



ACLS

Learned  
Societies  
*Beyond*  
the  
Numbers: 2015

# Learned Societies *Beyond* the Numbers: 2015

**SCHOLARS COME TOGETHER TO FORM LEARNED SOCIETIES** in order to produce and promote knowledge. Most scholarly societies have open membership; they permit all who are interested and engaged in their mission and subject to join. Learned societies are vitally important in setting standards of excellence in research, writing, and education.

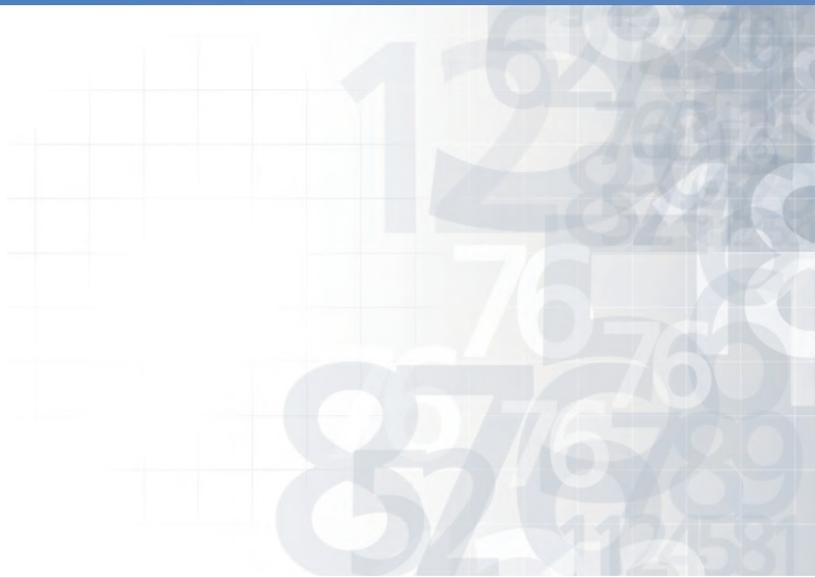
The 73 learned society members of the American Council of Learned Societies (ACLS) are national or international organizations in the humanities and related social sciences. Each society is concerned with a distinct field of study, and all are involved in the promotion of research, scholarly publication, and education.

In 2015, the ACLS published “Learned Societies by the Numbers,” a summary report of basic statistical information about its member societies and their work, assembled from data provided by those societies in 2014 for the first of a series of annual censuses. A new version of “By the Numbers” reports on data collected in 2015. This report, “Learned Societies Beyond the Numbers,” is a companion publication that provides an introduction to the work of learned societies.

Most learned societies are independent, not-for-profit organizations. As professional organizations, they provide a forum for discussing matters of interest to their constituents and for setting professional and scholarly standards. Accordingly, many societies are involved not only in intellectual concerns but also in such issues as employment, professional ethics, and scholarly communication.

Learned societies hold regular conferences at which members present and discuss their current research. They are dedicated to publishing work in their disciplines or areas of study—newsletters, magazines, and academic journals. These journals are usually peer reviewed: each article is accepted for publication only after experts in the field confirm that it meets the field’s standards of research. Reviewers also make suggestions for improvement before the article is published. Through this process, scholars collectively establish a reliable body of research and knowledge. In addition, learned societies often award prizes for scholarship. Many learned societies’ websites have become portals to Internet resources concerning their scholarly focus.

Most ACLS member societies seem healthier than the often-invoked “crises in the humanities” would suggest. To be sure, humanities disciplines, like others on campus, are not immune from developments in the economy, educational thinking and policy, and the political climate. All of these factors are making adequate resources harder to come by, and they are raising new versions of old questions about the place of humanistic education



in our society. Even in fields where the picture is positive, individual members and departments may be challenged by circumstances at their own institutions and the changing organization of the academic workforce impact their professional work and standing.

Nevertheless, there are signs of good health. In the 2015 census, ACLS member learned societies were asked to compare certain statistics to those of five years ago. In some instances at least, the trends look positive and suggest that broad generalizations about a crisis in the humanities should be examined more closely and described more accurately. For example, among our 73 member societies:

- Revenue has increased for 76% and remained steady for 11%.
- Membership has increased for 42% and remained steady for 51%.
- Annual conference attendance has increased or remained steady for 82%.

Their impact beyond publications and annual meetings is also notable. More than half of the societies responding to the 2015 census reported sponsorship of the following activities:

- Academic and Professional Resources: 83%
- Grant making: 64%
- Public and media outreach: 64%
- Public Advocacy: 57%
- Collecting and analyzing disciplinary data: 54%

To introduce you to the goals, scope, and quality of the work of learned societies as of 2015, this publication includes short essays about four of them—the American Academy of Religion, the American Folklore Society, the Dictionary Society of North America, and the Middle East Studies Association of North America—as well as brief summaries of notable special projects and positive developments from a sampling of ACLS’s member societies.

I encourage you to learn more about the ACLS and its member societies by visiting their websites.

—Timothy Lloyd  
*Executive Director, American Folklore Society*

# AMERICAN ACADEMY OF RELIGION

Jack Fitzmier, Executive Director

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**THE AMERICAN ACADEMY OF RELIGION** (AAR) is the world's largest scholarly and professional association of academics, teachers, and research scholars dedicated to furthering knowledge of religions and religious institutions in all their forms and manifestations. In a world where religion plays so central a role in social, political, and economic events, as well as in the lives of communities and individuals, members of the Academy provide and facilitate ongoing reflection upon and understanding of religious traditions, issues, questions, and values.

In the spirit of free inquiry and critical examination, the Academy welcomes all disciplined reflection on religion—both from within and outside of communities of belief and practice—and seeks to enhance its broad public understanding. With some 9,000 members in North America and abroad, the Academy fosters excellence in scholarship and teaching through academic conferences and meetings, publications, and a variety of programs and member services.

## **PUBLIC ENGAGEMENT**

For more than two decades, a goal of the AAR has been to enhance the public understanding of religion and to demonstrate the public value of academic expertise in religion. That work has included being responsive to the needs of various institutions for insight from religion scholars so as to better inform and serve the public. Among these institutions have been news media, K-12 public schools, law enforcement agencies, and prison chaplaincies.

In recent months, the AAR has sought to extend its work in these areas. We have begun conversations with the Office of US Army Chaplains in the hope of extending our prison chaplain program to the military; we have sought funding for a project that would allow a group of AAR scholars to craft a statement on religious literacy (what should a typical college graduate—with any major—know about religion?); and we have completed plans and are now implementing the AAR-Luce Fellows Program to provide religious expertise to the State Department.

The AAR-Luce Fellows Program arose out of an awareness that religion is increasingly important in international affairs and that the Department of State would like to work more closely with scholars who have grappled with the complexity of religion in a wide range of contexts. The Fellows Program is designed to make scholarship and critical, analytical perspectives more readily accessible to policymakers operating in parts of the world where the role of religion may be unclear, and to give scholars an opportunity to affect policy and learn how foreign policy is developed. Thanks to generous funding from the Henry Luce Foundation and the cooperation of the State Department's Franklin Fellows Program, over the next three years the AAR will coordinate a competitive program that will facilitate six full-time, year-long appointments to the Franklin Fellows Program.

## **PROGRAMS**

The Academy's annual meeting, held concurrently with the annual meeting of the Society of Biblical Literature, draws some 10,000 attendees from around the world, who take part in more than 1,000 academic sessions, additional meetings, receptions, tours, and workshops. The Academy's 10 regions also meet annually and provide networks for sharing research among local scholars; professional development through mentoring, workshops, and programs to enhance teaching skills; and opportunities for graduate and undergraduate students to present their work.



In addition to the JAAR, the Academy's publishing programs include five book series published in partnership with Oxford University Press; monthly newsletters; the online magazine *Religious Studies News*; and other online publications, including the *AAR Career Guide for Racial and Ethnic Minorities in the Profession* and the *AAR Guidelines for Teaching About Religion in K-12 Public Schools in the United States*. The Academy also administers the American Lectures in the History of Religions, which have often culminated in the lectures' publication by Columbia University Press.

The Academy's programs and services for members include departmental consulting services; graduate and undergraduate surveys of the field; research, travel, and regional development grants; book awards; service and teaching awards; summer seminars for theological educators funded by the Henry Luce Foundation; and employment listings and interview services. With generous support from the Teagle Foundation, the Academy is currently conducting a national survey to determine the long-term impacts of pursuing an undergraduate major in religious studies.

Hundreds of members volunteer their time each year to further the work of the Academy, and to serve their fellow members by standing for election as officers and members of the board of directors; serving on committees, working groups, task forces, and juries; leading annual meeting program units as chairs and steering committee members; and serving in one of the Academy's ten regions as regional coordinators and officers. In addition to the Society of Biblical Literature, the Academy partners with more than thirty organizations and institutions, including the International Association for the History of Religions, the Wabash Center for Teaching and Learning, and the North American Association for the Study of Religion, to provide opportunities for members to engage in scholarship and professional development with colleagues within the field of religious studies and across subfield specializations.

#### **ABOUT AAR**

Four scholars founded the Academy in 1909 as the Association of Biblical Instructors in American Colleges and Secondary Schools. In 1922, the group changed its name to the National Association of Biblical Instructors (NABI, "prophet" in Hebrew) and launched a scholarly journal. By 1963, the association, sparked by dramatic changes in the study of religion, was ready for another transformation. Upon the recommendation of a Self-Study Committee, NABI became the American Academy of Religion (AAR) and was incorporated under this name in 1964. Two years later, the name of the journal was changed to the *Journal of the American Academy of Religion* (JAAR). Today the JAAR, published by Oxford University Press, is one of the preeminent scholarly journals in the fields of religious studies and theology. AAR was admitted to the American Council of Learned Societies in 1979. AAR has a membership base of 9,150 individual members. The AAR office is in the Luce Center on the campus of Emory University.

For more information on the American Academy of Religion, visit [www.aarweb.org](http://www.aarweb.org).

## AMERICAN FOLKLORE SOCIETY

Timothy Lloyd, Executive Director

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**SINCE ITS NAMING AND FORMATION IN THE MIDDLE AND LATE NINETEENTH CENTURY**, the field of folklore studies has pioneered an inclusive view of culture and creativity in communities by examining expressive life across boundaries of time and distance. Folklorists, using the core concepts of our field—including art, context, folk, genre, group, identity, performance, text, and tradition—work to understand the intersections of artfulness and the social world of everyday life, community-based creativity in a global economy, and both cultural communication and conflict within and across religious, geographic, and ethnic divides. We describe the relations of lay and expert knowledge in complex society and advocate for mutual understanding and respect within the world’s diverse cultural commons. Folklore and folklorists have also contributed unique intellectual insights to the creation, analysis, and evaluation of public policy.

The American Folklore Society (AFS) serves the field of folklore studies, comprised of people and institutions that study and communicate knowledge about folklore throughout the world. Our 2,000 members and subscribers are scholars, teachers, and libraries at colleges and universities; public humanists working in arts and cultural organizations; and community members involved in folklore work. Many of our members live and work in the US, but their interests in folklore stretch around the world, and today about one in every eight AFS members is from outside the US.

The humanities discipline that AFS serves is organized somewhat differently from most. A number of universities support centers, programs, and departments in folklore studies that offer undergraduate majors and minors, graduate degrees, or most often both, and whose faculty and students energize the field by creating their own approaches to scholarship, teaching, public service, and professional preparation. The majority of folklorists in academic life, though, work solo or in small teams across the range of humanities and social science departments at US universities, engaging in undergraduate and graduate teaching, research and publication, and service in our field and in those of their departmental homes.

### **PUBLIC ENGAGEMENT**

Most notably, in the last 45 years, folklorists—building upon the long history of public interest in our subject and of public engagement by our field—have built homes for their work in government arts and humanities agencies at all levels, in not-for-profit organizations devoted to public education about folklore, and in private consulting practice. These days, almost half of US folklorists, including an increasing number based at universities, work in this “public sector,” engaging with audiences of all ages and descriptions through public programs: exhibitions, festivals, museum exhibitions, and the development of curricula for K-12 school programs.

In the past 15 years, AFS has taken leadership roles in a number of national and international folklore studies initiatives. In partnership with other institutions in our field and others, we maintain several scholarly communications resources and tools, including the *AFS Ethnographic Thesaurus* (made possible through the support of the Andrew W. Mellon Foundation), the online Folklore Collections Database for information about the holdings of archival repositories in our field (supported by the National Endowment for the Humanities), the H-Folk listserv for international folklore scholarship, the folklore entries in the *MLA International Bibliography*, and the Open Folklore portal to open-access folklore studies scholarship available online, part of our larger scholarly communications partnership with Indiana University Libraries.



Since 2007, supported by the Henry Luce Foundation and other government and private funders in China and the United States, we have engaged in a number of collaborative projects with the China Folklore Society and with Chinese and US university departments and research centers, museums, and libraries: conferences, exchanges of early- and mid-career folklore scholars and public folklorists, publications, exhibitions, and professional development activities for museum professionals. We are in earlier stages of similar initiatives with institutions and people in Japan and Mexico, and we work regularly with sister folklore societies worldwide, such as the International Society for Folk Narrative Research and the International Society for Ethnology and Folklore.

In 2002, we began coordinating a program for the Veterans History Project of the American Folklife Center at the Library of Congress, through which folklorists and oral historians have offered more than 400 community-based workshops on documenting the wartime experiences of US veterans; we now share that work, which has reached some 10,000 people, with our ACLS sister society, the Oral History Association. Finally, using support from the National Endowment for the Arts, for the last eight years we have assisted organizations and individuals in public folklore by enabling them to take advantage of helpful consultancies and professional development opportunities, all of which produce best-practice and case-study reports that we share openly online.

#### **PROGRAMS**

Our annual meeting is the largest single gathering of folklorists in the world and offers multiple opportunities for face-to-face communication and a growing online presence as well. Our flagship publication, the *Journal of American Folklore*, began in 1888 and is one of the oldest and most respected folklore journals in the world. It is now accompanied by a multimedia site for audio and visual documentation to supplement JAF articles and reviews. We also publish five other journals (*Children's Folklore Review*, *Digest*, *The Folklore Historian*, *Jewish Cultural Studies*, and *New Directions in Folklore*) as well as the AFS Review newsletter and opinion/essay venue, embedded in the AFS website.

We issue position statements on a variety of cultural, educational, and professional issues, part of our ongoing advocacy for the work of folklorists, traditional artists and communities, and the appreciation of vibrant expressive life. We support the work of six committees and some 30 sections and discussion groups, and award prizes, travel stipends, and other forms of recognition and support for outstanding work in our field.

#### **ABOUT AFS**

Members of three groups made common cause by creating the AFS in Cambridge, Massachusetts, in 1888: scholars in then-developing humanities departments at colleges and universities, museum anthropologists, and private citizens with an interest in the subject. Today, the Society produces publications, meetings, and both print and web resources to support our members' work to study, understand, and communicate about folklore, and to help them build professional and social networks inside and outside our field. AFS was admitted to the American Council of Learned Societies in 1945. The AFS has a membership base of 1,025 individual members. Our principal publication, the *Journal of American Folklore*, is published by the University of Illinois Press. AFS is headquartered on the campus of Indiana University-Bloomington and receives support from the IU College of Arts and Sciences.

For more information about the American Folklore Society, visit [www.afsnet.org](http://www.afsnet.org).

# DICTIONARY SOCIETY OF NORTH AMERICA

Rebecca Shapiro, Executive Secretary

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**THE MEMBERSHIP OF THE DICTIONARY SOCIETY OF NORTH AMERICA** (DSNA)—a mix of academics, practicing lexicographers, and others who work with words and word usage—come from over forty countries, with the majority working in the United States and Canada. They are scholars of dictionaries, librarians, booksellers, translators, linguists, publishers, writers, book collectors, journalists, lawyers, and people with avocational interests in dictionaries, glossaries, and thesauri.

## CHALLENGES

Like many smaller societies, the DSNA confronts major economic and technological concerns. Membership in the DSNA has declined in recent years, from over 350 eight years ago to about 200 today. To some extent, our relationship with Project Muse, the digital publications database which provides online access to our annual journal, has offset the reduction in membership income; new online revenues now also cover publishing costs. Ironically, while that income has greatly exceeded our expectations, it may also be reducing membership: some of our academic members, who can now receive Dictionaries online through their libraries, have decided to drop their DSNA memberships. Likewise, some libraries that were DSNA institutional members have dropped those memberships because their Project Muse subscriptions provide what is for them the primary benefit of DSNA membership.

DSNA's membership has always included a significant number of working lexicographers—professionals who create dictionaries and thesauri—in addition to academics and those in allied fields. In recent years, the lexicography industry has been deeply affected by increased free access to dictionaries online, as well as by the consolidation of publishing companies and a shift from full-time workers to freelancers. This shrinking workforce has reduced our membership numbers, which in turn has diminished the interaction of professionals working in the field with professionals studying the field.

One of the society's strengths—having many long-term members—carries with it a weakness: many who have members for decades are retiring, and we have been less successful than we had hoped at attracting new, younger members to replace them. There are several reasons. The gateways to our field are closing: lexicography is taught at fewer institutions than in the past. Our every-other-year conference schedule and annual journal allow people to lose track of us, and annual journals are not cited or indexed as widely. And we have only one paid staff person—a non-member—to follow through on day-to-day capacity-building and membership development.

## NEW STRATEGIES

DSNA is now working to increase membership, improve the content and impact of our publication, and achieve greater visibility and relevance.

We have convened a membership committee to make fundamental changes in how we conduct member business in order to create more interest in our society and more benefits attendant to DSNA membership. These include making radical changes in membership categories and fees, and shifting the DSNA blog to a proper website. The editor of Dictionaries has been working to improve its ranking and citation rate and is considering twice-yearly publication to increase website traffic and general visibility. While making money will require spending money, we believe the costs will be well worth it.



In addition, our leadership connected with the American Dialect Society and the Linguistic Society of America and has become part of the “Word of the Year” program in January 2016. Specifically, the DSNAsponsored, based on recent usage, a “Word to Watch” for the upcoming year as a complement to the retrospective Word of the Year that the Dialect Society has designated for almost 20 years. The Word to Watch for 2016 is “ghost”: to disappear electronically from someone’s life or to make a person disappear electronically from someone’s life. We hope to make similar connections with other allied societies.

We are starting to host regional symposia to generate interest and to share ideas, information, and contacts. The first took place in January 2016 in New York City, and others are being considered for Boston and Philadelphia. DSNAmembers in the New York City area named their group MetroLexNYC, and groups with similar names will hopefully be founded elsewhere. MetroLexNYC planned a flexible and informal program, with just three presenters; we will test these and other format innovations at future gatherings. The initial response to the event indicates great interest in the format—indeed, after a huge snowstorm, almost 40 people attended. We plan to host quarterly gatherings to maintain interest between conferences and to encourage attendance from lapsed and potential new members.

The DSNAs connects with its membership through a semiannual newsletter that provides information about the Society and its members, dictionaries or lexicographic research in progress or recently published lexicography courses and workshops, and recent or forthcoming conferences of lexicographic interest. We also publish the annual Dictionaries, which contains articles on issues relevant to the Society; notes and queries on the making, critique, use, collection, and history of dictionaries; descriptions of significant dictionary collections; reviews on lexicography or closely related topics; and bibliographies.

#### **PROGRAMS**

The Society meets every other year to present and hear papers about dictionaries. Occasionally, the Society holds meetings with related societies, such as the Society for the History of the English Language. Attended by roughly 100 people, our conference holds only one session at a time, engendering a collaborative atmosphere.

#### **ABOUT DNSA**

The Dictionary Society of North America was founded after a 1975 Indiana State University colloquium, “Research on the History of English Dictionaries.” DNSA was admitted to the American Council of Learned Societies in 1994. We have a membership base of 400 individual members. Our principal publication, *The Journal of the Dictionary Society of North America*, is published by the Dictionary Society of North America.

For more information about the Dictionary Society of North America, visit [www.dictionariesociety.com](http://www.dictionariesociety.com)

## MIDDLE EAST STUDIES ASSOCIATION OF NORTH AMERICA

Amy W. Newhall, Executive Director

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**THE MIDDLE EAST STUDIES ASSOCIATION** (MESA) of North America brings together scholars, educators, and those interested in the study of the region from all over the world. MESA is primarily concerned with the area encompassing Iran, Turkey, Afghanistan, Israel, Pakistan, and the countries of the Arab world and North Africa from the seventh century to modern times. Other regions, including Spain, southeastern Europe, China, and the former Soviet Union, are also included for the periods in which their territories were parts of Middle Eastern empires or under the influence of Middle Eastern civilization.

MESA's goals are to foster the study of the Middle East, promote high standards of scholarship and teaching, and encourage public understanding of the region and its peoples through programs, publications, and services that enhance education, further intellectual exchange, recognize professional distinction, and defend academic freedom.

### **SPECIAL PROJECT**

*Committee on Academic Freedom.* In September 1989, MESA launched a new initiative dedicated to monitoring the human rights of Middle East scholars, and by the spring of 1990 the Committee on Academic Freedom (CAF) was in full swing. The committee defined its jurisdiction somewhat narrowly: it would address only the situations of professors and academic researchers at universities and research institutions or university-based religious institutes in the MESA region. Committee members—all volunteers—devote considerable time and energy to researching alleged violations of academic freedom and devising interventions. In 2007, a growing sentiment for devoting more attention to cases in North America resulted in dividing CAF into two wings: CAFMENA (Middle East/North Africa) and CAFNA (North America).

Academic freedom in the Middle East is increasingly endangered: in just the first two months of 2016, CAFMENA has sent 13 intervention letters; in all of 2015 it sent 18. In 2014, CAFNA sent 9. CAF members were also instrumental in the creation of MESA's Academic Freedom Award in 2001. We have since bestowed 17 awards upon recipients from 9 different countries. Today, if you ask any member of MESA which among the association's activities is the most important, their reply will be CAF.

### **OTHER PROGRAMS**

The Association of Middle East Women's Studies (AMEWS) and approximately 35 other affiliated organizations regularly hold their meetings in conjunction with MESA. They bring disciplinary, regional, and temporal specialties that enrich the conference and the association as a whole. An annual film festival that shows recent documentaries is prized by annual meeting attendees. (This year's will be the thirty-third). Attracting scholars, filmmakers, film buffs, and pedagogues, the film festival is also standard fare for the K-12 teachers who attend outreach workshops that are part of every annual meeting. These workshops grew from two major evaluations of K-12 textbooks sponsored by MESA in the early 1970s, which revealed that public school teaching materials concerning the Middle East were woefully deficient in factual content. Working with K-12 teachers is an integral part of MESA's mission to enhance education.

### **HISTORY**

The idea of an academic association devoted to the study of the Islamic and modern Middle East arose during the late 1950s and early 1960s. At the time, societies focusing on the region largely served scholars and philologists of the ancient world who had little interest in Islamic or modern literary, social, political, and cultural histories. But the



fields of modern Middle Eastern studies were expanding quickly, stimulated by private foundation money (from, for instance, the Ford Foundation, the Social Science Research Council, and the American Council of Learned Societies) as well as federal funding for area studies through Title VI of the Higher Education Act of 1958. New programs quickly sprang up beyond the Ivy League bastions of Princeton, Harvard, and Columbia.

With student and program numbers on the rise, key faculty focused on broadening and strengthening the edifice of knowledge about the Middle East through improving the level of library resources on the Middle East and developing more and better monographs, textbooks, and related teaching aids. This desire for high scholarly standards was a factor motivating the creation of an association. Area studies specialists, many isolated in disciplinary departments, also needed an association to provide external validation and systems of peer review for promotion and tenure assessment. Another catalyst for creating an association—the convivial nature of academics—is particularly pronounced among the Middle East studies crowd, which prizes hospitality, generosity, and talk, in addition to a shared sense of purpose. Thus, needs on all levels gave rise to MESA, and with the association came scholarly journals, an annual meeting, a host of resources facilitating best practices in language pedagogy and learning, and a vital clearinghouse for scholarship and research innovation. MESA is responsible for the *International Journal of Middle East Studies*, the premier journal on the region, the *MESA Review of Middle East Studies*, and a biannual newsletter. An awards program recognizes scholarly achievement, service to the profession, and exemplary student mentoring.

One of the first activities of the new association, in line with its priority to foster new and better scholarly and teaching materials, was the commission (with Ford Foundation support) of a comprehensive study on the state of the art of Middle East Studies. Discussions and research toward this effort began in 1970, were followed by a special conference in 1973, and resulted in the *Study of the Middle East*, written by MESA's research and training committee and published in 1976. It provided a baseline on the state of knowledge in key fields and a point of contrast with the subsequent growth of new fields, the evolution of theoretical trends, and the transformation of areas of interest. It also reveals a nearly total absence of women and gender as subjects of research. Almost immediately after its conference, however, those fields mushroomed, and women's and gender studies is now one of the largest and most active areas within MESA.

#### **ABOUT MESA**

The Middle East Studies Association of North America was founded in 1966 with 50 members and admitted to the American Council of Learned Societies in 1988. We now have a membership base of 2,800 individual members, 60 institutional members and 39 affiliated organizations. Our principal publication, the *International Journal of Middle East Studies* (IJMES), is published by Cambridge University Press under the auspices of the Middle East Studies Association of North America. The society is headquartered at the University of Arizona.

For more information about the Middle East Studies Association of North America, visit [www.mesana.org](http://www.mesana.org).

## NOTABLE SPECIAL PROJECTS AND POSITIVE DEVELOPMENTS FROM A SAMPLING OF ACLS'S MEMBER SOCIETIES

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### PUBLIC/MEDIA OUTREACH

In 2007, the **American Anthropological Association** created *Race: Are We So Different?*, a public education initiative that includes a traveling museum exhibition, secondary school curricula, guides to community conversations about race, an award-winning website, a DVD, two books, and additional educational programs. The initiative has helped reshape public conversations about an important topic that is often difficult for people to talk about. The activities capture the current state of knowledge about human biological variation and its cultural constructions; the uses and abuses of this knowledge, especially in policy circles; and the lived experiences of people from many different backgrounds. Since 2007, when the exhibition began its tour of more than 30 museums nationwide, about 3.1 million people have viewed it; the website has had more than one million unique visitors. The initiative continues to be hugely successful: one version of the museum exhibition is currently traveling around the United States, and two have long-term homes at the San Diego Museum of Man and the Science Museum of Minnesota.

The **Association of American Law Schools (AALS)** has been working to combat misinformation about legal education by providing more accurate data and examples of innovative programs and teaching at law schools to policymakers, leaders of the bar and bench, the media, prospective law students, and the general public. As part of this expanded mission, the AALS developed a new website for external audiences; expanded website content related to current issues in legal education, public service and public interest activities, and outstanding faculty and programs; developed an extensive library of links to current news about legal education; created a calendar of upcoming symposia at member law schools; increased the development of press materials and outreach to the media; and developed a social media presence for sharing news about legal education and law school innovations.

In 2011, the **Society of Biblical Literature (SBL)** received a grant from the National Endowment for the Humanities to build an interactive website that invites general audiences to engage with biblical scholarship. In 2014, SBL launched *Bible Odyssey*, a media-rich site with brief, cross-referenced articles, videos, maps, and games. SBL was launched into the public square at a time when the need for scholarship's careful and historically situated readings of sacred texts is crucial. A nuanced and well-informed understanding of religious texts and how they are received by different communities and across cultures is critical to civic conversations and to the understanding of religious movements, politics, history, the arts, and current events. *Bible Odyssey* also showcases the public face of the humanities and provides an important service in a multicultural and religiously diverse society. Since its launch, traffic on the *Bible Odyssey* site has increased tenfold, with nearly three-quarters of a million visitors in 2015.

Beginning in 2014, the **Law and Society Association** has been a sponsor of *Life of the Law*, a website that explores the relationship of law to American society and culture, reaching into the parallel worlds of scholars and journalists, engaging the listener's imagination through sound-rich narrative storytelling, and presenting investigative reporting and thoughtful analysis over multiple platforms, including broadcast radio, podcasts, blogs, an interactive website and live law events. Many of these productions feature LSA members as advisory scholars. All *Life of the Law* episodes are available on Panoply, iTunes, Stitcher, and on some public radio stations throughout the country.

The **College Art Association** was awarded a grant from The Andrew W. Mellon Foundation in 2015 to support the development of *Resources for Academic Art Museum Professionals (RAAMP)*, a free, publicly accessible website that will collect, store, and share resources for professionals in academic art museums. Now under development, RAAMP



will promote scholarship, advocacy, and discussion related to academic art museums and their contributions to the educational mission of their parent institutions. CAA and its Museum Committee manage its peer-generated content with the assistance of project partners, which include the Association for Academic Museums and Galleries (AAMG) and the Association of Art Museum Curators (AAMC).

## PUBLICATIONS

The **American Political Science Association** is launching a new open-access journal meant to offer an opportunity for the quick and timely dissemination of political science research, thus fostering greater public engagement by the discipline and promoting visibility and impact for authors. The online-only format will also leverage technologies for the presentation of research findings, making political science research more dynamic and accessible. In addition to expanding APSA's publication portfolio and experimenting with innovations in publishing, the journal will support the Association's goals of increasing the value of membership, expanding opportunities for professional development, and increasing public engagement and outreach.

The **College Art Association's** Fair Use Initiative was conceived with the guidance of over 60 members of the CAA governing community. It has reached nearly 2,000 people through talks and webinars and has led to the publication of a groundbreaking Code of Best Practices in Fair Use for the Visual Arts, which has been endorsed by a number of learned societies and professional associations. Since its publication in 2015, major policy changes have been enacted, including at Yale University Press, the Robert Rauschenberg Foundation, and CAA itself.

The **Society of Architectural Historians'** SAH Archipedia is an interactive, media-rich online encyclopedia of American architecture developed by the Society in collaboration with the University of Virginia Press and supported by the National Endowment for the Humanities. Over 13,000 building histories, photographs, maps, and essays from the Society's award-winning Buildings of the United States series are available online to SAH members and institutional subscribers. The Archipedia's open-access counterpart, SAH Archipedia Classic Buildings, is available to the public and contains 100 of the most representative buildings of each state as well as lesson plans. In collaboration with Artstor and with funding from The Andrew W. Mellon Foundation, SAH has also developed SAHARA, a digital image archive of architecture and landscapes contributed by SAH members.

During the past few years, the **Society for Ethnomusicology** has focused on expanding its impact through partnerships with other organizations and by developing new online communications. An example of these efforts is Ethnomusicology Translations, a peer-reviewed, open-access series for the translation of ethnomusicology scholarship into English, published through a partnership with the Indiana University Library. This publication responds to a long-standing call from SEM members for increased international communication in ethnomusicology.

## ACADEMIC AND PROFESSIONAL RESOURCES

Based upon recommendations from their respective leaders in 1998 and 2011, the **Modern Language Association** and the American Historical Association sought and received support in 2012 from The Andrew W. Mellon Foundation to undertake two related projects: MLA's "Connected Academics: Preparing Doctoral Students of

## NOTABLE SPECIAL PROJECTS AND POSITIVE DEVELOPMENTS FROM A SAMPLING OF ACLS'S MEMBER SOCIETIES, *continued*

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Language and Literature for a Variety of Careers" and AHA's "Career Diversity for Historians." The MLA's project is demonstrating how doctoral education can develop students' capacities to bring the expertise they acquire in advanced humanistic study to a wide range of fulfilling, secure, and well-compensated professional situations. "Connected Academics" will help prepare doctoral students—already well-trained for postsecondary faculty positions—to use their humanistic training in a broader range of occupations than doctoral programs have, up to now, characteristically acknowledged and honored.

The AHA initiative is working to better prepare graduate students and early-career historians for a range of career options within and beyond the academy. The AHA and four history departments are working to explore the culture and practice of graduate education and how to better support the changing needs of PhD students. AHA has also launched "Career Contacts," a service that matches history PhDs employed beyond the academy with graduate students interested in broadening their career horizons.

The **American Antiquarian Society** maintains a library of over four million books, newspapers, pamphlets, manuscripts, and graphic arts materials produced in what is now the United States from European contact through 1876. Much of what the AAS does—from cataloging and digitizing its collections to offering nearly 50 visiting research fellowships each year—is focused on making its collections accessible to scholars in Massachusetts (where the AAS is located), across the country, and around the world. But the AAS has long been aware that many people's deepest engagement with the humanities comes during their undergraduate years. So for over 30 years, AAS has offered an intensive honors course in early American studies to a very local audience: undergraduate students from the five four-year colleges in its hometown of Worcester, Massachusetts. This seminar introduces undergraduates to the world of rare books and manuscripts and provides the chance to develop research skills. It also gives them firsthand experience with the work that goes into producing humanities scholarship and helps them develop an appreciation for that scholarship, no matter where their careers lead.

The **National Communication Association's** Learning Outcomes in Communication (LOC) project is designed to answer the question "What should a graduate with a communication degree know, understand, and be able to do?" This Lumina Foundation-funded, multiyear, faculty-driven project is fundamentally about reflecting on educational experience, with the goal of improving student learning. Faculty participants determine specific, desired learning outcomes for the discipline through a number of steps, including consultation with an array of stakeholders. These learning outcomes are not prescriptive; they are a starting point for discussion and are meant to be adapted by individual departments based on particular imperatives and areas of focus. The project also articulates the relevance of the discipline of communication to a wide audience. The LOCs can be used to advocate for disciplinary support from legislators and accreditors, for the hiring of communication students, and for students to become communication majors. They can also clarify the discipline for campus administrators who make decisions about the allocation of resources across the college or university, and about the role of communication in general education.

The **American Historical Association's** nationwide, faculty-led project "Tuning" initiative helps history departments to articulate the disciplinary core of historical study and to define what a student should understand and be able to do at the completion of a history degree program. This project has brought together faculty from



a range of 2- and 4-year institutions to identify the core disciplinary elements of historical study and the goals of the undergraduate history major. Faculty participants have been working together to develop common language that communicates to a broad audience the significance and value of a history degree.

Every two years, the **American Society for Legal History** (ASLH) sponsors the Willard Hurst Summer Institute in Legal History. Each Hurst Institute is organized and chaired by a well-known legal historian and includes visiting senior scholars who lead specialized sessions for 12 junior scholars who have been selected as Institute Fellows from around the world. The fellows participate in two weeks of seminars, meet other legal historians, and discuss their own work. The program is structured but informal and features discussions of core readings in legal history as well as analysis of the work of Institute participants.

The **Association for Jewish Studies** is launching two major award programs in 2016. First, thanks to support from the Jordan Schnitzer Family Foundation, AJS is expanding the Schnitzer Book Award program (established in 2009) to recognize books in four categories annually, for a total of eight categories every two years. Winners in each category will receive a \$10,000 prize, and finalists in each category will receive a \$2,000 prize. These awards, given by scholars to scholars, are highlights in the career of each recipient and play an important role in the promotion and tenure of many AJS members. In 2016, AJS is also launching its first annual AJS Dissertation Completion Fellowship program. Funded for five years, this fellowship program will award seven finishing-year fellowships annually (\$20,000 each) to PhD students entering the final year of their programs and completing a dissertation in the field of Jewish Studies. The Dissertation Completion Fellowships will encourage the timely completion of doctorates by the most promising graduate students in the field; create a cohort of fellows who will lead the field of Jewish Studies for decades to come; expose new audiences to Jewish Studies scholarship through fellows' public lectures; and promote continued growth of academic Jewish Studies at a time of institutional cutbacks in the humanities and social sciences. A unique feature of the program will be its public engagement component. Each fellow will be asked to give one public lecture or workshop at the end of their fellowship year in which they will share their research with a general audience. The purpose of this requirement is to give fellows crucial experience in making their work accessible to an interested but non-expert public, and to help satisfy the great demand for engaging and sophisticated discussion of Jewish history, literature, religion, and culture.

The **Association for Slavic, East European, and Eurasian Studies** just conducted and published report on the state of Russian studies at US universities, sponsored by the Carnegie Corporation of New York, <http://www.aseees.org/sites/default/files/downloads/FINAL-ASEEES-assessment-report.pdf>.

The **Rhetoric Society of America** sponsors a Biennial Institute, a weeklong event that incorporates a series of five-day seminars (there are currently seven) and a series of three-day workshops (there are currently 20). Attendance has increased with each Institute and is now close to 600. Each seminar brings established scholars and younger faculty and doctoral candidates together for intensive exploration of relevant theory and methods on a common topic. Each workshop provides authors an opportunity to share work in progress in a group discussion. The popularity of the Institute derives from its focused interaction within a small group of established and emerging experts that is sustained over three to five days. Because the Institute is held in late spring, it immediately affects participants' projects, which they work on intensively over the summer, leading to the completion of dissertation chapters and/or publications.

## NOTABLE SPECIAL PROJECTS AND POSITIVE DEVELOPMENTS FROM A SAMPLING OF ACLS'S MEMBER SOCIETIES, *continued*

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The **American Historical Association** has approved Guidelines for the Professional Evaluation of Digital Scholarship in History, and the **Modern Language Association** has created Guidelines for Evaluating Work in Digital Humanities and Digital Media. The **College Art Association**, working jointly with the **Society of Architectural Historians**, has released its Guidelines for the Evaluation of Digital Scholarship in Art and Architectural History for Promotion and Tenure.

### OPERATIONS

From 2006 to 2012, the **Society for Classical Studies** (SCS) conducted a capital campaign called From Gatekeeper to Gateway, the Campaign for Classics for the 21st Century, in order to build an endowment to provide essential resources for teachers and students of classics. The National Endowment for the Humanities recognized the value of this effort by offering a \$650,000 challenge grant, which provided \$1 for every \$4 contributed by other donors, and the Society raised just under \$2.7 million. The conversations that took place around this campaign led to the realization that to achieve its goal, the Society first needed to change its name from a puzzling obstacle to a welcoming gateway. In 2014, therefore, the Society changed the name it had adopted at its founding in 1869—the American Philological Association.

The **History of Science Society** has undertaken a number of activities to increase the diversity of its membership and thereby strengthen the profession: holding its first meeting outside of North America; meeting in locales where it can partner with Historically Black Colleges and Universities; asking members to nominate articles in the field for translation into Chinese; developing a Sponsor A Scholar program so members can pay for scholars (usually overseas) who cannot afford a membership; and fostering international contacts through its editorial office, located in Europe.

The **College Art Association's** board of directors approved formation a new Committee on Design during the recently concluded 2016 CAA Annual Conference. The committee aims to promote and advance issues in design practice, design history/theory/criticism, and design education through advocacy, engagement, and a commitment to the diversity of practices and practitioners. The committee will further support discussion and action in these areas to stimulate intellectual curiosity and advance skills that enrich the individual and society.

The **Society for Military History** has increased its interactions with other historical organizations and now considers itself a full member of the historical community. Its international membership has expanded, and it currently has its first president from outside the United States. Other initiatives include a new fellowship for graduate student doctoral research in military history and the creation of a dedicated graduate student representation position on the Society's governing council.

The membership of the **Latin American Studies Association** has increased from 6,000 to 12,000 in the past three years.

The **Law and Society Association** experienced an average 14% annual increase in conference attendance from 2011 to 2015.

### GRANT MAKING

The **College Art Association-Getty International Program**, supported by the Getty Foundation, over the past five years has provided funding to ninety non-US art historians, museum curators, and artists who teach art history to attend the CAA Annual Conference. The most recent conference hosted fifteen participants with the goal of fostering



collaborations between American art historians, artists, and curators and their international colleagues. The program for participants includes a one-day preconference colloquium on international issues in art history during which grant recipients present and discuss their common professional interests and issues.

Through its publications grants, the **College Art Association** awarded nearly \$250,000 to publishers and individuals for the publication of scholarly publications in the visual arts. Awards funded by CAA's Millard Meiss Publication Fund, The Andrew W. Mellon Foundation, Terra Foundation for American Art, and Wyeth Foundation for American Art support production costs and the cost of image permissions and acquisitions.

In 2015, the **American Philosophical Association** gave nearly \$150,000 in grants to innovative projects benefitting the field of philosophy, including several programs specifically targeted toward increasing diversity and supporting members of underrepresented groups in the field.

Over the last 15 years, the **Economic History Association** has invested in future and new scholars in the field. Thanks to generous donations from members and Cambridge University Press and to surplus funds from its journal, the Association has been able to offer to its Ph.D. student members four or five dissertation fellowships of \$10,000 to \$15,000 per year, ten to twelve pre-dissertation research grants of \$2,500 per year, as well as aid for travel to the annual meetings for students presenting posters or papers at the annual meeting. The Association also provides travel expenses for the six recent Ph.D.s on the dissertation panel at the meetings each year, and four or five grants per year for recent Ph.D.s.

## CONFERENCES

Attendance at the annual conferences of the **National Council on Public History** has grown 34% over the last three years, becoming the signature activity of the organization, as a result of the development of a new "mini-con" programming model. These programs, hosted by members of the organization in their locations, range from half-day lectures to multi-day symposia and involve established public historians as well as community historians and members of the public who are interested in history. This model has allowed the NCPH to host creative programs in cities and geographic areas that could never accommodate a full conference, increasing the profile of the field of public history while expanding its outreach and increasing its professional development and career services offerings.

In the past year, the **World History Association (WHA)** has seen an increase in annual conference attendees compared with the prior two years. At its conferences, the WHA stresses inclusiveness in programming and participation. The 2015 annual conference in Savannah, Georgia, offered sessions on a wide variety of topics, including pedagogy and new books in world history. Many conference sessions were designed specifically for secondary school teachers, including a preconference workshop on teaching the AP World History course. The diversity of offerings attracts a wide variety of scholars in the field.

The **American Historical Association** is cosponsoring with the National Museum of African American History and Culture, a major conference on "The Future of the African American Past," May 19-21 in Washington, DC. The conference has been planned as part of the activities leading up to the Museum's opening in September 2016. A cooperative agreement with the National Endowment for the Humanities has extended the collaboration. ■

## ACLS MEMBER LEARNED SOCIETIES

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African Studies Association  
American Academy of Arts and Sciences  
American Academy of Religion  
American Anthropological Association  
American Antiquarian Society  
American Association for the History of Medicine  
American Comparative Literature Association  
American Dialect Society  
American Economic Association  
American Folklore Society  
American Historical Association  
American Musicological Society  
American Numismatic Society  
American Oriental Society  
American Philosophical Association  
American Philosophical Society  
American Political Science Association  
American Schools of Oriental Research  
American Society for Aesthetics  
American Society for Eighteenth-Century Studies  
American Society for Environmental History  
American Society for Legal History  
American Society for Theatre Research  
American Society of Church History  
American Society of Comparative Law  
American Society of International Law  
American Sociological Association  
American Studies Association  
Archaeological Institute of America  
Association for Asian Studies  
Association for Jewish Studies  
Association for Slavic, East European, and Eurasian Studies  
Association for the Advancement of Baltic Studies  
Association of American Geographers  
Association of American Law Schools  
Bibliographical Society of America  
College Art Association



College Forum of the National Council of Teachers of English  
Dictionary Society of North America  
Economic History Association  
German Studies Association  
Hispanic Society of America  
History of Science Society  
International Center of Medieval Art  
Latin American Studies Association  
Law and Society Association  
Linguistic Society of America  
Medieval Academy of America  
Metaphysical Society of America  
Middle East Studies Association of North America  
Modern Language Association of America  
National Communication Association  
National Council on Public History  
North American Conference on British Studies  
Oral History Association  
Organization of American Historians  
Renaissance Society of America  
Rhetoric Society of America  
Shakespeare Association of America  
Sixteenth Century Society and Conference  
Society for American Music  
Society for Cinema and Media Studies  
Society for Classical Studies  
Society for Ethnomusicology  
Society for French Historical Studies  
Society for Military History  
Society for Music Theory  
Society for the Advancement of Scandinavian Study  
Society for the History of Technology  
Society of Architectural Historians  
Society of Biblical Literature  
Society of Dance History Scholars  
World History Association

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