook, Instagram, Twitter, LinkedIn, YouTube 6. Differentiators: a. stories and advice section from students with prompting questions "
Career advising	Portland State University	<a href="https://www.pdx.edu/careers/">https://www.pdx.edu/careers/</a>	"i. University Career Center- <a href="https://www.pdx.edu/careers/">https://www.pdx.edu/careers/</a> 1. Structure/staffing: centralized, 3 employer relations staff (e.g. lead employer relations, internship coordinator and employer relations and marketing administrator), career counselors, director of advising initiatives, associate director career services 2. Development/Programming: career resources for diverse and intersectional identities:LGBTQ Students and Alumni, Students and Alumni of Color, International Students and Alumni, Students and Alumni With Disabilities, Student Veterans 3. Employer Relations: employer quotes of why they recruit their students 4. Technology: Handshake, interest profiler through onet for career assessment 5. Marketing: 6. Differentiators: a. discusses more industry interests and opportunities in those industries ii. Liberal Arts department- <a href="https://www.pdx.edu/liberal-arts-sciences/">https://www.pdx.edu/liberal-arts-sciences/</a> "
Career advising	Univeristy of Central Florida	<a href="https://career.ucf.edu/">https://career.ucf.edu/</a>	"1. Structure/staffing: centralized, Executive director, administrative assistant, office manager/HR liaison, marketing coordinator, Director career development, AD Career development, student career counselors, director ER, AD events manager, AD ER, coordinator ER, Career Peer advisors, events assistants, front desk assistants, recruiting assistants, graphic designer, marketing assistant 2. Development/Programming: graduate and professional schools fair, ED fair, workshops-career labs-resumes, prep with a pro, networking like a pro, major in happiness, info sessions, hiring hour, diversity and inclusion in the workplace, goal setting, salary negotiation. 3. Employer Relations: campus recruiting, posting jobs and internships, employer sponsorships, FAQ tabs with respective info in each tab 4.

			Technology: Handshake, MyCareerShines career assessment 5. Marketing: Facebook, Pinterest, LinkedIn, Twitter 6. Differentiators: a. tabs of Discover, Explore, Prepare, Search, Consider with relevant content under those tabs (helpful in sorting all the resources). Statewide education planning system (MyCareerShines powered by Kuder) ii. Liberal Arts department- <a href="https://www.ucf.edu/college/arts-humanities/">https://www.ucf.edu/college/arts-humanities/</a> - promoting unique qualities of program through stats and infographics "
Career advising	University of Maryland-Baltimore Country	<a href="https://careers.umbc.edu/">https://careers.umbc.edu/</a>	"i. Career Center- <a href="https://careers.umbc.edu/">https://careers.umbc.edu/</a> 1. Structure/staffing: centralized, Management team-Assistant Vice President for Careers and Corporate Partnerships, ER and recruitment programs team, Internships and employment team, career specialists team, reception, student assistants and interns 2. Development/Programming: networking and info sessions, grad school workshops, diversity recruitment event, inside scoops (careers in diff industries) 3. Employer Relations: career fairs and events, post an opportunity, recruiting students, internships, intern funding, student talent, building an on campus presence, employer forms, employer FAQ 4. Technology: UMBC Works (portal through university?) Focuss2, MBTI 5. Marketing: mnUMBC topic, myUMBC Group, Facebook, Twitter, Instagram, Pinterest 6. Differentiators: a. diversity conference/job fair ii. Liberal Arts department - <a href="https://cahss.umbc.edu/">https://cahss.umbc.edu/</a> "
Career advising	Shreiner University	<a href="https://schreiner.edu/campus-life/campus-services/career-development/">https://schreiner.edu/campus-life/campus-services/career-development/</a>	"i. Career Development: <a href="https://schreiner.edu/campus-life/campus-services/career-development/">https://schreiner.edu/campus-life/campus-services/career-development/</a> 1. Structure/staffing: 2. Development/Programming: women's leadership conference 3. Employer Relations: 4. Technology: focus2, Handshake 5. Marketing: 6. Differentiators: a. Career Development website is linked with campus life tab from main page b. Meaningful work initiative (similar to classroom to career) c. Schreiner GROW-Guided Reflection on Work-program focuses on providing guided reflection to student employees on how to connect the skills and experience gained on the job to their coursework and future career goals. d. Meaningful work certificate ii. Academics: <a href="https://schreiner.edu/academics/">https://schreiner.edu/academics/</a> "
Career advising	Univerisity of Texas-Liberal Arts (meeting notes with Robert Vega included)	" <a href="https://liberalarts.utexas.edu/lacs/">https://liberalarts.utexas.edu/lacs/</a> <a href="https://designcreativetech.utexas.edu/about">https://designcreativetech.utexas.edu/about</a> "	"1. Structure/staffing: decentralized, Director, career coaches, recruiting and prof development specialist, services and outreach coordinator 2. Development/Programming: crafting your humanities statement of purpose, marketing and sales fair, diversity and inclusion in the workplace, bring your authentic self to work, successfully disclosing a disability in the workplace-consider whether, when and how-with special consideration for COVID-19, understanding bias

			<p>(presented by a consulting group), 3. Employer Relations: why hire liberal arts students: <a href="https://liberalarts.utexas.edu/lacs/employers/liberal-arts.php">https://liberalarts.utexas.edu/lacs/employers/liberal-arts.php</a> 4. Technology: Handshake 5. Marketing: Facebook, Instagram, Twitter 6. Differentiators: a. Special populations tab b. Info on why to hire a COLFA student c. Varied workshops, using consulting companies in addition to employers Leveraging resources for COLFA students (tech tools an prof dev opps) (UTSA specific examples could be Adobe Creative Campus and LinkedIn learning leveraging). based around identity/value matching. language supporting identity beyond major (inclusive based career counseling)(e.g. latinx, veterans, LGBTQ+, African Americans, First Gen, etc.). Data mining with Burning Glass for marketable skill analysis/in demand skills (could also be done with industries in demand) which are prevelant in COLFA curriculum. develop programming around skill development. taking advantage of skillset in location (e.g. Austin-&gt;Technology). programming: career forums: reflective of a conference-4-6 rooms, networking, industry-matching panels, story sharing emphasis, alumni sharing unique career paths (finding alumni through ER inventorying/ maintaining record of Alumni. searching for diversity and job types in LinkedIn alumni. could potentially use peoplegrove/roadrunner network). "</p>
Career advising	University of Michigan	<a href="https://careercenter.umich.edu/">https://careercenter.umich.edu/</a>	<p>"1. Structure/staffing: centralized, manager recruitment services, career coaches, coordinator graduate student career advancement, systems analyst, social media and community engagement strategist, supervisor public service intern program, recruitment coordinator, AD for pre-professional services, information services manager, recruitment coordinator, career events manager, student staff 2. Development/Programming: immersions (small group field trips and network with alumni), career crawls (engaging in informal meet ups with company recruiters for career exploration), joining a career track (guide to exploring and launching a career in a specific field-receiving targeted and tailored info-done through Handshake) 3. Employer Relations: recruiter contacts by topic and industry, links to college success centers for special recruiting needs 4. Technology: Handshake 5. Marketing: utilizing art work done by student to represent topics/content 6. Differentiators: a. Utilizing student artwork to represent feelings/ideas/positive messaging toward career related topics (embrace change, your unique is what actually gets you hired, etc.). b. New product/service/website questionnaire (reviews vendor product, service, and website requests once every semester.</p>

			fill out the form below if you'd like us to evaluate your product/service in our next upcoming new products meeting with listed upcoming review dates) "
Career advising	UVA Career Center	<a href="https://career.virginia.edu/">https://career.virginia.edu/</a>	"1. Structure/staffing: centralized, 33 staff members ( <a href="https://career.virginia.edu/directory">https://career.virginia.edu/directory</a> ) 2. Development/Programming: consulting and strategy conference, tech night takeover, mock interview day, resume marathon, behavioral interviewing routable, intelligence and security careers week, fall finance night 3. Employer Relations: Why Hire their students with links to school rankings, facts at a glance, student info and degree programs 4. Technology: Handshake, pathway, Clifton strengths, life values inventory, strong interest inventory, MBTI, career shift, career insider by vault, candid career, Peoplegrove, vmock, goinglobal 5. Marketing: UVA Career Center podcast, Work in Progress on Apple Podcasts, Spotify, and SoundCloud, and follow @UVACareerCenter on Facebook, Instagram, and Twitter. 6. Differentiators: a. Career communities-Creative: <a href="https://career.virginia.edu/creative">https://career.virginia.edu/creative</a> rather than listing of majors "
Career advising	Berkley Career Center	<a href="https://career.berkeley.edu/">https://career.berkeley.edu/</a>	"1. Structure/staffing: centralized, <a href="https://career.berkeley.edu/staff-profiles">https://career.berkeley.edu/staff-profiles</a> 2. Development/Programming: grouping of major and industry in titles of career fairs: <a href="https://career.berkeley.edu/Fairs/Fairs">https://career.berkeley.edu/Fairs/Fairs</a> 3. Employer Relations: building your campus brand resources, Handshake FAQ, Berkley Circle partner program (sponsorship) 4. Technology: Peoplegrove, Handshake, big interview, candid career, goinglobal, vault 5. Marketing: Facebook, LinkedIn, Pinterest, YouTube, Twitter, Instagram 6. Differentiators: a. Virtual Career Center temp name change/front and center on webpage "
Career advising	Purdue- Career Success-Center for Career Opportunities & Pre-Professional Advising	<a href="https://www.cco.purdue.edu/">https://www.cco.purdue.edu/</a>	"1. Structure/staffing: centralized <a href="https://www.cco.purdue.edu/FacultyAndStaff/MeetTheStaff/">https://www.cco.purdue.edu/FacultyAndStaff/MeetTheStaff/</a> 2. Development/Programming: <a href="https://www.cco.purdue.edu/Calendar/Index">https://www.cco.purdue.edu/Calendar/Index</a> workshops: don't be boxed in by your major, strengths 101, short and long term goals 3. Employer Relations: student and alumni data 4. Technology: simplicity, Big Interview, Upkey, VMOCK, Roadtrip Nation, Career Research Portal 5. Marketing: Facebook, LinkedIn, Pinterest, twitter, Wix, Instagram, YouTube, blog, podcast 6. Differentiators: a. What We Offer link on main page under students tab "
Career advising	UF Gainesville-Career Connections Center-	<a href="https://career.ufl.edu/">https://career.ufl.edu/</a>	"1. Structure/staffing: centralized, <a href="https://career.ufl.edu/meet-the-team/">https://career.ufl.edu/meet-the-team/</a> 2. Development/Programming: student panels (e.g. accepted to graduate program), workshops in adulating, career

			conversations (informal), career success institute, LinkedIn labs, employer lead skills lab 3. Employer Relations: 4. Technology: simplicity 5. Marketing: Facebook, Twitter, LinkedIn, Instagram, Soundcloud 6. Differentiators: a. Quick link on main page of 'what can we help you with?' with drop down menu of undergraduate or graduate student and selections of create a career plan, create a resume, find gator careerlink, gain experience, and schedule a career planning appointment "
Career advising	UNCCH- University Career Services	<a href="https://careers.unc.edu/">https://careers.unc.edu/</a> <a href="http://hussman.unc.edu/ug/studentservices/careerservices">http://hussman.unc.edu/ug/studentservices/careerservices</a>	"1. Structure/staffing: decentralized, <a href="https://careers.unc.edu/about-ucs/our-staff">https://careers.unc.edu/about-ucs/our-staff</a> 2. Development/Programming: Instagram stories, career fair cram session, connecting majors to careers alumni panel 3. Employer Relations: increasing diversity 4. Technology: Handshake, Airtable (networking with Alumni) 5. Marketing: YouTube, Instagram, Facebook, Twitter 6. Differentiators: a. Distinguishes between for-credit and not for credit internships so students understand difference "
Career advising	Wake Forest	<a href="https://opcd.wfu.edu/">https://opcd.wfu.edu/</a>	"1. Structure/staffing: centralized, <a href="https://opcd.wfu.edu/about-the-opcd/our-people/">https://opcd.wfu.edu/about-the-opcd/our-people/</a> 2. Development/Programming: Diversity matters, industry specific career fairs, general career fair, networking nights, STEM Slam, performing arts career trek, Austin data & tek career trek, careers in nonprofits networking night, 3. Employer Relations: video on ER page, how can we help you tab, 4. Technology: Handshake 5. Marketing: Twitter, Facebook, Instagram 6. Differentiators: a. Tabs reflective of progression in career development with respective info in tab (e.g. start here, explore, get ready, land it, about + more, employers) "
Career advising	Boston College (meeting with Rachel Greenberg) on 10/15/20	Boston College	"Career Center Structure / Staffing: How is your center structured? Are you centralized or decentralized? <ul style="list-style-type: none"> <li>•Centralized except for law school, grad mgmt, mgmt.. 20 staff-10 career educators, 5 ER, 5 operations. Career cluster model for counselor educators team (hybrid of industry and occupation blend), exploratory rather than undecided. Career Development and Programming: Can you describe your programming and what does the participation look like for COLFA students and alumni? •Programming through various clusters. Large scale career fairs too. ER and cluster partnership (develops together annual strategic plan-panels, workshops, info sessions, divide by hours per month). Exploratory ties with career planning class (design your life book). Mid year eval for review and adjustments. Employer Relations: How do you conduct employer relations/structure? What is your strategy in recruiting employers to hire COLFA students and alumni? •Conduct</li> </ul>

			<p>GAP analysis between student interests and what's currently being offered for programming. Industry focus. Connections with alumni network, employer newsletter, educating employers about COLFA qualities, tell internship success stories to continue to recruit students in those fields.</p> <p>Partnership with Students and Student Leaders: Do you partner with COLFA groups? If so, what does the partnership look like? •Rather than academic focus student groups in COLFA (if lack of engagement), partnerships with student orgs that have a lot of COLFA majors (e.g. diversity and inclusion org, first gen, etc.). collaborate between presentations and events •Cross-collaborations with programming (e.g. panel lead by career educators, all participated in panel titled turning activism into a career)</p> <p>Technology: What career management software does your office utilize? Other technologies? •Handshake, people grove, vault, forage (?)(project platform-different from micro internships-all students can participate no matter what major), big interview, blog, YouTube, Marketing: How do you target your marketing to COLFA students? Tips? •Marketing committee-communication plans between cluster annual strategic plans. 'Join a cluster' for emails (this is similar to U of MI). Sent 2x a month. Newsletter sent to undergraduates' students every Sunday and career educators select content for each week. Promotes newsletter in Handshake which allows for tracking opens and clicks. Links in newsletter that take directly to respective Handshake page. Guest blogs, social media spotlights, blogs that are suggestions focused (top 4 tips for...) Differentiators: What would you say is your favorite programming and why? What challenges (if any) have you faced in reaching to COLFA students? Solutions?</p> <p>•Endeavor program - Campus wide collaboration with COLFA dean and alumni association oBlend of a retreat and conference o Strictly exploratory and COLFA focused Day 1: introspection/skill inventory and processing, Day 2: Alumni engagement, panels for each cluster, Day 3: trek to local org (doing virtually now)(consists of mini case studies/day in the life, small group convos with org) •Design career course-utilizes design your life book •Praxis (?) (internship based) o Activities and resources, modules each week to develop one of the NACE competencies, reflection activates "</p>
Racial/ethnic/gender equity	UCLA	<a href="https://humanities.ucla.edu/diversity/diversity-courses/">https://humanities.ucla.edu/diversity/diversity-courses/</a>	<p>UCLA has a college diversity requirement and diversity has its own tab on the Humanities division web page and lists all of the diversity courses they offer. "Students in the College satisfy the diversity requirement by completing one course from a faculty-approved list of diversity courses" and it must be taken as a letter grade</p>

Career and curriculum alignment	CUNY	<a href="https://www1.cuny.edu/sites/culturalcorps/">https://www1.cuny.edu/sites/culturalcorps/</a>	CUNY partnered with NYC's Department of Cultural Affairs to create the Cultural Corps, which creates opportunities for students to work in the city's cultural sector. Potential for partnership between UTSA and San Antonio or various museums. Pipeline for jobs.
Racial/ethnic/gender equity	ASU	multiple - see R/E/G equity tab	multiple - see R/E/G equity tab
Racial/ethnic/gender equity	FIU	multiple - see R/E/G equity tab	multiple - see R/E/G equity tab
Racial/ethnic/gender equity	George Mason	multiple - see R/E/G equity tab	multiple - see R/E/G equity tab
Racial/ethnic/gender equity	GA State	multiple - see R/E/G equity tab	multiple - see R/E/G equity tab
Racial/ethnic/gender equity	Portland State University	multiple - see R/E/G equity tab	multiple - see R/E/G equity tab
Racial/ethnic/gender equity	UCI	multiple - see R/E/G equity tab	multiple - see R/E/G equity tab
Racial/ethnic/gender equity	UCR	multiple - see R/E/G equity tab	multiple - see R/E/G equity tab
Racial/ethnic/gender equity	UCSC	multiple - see R/E/G equity tab	multiple - see R/E/G equity tab
Racial/ethnic/gender equity	UCF	multiple - see R/E/G equity tab	multiple - see R/E/G equity tab
Racial/ethnic/gender equity	UMD Baltimore County	multiple - see R/E/G equity tab	multiple - see R/E/G equity tab
College community and unity	MSU	<a href="https://rcah.msu.edu/">https://rcah.msu.edu/</a>	Arts and Humanities Residential College
Exciting Examples	CUNY	<a href="https://macaulay.cuny.edu/opportunities/nyc-cultural-passport/">https://macaulay.cuny.edu/opportunities/nyc-cultural-passport/</a>	Cultural Passport to NYC
Career and curriculum alignment	UVA	<a href="https://www2.virginia.edu/registrar/records/03-04ugradrec/chapter6/chapter6-40.htm">https://www2.virginia.edu/registrar/records/03-04ugradrec/chapter6/chapter6-40.htm</a>	UVA Honors Program in Social and Political Thought
College community and unity	Miss State	<a href="https://www.honors.msstate.edu/news/article/2017/11/delta-scholars-program/">https://www.honors.msstate.edu/news/article/2017/11/delta-scholars-program/</a>	Delta Scholars (Service)
Career and curriculum alignment	University of Michigan	<a href="https://lsa.umich.edu/lsa/current-students/undergraduate-students/education/applied-liberal-arts--ala-.html">https://lsa.umich.edu/lsa/current-students/undergraduate-students/education/applied-liberal-arts--ala-.html</a>	Applied Liberal Arts
Career and curriculum alignment	BC	<a href="https://www.bc.edu/content/bc-web/schools/wcas/undergraduate/bachelors/ala.html">https://www.bc.edu/content/bc-web/schools/wcas/undergraduate/bachelors/ala.html</a>	Applied Liberal Arts
College identity	Portland State University	<a href="https://www.pdx.edu/student-community-engagement/">https://www.pdx.edu/student-community-engagement/</a>	Service
		<a href="https://www.sjc.edu/academic-programs/undergraduate/great-books-reading-list">https://www.sjc.edu/academic-programs/undergraduate/great-books-reading-list</a>	Not the list itself but the identity
Exciting examples	UC Boulder	<a href="https://www.colorado.edu/humanities/">https://www.colorado.edu/humanities/</a>	Great website
Career & curriculum alignment			Idea - centralize as much as possible in terms of coordinating internships and other community engagement projects across the college
College community and unity	George Mason	<a href="https://www2.gmu.edu/research/student-research">https://www2.gmu.edu/research/student-research</a>	Great model for displaying research and involving students



Career & curriculum alignment	UPenn	<a href="https://hss.sas.upenn.edu/undergraduate/stsc-major/science-technology-society-requirements">https://hss.sas.upenn.edu/undergraduate/stsc-major/science-technology-society-requirements</a>	Should we think about STEManities?
Racial/ethnic/gender equity	University of Toronto	<a href="https://www.oise.utoronto.ca/sje/index.html">https://www.oise.utoronto.ca/sje/index.html</a>	Graduate department of social justice education
College community and unity	Wagner College	<a href="https://wagner.edu/engage/">https://wagner.edu/engage/</a>	Bonner Leaders Program allows students to engage with the community while doing things they enjoy
College community and unity	UC Boulder	<a href="https://www.colorado.edu/center/criticalthought/">https://www.colorado.edu/center/criticalthought/</a>	Research- Center for Critical Thought. Re-examines current situations across univeristy colleges
Exciting examples	Temple University	<a href="https://klein.temple.edu/academics/undergraduate-programs/communication-and-social-influence-major">https://klein.temple.edu/academics/undergraduate-programs/communication-and-social-influence-major</a>	Bachelor of Arts in Communication and Social Influence
Exciting examples	ASU	<a href="https://art.asu.edu/degree-programs/art-art-education-bfa">https://art.asu.edu/degree-programs/art-art-education-bfa</a>	From the survey: "Since many artists and musicians, as well as those who study English, history, etc. end up teaching in some capacity, I think we should look into a college-wide program that would allow both undergraduates and graduates to pursue some sort of minor/certificate/emphasis in teaching that supplements their major content area. For example, ASU has a major for Art in Education, but they also have a BFA (Art Education), where students get the studio major but concentrate on interdisciplinary teaching and fostering creative-critical thinking to enhance their marketability in museum and educational spaces. This is all housed in their school of arts, rather than education."
Exciting examples	Marquette University	<a href="https://www.marquette.edu/core-curriculum/discovery-themes-courses.php">https://www.marquette.edu/core-curriculum/discovery-themes-courses.php</a>	From the survey: "This would be hard to do at a public institution, but Marquette University has a fascinating core curriculum structure. It is based around several discovery themes. The student chooses which theme they are interested in and their core options are tailored to fit the theme. I really like the idea because the institution can put a unique stamp on the core in the available themes (these can reflect what we think is important about being a Roadrunner), and yet gives students lots of flexibility."

# Appendix II

---

## REG Equity Examples

### Arizona State University

- College of Liberal Arts and Sciences  
<https://thecollege.asu.edu/>
  - Division of Social Sciences  
<https://thecollege.asu.edu/about/academics/social-sciences>
    - American Indian Studies
      - Indigenous Rights and Social Justice
      - Tribal Leadership and Governance
    - School for Social Transformation
      - Center for Indian Education
      - African and African American Studies
      - Asian Pacific American Studies
      - Justice Studies
      - Women and Gender Studies
    - School of Transborder Studies
    - Transborder Chicana/o and Latina/o Studies
      - US and Mexico Regional Immigration Policy and Economy
      - Transborder Community Development and Health
      - Media and Expressive Culture
    - American Indian Policy Institute (research unit of Watts College of Public Service and Community Solutions)
      - <https://aipi.asu.edu/>
    - Tribal Economic Leadership Program
  - Division of Humanities
    - Hispanic Research Center
      - <https://hrc.clas.asu.edu/>
    - Institute for Humanities Research
      - <https://ihr.asu.edu/>
- New College of Interdisciplinary Arts and Sciences  
<https://newcollege.asu.edu/>
  - Latin American Studies
  - Social and Cultural Analysis
    - Ethnicity, Race and Indigenous Studies; Women and Gender Studies, Queer and Sexuality Studies
  - Social Justice and Human Rights
  - Women and Gender Studies
- University at Large
  - Office of Inclusion and Community Engagement  
<https://inclusion.asu.edu/>
  - Center for the Study of Race and Democracy

---

<https://csrd.asu.edu/>

## Florida International University

- College of Arts, Sciences & Education
  - School of Integrated Science and Humanity
    - Center for Women's and Gender Studies (CASE)
  - Robert Stempel College of Public Health & Social Work
    - School of Social Work  
<https://stempel.fiu.edu/academics/school-social-work/>
  - Steven J. School of International & Public Affairs (SIPA)  
<https://sipa.fiu.edu/departments/index.html>  
<https://sipa.fiu.edu/academics/degrees-programs/index.html>
    - African and African Diaspora Studies
    - Asian Studies
    - Mohsin and Fauzia Jaffer Center for Muslim World Studies
    - Center for Labor and Research Institute
    - Cuban Research Institute (CRI)
    - Kimberly Green Latin American and Caribbean Center (LACC)  
<http://lacc.fiu.edu/>
      - Florida – Caribbean Institute (LACC)
      - Florida – Mexico Institute (LACC)
      - Latin American and Caribbean Studies
      - Center for Research on U.S. Latino HIV/AIDS and Drug Abuse (CRUSADA)
      - Center for Latino Health Research Opportunities (CLaRO)
  - University at Large
    - Student Affairs
    - Panthers Care
      - Stop Bias  
<https://studentaffairs.fiu.edu//get-support/panthers-care/stop-bias/index.php>

## George Mason University

- College of Humanities and Social Sciences  
<https://chss.gmu.edu/>
  - Minors:
    - African and African American Studies
    - Asian-Pacific and Northeast Asian Studies
    - Middle East Studies
    - Native American and Indigenous Studies
    - Social Justice and Human Rights
    - Inequality and Social Change (Sociology: concentration)
    - Women and Gender Studies (Integrative Studies: concentration)
  - Majors:
    - Latin American Studies  
<https://las.gmu.edu/programs/la-ba-las>
    - Cultural Studies  
<https://culturalstudies.gmu.edu/about/about>
    - Ali Vural Ak Center for Global Islamic Studies
    - Korean Studies Center

- Center for Humanities Research  
<https://chr.gmu.edu/>
- Carter School for Peace and Conflict Resolution
  - Carter School Peace Labs  
<https://carterschool.gmu.edu/research-impact/carter-school-peace-labs>
  - Centers <https://carterschool.gmu.edu/centers>
- University at Large
  - Compliance, Diversity, and Ethnics  
<https://diversity.gmu.edu/>
  - Center for Culture, Equity, and Empowerment  
<https://ccee.gmu.edu/>
  - Student Engagement for Racial Justice (SERJ)  
<https://ccee.gmu.edu/serj/>
  - Campus Climate Committee  
<https://campusclimate.gmu.edu/>

## Georgia State University

- College of Arts & Sciences
  - African American Studies  
<https://aas.gsu.edu/>
  - Asian Studies
  - Women's, Gender and Sexuality Studies  
<https://wgss.gsu.edu/>
  - Latin American Studies (minor)
  - Middle East Studies (minor)
- Research Hubs  
<https://cas.gsu.edu/research/hubs/>
  - Global Studies Institute
    - Asian Studies Center  
<https://asianstudies.gsu.edu/>
    - Center for Latin American and Latino/a Studies  
<https://clals.gsu.edu/>
    - Humanities Research Center  
<https://humanities.gsu.edu/>
    - Middle East Studies Center  
<https://middleeaststudies.gsu.edu/>
  - Center for Studies on Africa and Its Diaspora  
<https://csad.gsu.edu/>
- University at Large
  - Multicultural Center  
<https://multicultural.gsu.edu/>
    - Gender Sexuality Resource Center (GSRC)  
<https://multicultural.gsu.edu/gender-and-sexuality-resource-center/>
  - Diversity, Equity and Inclusion  
<https://dei.gsu.edu/>
    - Task Force for Racial Equality  
<https://dei.gsu.edu/about/task-force/>
  - Black Student Achievement

- 
- <https://blackstudentachievement.gsu.edu/>
  - University Senate
    - Cultural Diversity
      - [https://senate.gsu.edu/committees/cultural-diversity/?gf\\_search=cultural](https://senate.gsu.edu/committees/cultural-diversity/?gf_search=cultural)

## Portland State University

- College of Liberal Arts and Sciences
  - <https://www.pdx.edu/liberal-arts-sciences/departments>
  - Black Studies
  - Chicano/Latino Studies
  - Indigenous Nations Studies
  - Judaic Studies
  - Women, Gender and Sexuality Studies
  - Center for Japanese Studies
  - Research Series
    - <https://www.pdx.edu/liberal-arts-sciences/our-research>
    - @ThisMoment Webinar Series
      - <https://www.pdx.edu/liberal-arts-sciences/moment>
    - Tag, We're It
      - <https://www.pdx.edu/liberal-arts-sciences/tag>
- College of Urban and Public Affairs
  - Global Studies
  - International Development Studies
- School of Social Work
  - <https://www.pdx.edu/social-work/>
  - Regional Research Institute
    - <https://ondeck.pdx.edu/regional-research-institute/>
  - Center to Advance Racial Equity (CARE)
    - <https://pdxscholar.library.pdx.edu/care/>
  - Center for Turkish Studies
    - <https://pdxscholar.library.pdx.edu/turkishstudies/>
- University at Large
  - Global, Diversity, & Inclusion
    - <https://www.pdx.edu/diversity/>
  - Multicultural Retention Services
    - <https://www.pdx.edu/multicultural-retention-services/>
  - Women's Resource Center
    - <https://www.pdx.edu/womens-resource-center/>
  - Cultural Resource Centers
    - <https://www.pdx.edu/cultural-resource-centers/>

## University of California-Irvine

- School of Humanities
  - <https://www.humanities.uci.edu/SOH/academics/depts.php>
  - African American Studies

- Asian American Studies
- East Asian Studies
- Gender and Sexuality Studies
- Global Middle East Studies
- Centers:
  - Center for Armenian Studies
  - Center for Asian Studies
  - Center for Critical Korean Studies
  - Center for Jewish Studies
  - Humanities Center  
<https://www.humanities.uci.edu/humanitiescenter/>
  - Latin American Studies Center  
<https://www.humanities.uci.edu/las/>
- School of Social Sciences
  - Department of Chicano/Latino Studies  
<https://www.chicanolatinostudies.uci.edu/>
  - Department of Global and International Studies  
<https://www.globalstudies.uci.edu/index.php>
- University at Large
  - Center for Population, Inequality, and Policy  
<https://www.cpip.uci.edu/index.php>
  - UCI Center in Law, Society and Culture  
<https://www.law.uci.edu/centers/clsc/>
  - Office of Equal Opportunity & Diversity  
<http://www.oeod.uci.edu/>
  - Office of the Chancellor
    - Advisory Council on Campus Climate, Culture & Inclusion  
<https://chancellor.uci.edu/campus-climate/index.php>
  - Office of Inclusive Excellence  
<https://inclusion.uci.edu/>
    - UCI ADVANCE Program  
<https://inclusion.uci.edu/advance/>
    - Diversity Opportunities  
<https://apps.oaa.uci.edu/diversityopportunities/>
  - Diverse Educational Community and Doctoral Experience Program (DECADE)  
  
<https://grad.uci.edu/about-us/diversity/decade/index.php>

### University of California-Riverside

- College of Humanities, Arts, and Social Sciences (CHASS)  
<https://chass.ucr.edu/undergraduate-majors-minors#humanities>  
<https://chass.ucr.edu/research-centers-labs>
  - Department Gender and Sexuality Studies
  - Department Media and Cultural Studies
  - Department Ethnic Studies
    - African American Studies
    - Asian American Studies
    - Asian Studies
    - Chicano Studies
    - Native American Studies
  - Latin American Studies



- Social Sciences Division
  - Latin American & Latino Studies  
<https://lals.ucsc.edu/index.html>
  - Latin American & Latino Studies/Politics (combined major)
  - Latin American & Latino Studies/Sociology (combined major)
  - Institute for Social Transformation  
<https://transform.ucsc.edu/>
  - Research Center for the Americas  
<https://rca.ucsc.edu/index.html>
- University at Large
  - Humanities Institute  
<https://thi.ucsc.edu/>
  - Office for Diversity, Equity, and Inclusion
    - Diversity and Inclusion Certificate Program  
[https://diversity.ucsc.edu/education/certificate\\_program/index.html](https://diversity.ucsc.edu/education/certificate_program/index.html)

## University of Central Florida

- College of Art and Humanities  
<https://www.ucf.edu/degree-search/college/arts-humanities/>
  - Humanities and Cultural Studies  
<https://www.ucf.edu/degree/humanities-and-cultural-studies-ba/>
  - Latin American Studies
  - <https://www.ucf.edu/degree/latin-american-studies-ba/>
  - Minors:
    - Africana Studies
    - Asian Studies
    - Judaic Studies
    - Middle Eastern Studies
    - Women and Gender Studies
    - Gender Studies (Certificate)
- College of Undergraduate Studies
  - Diversity Studies  
<https://www.ucf.edu/online/degree/interdisciplinary-studies-ba-diversity-studies/>
- Multidisciplinary Faculty Research Clusters
  - Violence Against Women (VAW)  
<https://www.ucf.edu/research/violence-against-women/>
- University at Large
  - Social Justice and Advocacy (SJA)  
<https://sja.sdes.ucf.edu/>
    - Multicultural Student Center (MSC)  
<https://sja.sdes.ucf.edu/msc/>
  - Multicultural Academic and Support Services (MASS)  
<https://mass.sdes.ucf.edu/>
  - Office of Diversity and Inclusion  
<https://diversity.ucf.edu/>
  - Office of Institutional Equity  
<https://oie.ucf.edu/>



---

## University of Maryland-Baltimore County

- College of Arts, Humanities, and Social Sciences  
<https://cahss.umbc.edu/departments-programs/>
  - Africana Studies
  - American Studies
  - Asian Studies
  - Gender & Women's Studies
  - Judaic Studies
  - Dresher Center for the Humanities  
<https://dreshercenter.umbc.edu/>
  - Inclusion Imperative  
<https://dreshercenter.umbc.edu/inclusion-imperative/>
  - Center for Social Science Scholarship  
<https://socialscience.umbc.edu/>
  - The Shriver Center  
<https://shrivercenter.umbc.edu/>
  - Truth, Racial Healing & Transformation (TRHT) Campus Center  
<https://www.aacu.org/trht-campus-centers>
- University at Large
  - Office of Equity & Inclusion  
<https://oei.umbc.edu/>
    - Empowered University events
    - Women's Center

---

# Appendix III

---

## Humanities Articles

Resources to understand the humanities:

- <https://www-chronicle-com.libweb.lib.utsa.edu/article/what-were-the-humanities-anyway>
- Freire's Pedagogy of the Oppressed: <https://envs.ucsc.edu/internships/internship-readings/freire-pedagogy-of-the-oppressed.pdf>
- <https://journals.sagepub.com/doi/full/10.1177/2378023119859708> (How Colleges Make Citizens)
- <https://www.naceweb.org/career-readiness/best-practices/career-readiness-is-integral-to-the-liberal-arts/>

---

# Appendix IV

---

## Unique Student Opportunities: Summary of findings

Peer institutions offer a variety of unique student opportunities within their liberal arts or humanities colleges such as research, community engagement, and social awareness programs. These three areas are important to students currently, and provide unique opportunities for students to enjoy their education while also setting themselves up for success post-graduation.

- Research Opportunities
  - [George Mason University](#)- Houses an Office of Student Scholarship, Creative Activities, and Research (OSCAR) that helps students find a project and mentor while funding undergraduate research, etc.
  - [University of Colorado Boulder](#)- 'Center for Critical Thought' with a mission to critically re-examine our current situation within political, social, economic, and legal dimensions working across colleges at the university.
- Community Engagement
  - [The City University of New York](#)- Partnered with New York City's Department of Cultural Affairs and The Rockefeller Foundation to launch the 'CUNY Cultural Corps', which creates opportunities for CUNY students to work in the City's cultural sector. Students get to work in museums and other cultural areas while continuing their studies and these opportunities often lead to jobs after graduation.

- 
- [Wagner College](#)- The 'Bonner Leaders Program' gives students the opportunity to spend years doing something they are interested in that also benefits the community. Helps with community service, job preparedness, and diversity. The program is housed under the 'Center for Leadership & Community Engagement'.
  - Social Awareness/Education
    - [University of California, Los Angeles](#)- UCLA College of Humanities has a college diversity requirement that ensures students complete at least one course from a faculty-approved list of diversity courses.
    - [University of Toronto](#)- Department of Social Justice Education is a graduate program committed to multi and interdisciplinary studies in education, with a focus on equity and social justice from a variety of perspectives including history, philosophy, sociology, and political science.