

Report of the Presidential Humanities Commission

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Report of the Presidential Humanities Commission

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The Mission of the Presidential Commission

The Presidential Commission on the Humanities was assigned to help the University of California formulate its "twenty-first century role as a national and international model for the humanities in higher education."

We grounded our work in the belief that no university can be truly great without a rich and multifaceted environment for the humanities, an environment that embraces the past and envisions the future. On the one hand, the humanities preserve our capability to study remote or ancient cultures and languages, although these may be of interest to only a handful of people. On the other hand, they offer an opportunity to understand the grand migrations of peoples and customs that shaped the contemporary world and are building its future as we watch.

The humanities connect the past to the future, the far away to the close at hand. Through the humanities, Dante's *Commedia* and Shakespeare's plays inhabit the same classroom that is wired to the Internet. They give Sanskrit religious texts and Greek philosophy and ancient Chinese poetry a place at the seminar table alongside the diverse literatures of the hybrid cultures that make up the Americas today. The humanities allow us to see not only what a culture is but also how it changes. We can follow the development of literature in Spanish or music in central Europe; we can see how writers of the modern Francophone diaspora in Africa reshape the French language to suit their voices, how new immigrants express the cultural perspectives of Asia as they engage with the American experience. The humanities make the here and now feel more alive, less routine and automatic, precisely because they force us to reflect upon the present moment in the light of other times and places that may be both radically different and eerily familiar at the same time.

The University of California has long understood the essential role played by the humanities in educating students and building the knowledge base for future scholars. On its several campuses, UC offers a large array of excellent established programs in the traditional departments of humanities: history, philosophy, literary and language studies, classics, art history, and others. We have distinguished faculty in these areas of study and outstanding programs of research and teaching. Nineteen of our doctoral programs in the humanities are in the top 10 nationally.

However, the Presidential Commission asks UC to do more than sustain its historical efforts in this area; we believe the university has an obligation to make them thrive. Eager to face the challenges that confront traditional understandings of their disciplines, our socially engaged faculty are already remapping the traditional subject matters of the humanities and producing new objects of study. We urge UC to support this effort by providing new resources to release the

energy that will help us draw from the humanities the knowledge and skills required to meet the challenges of the present.

One pressing challenge facing UC and the humanities is the changing demographics of the state of California, which indicate that the state has become an international community in its diversity. The University of California itself is a global institution. Thus, the curriculum of the University of California must engage the intellectual questions that emerge from this diversity. Our graduates will need a sense of what it means to be human as they respond to the realities of a global economy, a global technology, and an emergent global culture. Through centuries of experience both defining the particularities of cultures and revealing their commonalities, the humanities have much to contribute to this task. They can help all members of the university community, but especially students, learn how to negotiate our culturally diverse contemporary world in ways that are both knowledgeable and sensitive.

The humanities have a special role to play in helping students keep their balance amid the social and technological changes sweeping through our society. As students envision the ideals that will shape their own lives, the humanities provide **(1) an appreciation of the major accomplishments and limitations of distinctive cultural traditions, present and past; (2) a foundation for participation in our culturally diverse contemporary world; and (3) the ability to assess various questions of value and ethics and find meaningful answers.** As social and technological change presents both problems and opportunities, the humanities help us analyze concrete human problems and project imaginative new strategies to engage them. They provide conceptual and analytic tools for thinking about who we are, where we live, how we ought to live.

In our report, we set forth a range of recommendations that we believe will allow UC to provide leadership and promote excellence in the humanities. The report has four main sections, **New Literacies, Research, Graduate Support and Employment,** and **Outreach.** In the **New Literacies** section, we provide a framework for considering the importance of the humanities in undergraduate education and in the public sphere, emphasizing the crucial contribution that humanities make to UC's role in imagining and preparing for the state's and the nation's future. In the **Research** section, we propose several strategies to stimulate and support humanities research, both individual and collaborative. Having identified graduate students as a crucial element in UC's humanities enterprise, we outline ways to enhance the quality of their education under **Graduate Support and Employment.** The **Outreach** section shows how humanities can create the metaphorical warm, firm handshake as UC extends its arms to the California community. Finally, we have included a coda describing a bold new initiative to address the "new societies and new technologies" described in the "New Literacies" section of the report. This coda will be developed into a proposal, on behalf of the humanities in the UC system, addressed to a major foundation. We hope that this initiative will also meet with

interest on the part of the legislature and governor when the economy rebounds at a future date.

Although we have separated these topics to present our recommendations in related groupings, a number of threads connect them. The first has already been mentioned: Humanities can be the keystone in UC's efforts to provide an intellectual framework for the state's and the university's established diversity. Second, although the traditional model of scholarship in the humanities has been single scholars working independently, researchers in the humanities are increasingly collaborating across the boundaries of traditional disciplines. They are also collaborating across campus boundaries, a third common theme in our report, and this is a trend we feel deserves support. The boundaries that have traditionally divided one campus from the other continue to function effectively as administrative structures. However, our educational mission might be better served if we share the scholarly resources and knowledge pools we have built individually. Looking to that collaborative model, we have drawn several of our recommendations from programs already in place, with proven records, at various UC campuses.

Our report provides a series of recommendations that build on the excellent structures created by the first **Humanities Initiative** while also offering imaginative new ways to address the changing configuration of knowledge in the 21st century. Each section features discussion of issues and concerns, followed by specific proposals, some of them requiring administrative facilitation only, others requiring new funds. To remain competitive in securing the best faculty and the best graduate students for our humanities programs, we will need additional financial resources. As the charge to our commission suggests, our past efforts to maintain and enhance the quality of humanities in the UC system have been compromised by a lack of resources, including a budget that would allow us to compete with the best public and private institutions.

PRIORITIES FOR THE 21ST CENTURY

Graduate students are in many ways at the heart of the enterprise in a research university. They are mentioned often in this report, both in their own section, and in the research and outreach goals we recommend. Therefore, **our top priority is a dramatic increase in fellowship funding for graduate students.** This is a crucial requirement if we are to maintain and build on the excellence of the humanities at UC. We will work in tandem with the UC Commission on the Growth and Support of Graduate Education to implement our recommendations. Another immediate priority is **to buttress existing systemwide and campus structures**, many of which came into existence with the first Humanities Initiative, including the Humanities Research Institute, campus-based humanities centers, and fellowship programs for graduate students and faculty. Additionally, we seek **to expand research opportunities for faculty in ways that will enhance both undergraduate and graduate education.** We describe several

new initiatives that we believe will further this goal. Finally, with an eye toward the future of our state and of the student bodies at our universities, we propose **expanded programs of outreach to the communities that surround the campuses of the UC**. We focus in particular on the high schools that produce future university applicants and on the young people, who by virtue of their sociodemographic background, might benefit most from a UC education.

Our recommendations attempt to address responsibly our compact with the legislature that provides for support of a world-class research mission and promises, in turn, that the University of California will take seriously its commitment to the diverse communities of California. We believe these proposals will strengthen the University at the same time that they invigorate the humanities. We commend them to your attention.

The Humanities Commission gratefully acknowledges the assistance of a number of UCOP staff who supported the work of the Commission and provided key data throughout the report. Our thanks go to Dante Noto, Kate Jeffery, James Litrownik, Ami Zusman, Julie Gordon, and others. We also acknowledge the important contributions to this effort by Candice Garretson and Steven Akiyama from UC Irvine.

New Literacies

The primary definition of the term "literacy" is, of course, the ability to read and write. The term "literacy" in this report continues to refer to commonly accepted skills the humanities have traditionally sought to foster and promote: reading, writing, and translating from one language or idiom to another. Increasingly, however, major cultural and technological transformations mandate that we expand our basic definition to include new knowledges that will enable our students to negotiate successfully a linguistically and culturally diverse world that is in process of rapid change. The conditions for becoming an engaged participant in a culturally complex world are altered by the changing demographics of California, new technologies of communication (textual, digital, visual) and new bio-technologies that promise to re-draw the boundaries of the self and force a rethinking of what it means to be human. A vision for the future of the humanities must take these changes into account as we think about what we expect every UC student to know, and what kinds of support are needed at every level in order to maintain the vitality and prestige of the humanities at the University of California.

Thus, it is within the context of California's uniqueness--its size, its wealth, its ethnic mix, its productivity, and above all its status as a paradigm of rapid and profound modernization--that the future of the humanities both within and outside of the university must be understood. **This future must comprise the cultivation in our students of two kinds of literacy: cultural, on the one hand, and technological, on the other. Citizenship thrives when individuals develop those critical, interpretive and argumentative abilities that enable them to participate meaningfully in the different venues of public life.**

Cultural Literacy

Given the cultural diversity of the state of California, and the task of the University of California to represent and offer educational opportunities for a diverse student body, the University should support initiatives in the humanities which seek to take stock of the new and changing "public" of California and the new and complex sense of who "we" are. This means learning and teaching skills of cultural translation, keeping second language study diverse and well supported, and offering abundant opportunities for faculty and students alike to take up the challenges of the cultural diversity of our student body and the internationalism of our academic areas of study. To negotiate problems of moral value and to achieve a broad and truthful self-understanding, students and faculty alike need to understand how to negotiate cultural difference. This means becoming familiar with the forms of value prevailing in different cultures and drawing upon this knowledge to make wise and fruitful decisions along life's way. Thus, expanding our cultural literacy enhances our capacity to think and act ethically in the world.

To become literate means to become an active and deliberative thinker in the world, one who can analyze and assess problems of value. A democratic political system presupposes a democratic culture to support its institutional life. The humanities help to foster a democratic culture by teaching the value of informed judgment and by offering the means by which to appreciate and evaluate our cultural world. The task of cultivating our capacity to make decisions and arrive at beliefs and positions for which we can offer reasonable justifications cannot be underestimated in a climate where counter-intellectual trends often lead to unsupported convictions, sloganeering, and dogmatic assertion.

Cultural literacy, finally, entails the preservation of the past as well as the navigation between cultures in the present. The humanities are charged with preserving works of literary, historical, and artistic value from a number of traditions, enhancing our modes of appreciation and capacity to speak about the values realized in particular works, and also with developing critical and deliberative faculties in relation to those achievements. It is also important to broaden our understanding of our cultural heritage. What has been learned in recent years about various non-western traditions has generated new kinds of research about aspects of the western tradition taken for granted.

Technological Literacy

New technologies have changed the very work that happens within the humanities. Literacy competencies now include the production and understanding of multiple media, all of which may begin with print or the written word, but which include images, musical or sound background, and abstract symbols. Although there are new forms that such media have taken, the humanities have always included not only printed texts, but also visual arts, dance, theater, music, sculpture, and architecture. "Reading" all these kinds of texts as they appear within one's culture has been a standard part of the humanities throughout human history. Indeed, modern western humanities arose in relation to the technological development of print culture.

Recent technological changes themselves require a humanistic response. As evidenced by the recent hiring of humanistic scholars at powerful hi-tech think tanks like Xerox Parc and the Banff New Media Institute, the critical, ethical and aesthetic investigations that are the hallmark of the humanities have become increasingly important in the continuing development of digital technology itself. New technological challenges pose a different set of challenges to the humanities. And we note that the need for the humanities to negotiate problems of value and ethics associated with new scientific research is reflected by the ELSI Program of the Human Genome Initiative (HGI), which provides that 5% of all funds for the Human Genome Initiative support humanities research on ethical, legal, and social issues (ELSI) related to the HGI. Technologically consequential innovations such as the Human Genome Project and new

reproductive and life-extending and enhancing technologies call for serious reflection from within the humanities. Such questions include: What is to be human? What is life? Where does life begin? And where does it end? How ought it to begin? And how ought it to end? What should happen to our bodies? Who is to decide? And how are we to adjudicate sometimes quite profound disagreements on the answers to these questions? The field of applied ethics has important contributions to make on such issues, but aspects of these issues invite perspectives that are usefully supplied by many areas of the humanities. Students and faculty alike are under an obligation to converse and deliberate on these questions by virtue of their status as citizens and participants in the public sphere. The humanities has a special obligation to undertake under these circumstances: to ready ourselves and our students for serious and culturally complex forms of reflection and decision on values that preoccupy all of us, even as we do not, and cannot, always arrive at quick or consensual agreement on them.

At the end of the report, we propose a major research initiative that builds on existing structures, including the UCHRI and campus humanities centers. It could also enable the creation of new research entities on one or two campuses. We believe the proposal for this new initiative must include some representation from the Humanities Commission and Humanities Advisory Committee. The proposal will be addressed to a major foundation and, potentially in an improved economic climate, the legislature and governor.

Research Support and Multi-Campus Collaboration

A primary mission of the University of California is research. Support for research in the humanities has not kept pace with the demands of a first-rate, productive faculty of the kind we have assembled at UC and we are in danger of losing our best faculty to other institutions, both public and private. Pressures imposed by competition with other first-rank universities and a demand for increased scholarly collaboration across disciplinary boundaries necessitates a healthy infusion of funds to support faculty research. In this section, we offer recommendations that build on existing programs and administrative structures that can be funded through the budget of the Office of the President.

Building on Existing Programs and Research Support Structures

The Humanities Commission supports the research support structures provided in the first Humanities Initiative. Wherever possible in this report, we propose funneling new research monies through the existing administrative structures established within the first Humanities Initiative: the Presidential Fellowship program, the UC Humanities Research Institute, and the Humanities Centers on the campuses of the UC system.

In addition, the Commission supports more recent research initiatives, such as the Foreign Language Consortium, directed by Robert J. Blake, Professor of Spanish and Classics at UC Davis. The Consortium has been created to provide support for language teaching and learning, teacher development, and curricular innovations in the UC system. By fostering communication and collaboration among and across the language programs at the UC campuses through the new consortium, the resources at the campuses can be made more widely available to students and faculty and more efficiently deployed. The Humanities Commission vigorously supports the establishment of this new entity within our system and the activities sponsored under its auspices. Because issues concerning the creation, delivery, and the management of foreign language programs will be addressed in this context, our Commission will not propose specific initiatives in this area, and will defer to the Consortium.

The Commission proposes the following research support mechanisms that build on the successes of the first Humanities Initiative:

Supporting Individual Research Projects: The President's Fellowship Program

After conducting a review of the Presidents Fellowship Program, which was established by the first Humanities Initiative and administered under the President's Advisory Committee on Research in the Humanities (HAC), the HAC recommended a budget increase of \$510,000 to increase both the stipend and

the number of Presidents Fellowships. The Humanities Commission supports this increase. UC fellowships are currently not competitive with other national fellowship opportunities. Aware that the American Council of Learned Societies and the Guggenheim Foundation, to name just two sources of humanities support, have increased the amount of their fellowship awards, HAC and the Humanities Commission have concluded that the University of California must raise the amounts of individual awards. These fellowships are currently set at \$25,000. We recommend the creation of a two-tiered system: fellowships for untenured faculty at \$30,000, and fellowships for tenured faculty at \$40,000. These new fellowship levels would still be below other granting agencies, but the increased amount permits a more competitive and equitable level of support. We also recommend an increase in the number of system-wide fellowships from 18 to 26. This latter recommendation is based on our assessment of the quality of the applicant pools and the realization that worthy applicants go unfunded. This increase in both the funding and number of fellowships will ensure the continued attractiveness of the fellowship and provide adequate numbers of fellowships in view of the projected growth in the number of faculty at UC given the expansion of the UC system predicted in the next decade.

RECOMMENDATION: \$510,000 base budget increase

Multi-Researcher and Interdisciplinary Research Collaborations

In recent years, both the federal agencies that award research grants, e.g. National Science Foundation (NSF), and the major private foundations (Rockefeller, Mellon, Sloan, MacArthur, Ford, Russell Sage) have been awarding fewer grants to a single researcher and re-focusing their efforts on large multi-disciplinary projects and “initiatives.” Grants for single investigators are drawing a smaller proportion of the budget at all of these institutions, and a quick survey of their websites indicates that they are also being de-emphasized in these foundations’ descriptions of what they do. Moreover, increasingly a larger share of the research funds available to single investigators is now tied to residence at a particular residential humanities center, like UCHRI and the Research Triangle in North Carolina. While these institutions have many advantages, and should be supported, it is important to have both options available to researchers, as some research lends itself more readily to individual research rather than collaborative. The new ACLS fellowships that target high-level assistant and associate professors getting started on their second book-length projects is an excellent example of a single investigator grant program to offers an important option to faculty and any trend reducing the number of such grant programs is a matter of serious concern.

While this new trend toward collaborative research raises serious challenges, and further emphasizes the need for the Office of the President to augment the President’s Fellowship Program to individual researchers, it does offer some

opportunities for humanists. Many of these multi-disciplinary teams need humanists, and recognize that need. The enormous size of UC gives us an unequaled potential for assembling teams of high quality researchers on almost any given topic, if we can find ways to coordinate with each other.

There are of a number of ways to conceptualize multi-disciplinary and interdisciplinary study pertaining to the humanities:

- a. As a way of treating an object which has emerged in the interstices or on the margins between two or more established disciplinary practices and resists comprehension by both. Here a good example might be the Holocaust, which has resisted traditional modes of historical representation and explanation and appears to require a new way of construing historical objectivity. Not because it is a "unique" or "incommensurable" object of study (as is sometimes asserted) but because it is an effect of a genuinely new historical/social/political phenomenon, i.e., "industrialized murder," carried out by political regimes often against their own citizenry.
- b. As the treatment with methods of analysis borrowed from one discipline of objects traditionally or conventionally considered to be a proper object of interest to another discipline. Here an example might be the application of econometric methods of analysis to a social institution (such as slavery, child labor, or women's rights) formerly thought to be properly studied only by qualitative rather than quantitative analysis. Other examples would be the application of the analytical models of Gestalt psychology to traditional questions of art history. Or the treatment of literary texts formerly thought to be comprehensible only by philological methods by modern linguistic, text grammar, or semiotic methods of study.
- c. As a mixture or merger of methodologies or research techniques from two or more established scientific or scholarly disciplines for a re-conceptualization of a traditional object of study in the light of social changes that have rendered its form or its content unrecognizable, unclassifiable, or unidentifiable by inherited taxonomies. Here an example would be the necessity of re-conceptualizing "gender" and "race" and "class" as objects of both historical study and theorization--on the basis of new developments in biology, family structure, sexology, medicine, civil law, politics, etc. under conditions of modernity and modernization. Other examples would be activities such as "thinking" as construed by a combination of modern brain research, and general systems theory; or conditions of being, such as "privacy," in the light of assaults on traditional notions of it as a right, privilege, or a basis for criminal activity.

Just as in the fields of bioengineering and bio-genetics, much of the most important new research crosses the boundaries of traditional disciplines and

requires collaboration among multiple researchers, so multi-researcher collaborations across disciplinary boundaries must be supported in the humanities.

Short-Term Multi-Research Programs

RECOMMENDATION: a) Funding for competitive, multi-researcher, short-term projects involving both faculty and graduate student researchers. We propose two different mechanisms for supporting these multi-disciplinary projects on UC campuses: through existing campus centers and through the UCHRI.

Borrowing an idea from an initiative sponsored by the Science and Technology Studies Program at NSF, short-term thematic multi-disciplinary programs can fill a need in the humanities for creating new ways to form multi-research groups and can provide resources that are very important today--new doctoral fellowships and postdoctoral opportunities. These types of research groups have a short life of no longer than 2 years, can be flexibly designed, and lend themselves to a competitive process for funding.

Existing Campus Centers

The Humanities Commission and the Humanities Advisory Council recognize the potential for increased multi-disciplinary activity at the campus level. The humanities centers and informal centers established on campuses provide an important locus for support for faculty and graduate students around common research agenda. Support through the centers will also enhance core campus programs and allow for the infusion of new kinds of support in existing structures. The Commission recommends an allocation of \$320,000 annually to support two (2) competitively awarded special projects a year. Grants would be established at the level of \$160,000 a year for TWO years, for short-term thematic multi-disciplinary and/or interdisciplinary projects involving faculty plus one graduate student, one to two post-docs, and visiting faculty, a total of about 6 to 7 researchers in each group.¹ The duration of the support would be for two years, ensuring continuity, ongoing discussion and production, and would focus on a particular topic that would be best explored interdisciplinary. It is anticipated that each project will produce a collaborative volume of its research findings.

This proposed structure would allow for a more sustained research initiative than is currently possible within the UCHRI structure. It would also allow a campus to highlight a particular scholarly focus that distinguishes its faculty. The project would also be expected to sponsor an annual conference and/or workshops that would be open to a broader public and allow the research group to engage a larger audience in its work. Staff support could be provided through the center at

¹ The amount of each grant will be increased to \$180,000 midway through the initial funding period.

the host campus. We believe that this model would be ideal for fostering sustained, focused research. We propose both pre-doctoral and postdoctoral fellowship support for such collaborations, so that graduate students and postdoctoral fellows would join the group for a year's duration. The addition of visiting faculty to the group would also bring innovative energy. The infrastructure for dealing with applications is already in place through HAC/UCOP. The call for these proposals would require local groups to take the initiative in terms of topics of focus. Although there are many configurations for the RFP process, one model might be to have two competitions, dividing the state into northern and southern regions.

An important benefit of this initiative is to integrate graduate student and postdoctoral participants into a UC scholarly network that will outlive the duration of the research initiative. These fellowships would directly address the serious need for increased graduate fellowships and support throughout the UC system, link the students to interdisciplinary intellectual projects and research, and make the students more competitive in the job market by giving them valuable active research experience. This collaborative research structure affords the humanities an opportunity to emulate the sciences in supporting research teams that include graduate student researchers and post-doctoral fellows (SEE SECTION ON GRADUATE SUPPORT AND EMPLOYMENT.) Increasing use of RAships would be more consistent with the desire to have students finish their degrees more swiftly as it provides an alternative to our current heavy reliance on Teaching Assistantships to support humanities graduate students. The mentorship programs already in existence on some campuses are a start in this direction, and these programs have been highly successful in meeting the joint goals of giving graduate students more time for research and to be more competitive in the job market.

We propose the funding of this proposal for a six-year trial period, to be reevaluated at the end of six years.

RECOMMENDATION: \$1,700,000 Funding one new project a year for a two-year duration beginning with \$160,000/yr in the first 3 years and increasing to \$180,000/yr in years 4-6.

University of California Humanities Research Institute (UCHRI)

The Humanities Commission supports the activities of the Humanities Research Institute. The University of California Humanities Research Institute (UCHRI) promotes collaborative interdisciplinary research and pedagogy in the humanities and theoretical social sciences throughout the University of California. The Institute is principally active in three main areas of research support: hosting

residential research groups (4-5 /year); funding competitively selected work on every campus of the University system, often in conjunction with local campus Humanities Centers; and serving as administrator of a number of UCOP research funding programs for individuals throughout the system.

The Humanities Advisory Council (HAC) has recommended a base budget increase of \$500,000 in view of the dramatic increase in the Institute's fixed costs (especially in the area of staff salaries and housing costs) over the eleven years since it opened its doors. The Commission supports a base budget increase for the Institute to continue its important work throughout the system. However, it is beyond the purview of our review to recommend a specific amount of increased support for base budget operations. We therefore recommend that the Humanities Advisory Council and the Office of the President determine the appropriate increase in the base budget.

The Humanities Commission supports two specific new multi-disciplinary initiatives to be funded through UCHRI. We propose a base budget increase of \$200,000 annually to support a) projects linking arts and humanities and b) projects fostering the public humanities.

- a. The Humanities Commission recommends a \$100,000 base budget increase for the HRI to support research groups and pedagogical research in the area of language arts and the conjunction of arts and humanities. This funding would support initiatives that seek to reconfigure, in research or in pedagogy, the relationship among the arts, humanities, and oral communication. We support the coordination of the humanities on the model of "language arts" re-establishing the centrality of the arts to the humanities and of oral communication to the notion of literacy. We recommend that funds be channeled through UCHRI to support forms of pedagogy and institutional forms that rethink the way that language arts work together, e.g., reading, writing, speaking, listening, but acting and drawing and other artistic endeavors can also be included here. This expanded definition of language arts establishes the importance of the arts and oral performance to the core conception of the humanities.

Oral expression is a fundament of a literate and engaged citizenry. It is essential to dramatic arts and to the study of oral traditions and, indeed, to the relation between oral and written traditions (and hence, to English, to pre-modern literary study in various languages, to pre-law education, to dramatic arts, to language acquisition). Students develop literacies and hone their skills in these areas without segmenting them into different disciplinary entities. Oral expression is essential to dramatic arts, and to the study of oral traditions and, indeed, to the relation between oral and written traditions. It is also related in a more general way to classroom participation, to making sure that students have a way to express their ideas in those settings, and enabling them, eventually, to express their

views in a public setting, something essential to democratic participation and effective work experiences. From Aristotle's notion of rhetoric as an offshoot of ethics and politics to contemporary debates over postmodern ethics and political agency, we see rhetorical study as encompassing both artistic and critical production in language arts as well as reception or analysis of cultural performance.

Students come to the faculty with a desire to learn and to participate in public life. They want to be able to communicate their views and find ways to support and to challenge their interpretations. Courses in the humanities that teach reading, writing, and communication not only transmit the basic tenets of grammar and composition, but teach forms of interpretation and persuasion, teaching students how to express themselves, and preparing them to make use of available resources to express themselves well. Many UC students are desperate to learn how to 'communicate', and they want to learn these skills in the context of courses that have topics that truly matter to them. So they want to communicate about a literary work or the death penalty or the United Nations or love, and they want to know what it might mean to communicate about those topics, and to do it in a way that persuades. It is important to relate the teaching of this skill to the task of interpretation and persuasion, and not to sequester such pedagogical tasks to one part of the humanities, but to understand how they are central to many different areas within the humanities.

UCHRI has a history of considerable engagement around these questions. This includes hosting disciplinary forums on "The Role of the National Language and Literature" and on "Rhetorical Studies," sponsoring the development of research foci on such topics as "Orality and Community" and "Life History Narratives," hosting residency groups on "Media, the Arts and Popular Culture," "The Case of California: Processes of Diversity in Community," and "Interpretation and the Law." The Institute has sponsored colloquia and residence groups, seminars and workshops on literature, dance, architecture, oral histories, law, medicine, and biotechnologies. These are undertakings that take rhetorical practice seriously both as object of analysis and as engaged activities. They are thus perfectly placed to promote the project of oralities, literacies, and communication.

- b. We recommend also that an additional \$100,000/yr base budget increase be specifically focused on developing a more public presence for the humanities at UC campuses. We suggest that the UCHRI sponsor more bridge grants to individual campuses and extend a greater outreach to the campuses, with the object of establishing the place of the humanities in public culture. The UCHRI could sponsor activities that would take on the task of preparing students at every level for meaningful participation in the

public sphere, and of producing a new public culture, a new presence of the humanities in public culture.

UCHRI is already engaged in these pursuits. Thus they are in the process of sponsoring programs on Improvisation in the Arts, on Fashion and the Public Sphere, on Digital Technologies and the impacts on everyday life, and on medical humanities and changing conceptions of the human, all of which will have significant public programming dimensions. There is a growing recognition of the importance of Public Humanities both in the sense that the Humanities have crucially important contributions to make to public wellbeing and cultural literacies and in the sense that the Humanities themselves need to be more publicly engaged.

RECOMMENDATION: \$200,000 base budget increase to UCHRI for Multi-disciplinary Projects in Arts and Humanities and in the Public Humanities

Infrastructural Augmentations for Selected Humanities Centers²

The Humanities Advisory Committee recommends, and the Humanities Commission seconds their recommendation, infra-structural augmentations for humanities centers on various campuses. These augmentation funds should be competitively awarded. In addition, special provision must be made for the creation of a local humanities center on the new UC Merced campus.

RECOMMENDATION: \$300,000 annually--a) \$100,000 to establish a new Humanities Center on the UC Merced campus and b) \$200,000 to be awarded competitively to augment operations of existing Humanities Centers

California Library Resources for the Humanities in the New Century— General Recommendation:

Physical libraries and the continued primacy of print: **We support library funding at levels that will guarantee the UC system as the site for outstanding research.** The acquisition of computer technology, while important, should not be pursued at the expense of book and journal acquisition. And this is

² UC Humanities Centers:

UC Humanities Research Institute (systemwide)

Townsend Center for Humanities (Berkeley)

Davis Humanities Institute (Davis)

Humanities Center (Irvine)

Center for Modern and Contemporary Studies (Los Angeles)

Center for Medieval and Renaissance Studies (Los Angeles)

Center for Ideas and Society (Riverside)

Interdisciplinary Humanities Center (Santa Barbara)

Center for Cultural Studies (Santa Cruz)

History of Health Sciences Program (San Francisco)

necessary not only to keep the UC system viable as a first-rate research system, but for students who learn necessary skills of research through library use. We recognize that one of the new technological conditions of literacy is the computer. We recognize as well that some archival materials can only be preserved primarily through digital technology and that certain cultural locations can be accessed through digital technology. But we also want to emphasize that it is crucial for students at every level to learn how to work with books, and to engage in research with books. In this regard, it will be most important to maintain a budget for libraries system-wide that reflects this necessary balance of priorities.

Graduate Support and Employment

A humane and just society that is able to move forward solving its problems must have a citizenry that knows how to think.... and graduate education at the University California, the nation's premier public university, provides one of our best and most cost effective methods of producing the educated citizens today's world demands.³

Rationale

At the heart of the University's mission in a democratic society is its role in creating an informed, literate, and humane citizenry and preparing leaders to move us forward in politics, science, business, and the arts. Graduate schools and the faculty who teach there carry a special responsibility in this area. They educate the people who will bring us the joy of artistic and cultural performance, who will expand our intellectual horizons, and who will make the key business and political decisions that will shape the 21st century. Moreover—and particularly in the humanities—graduate schools educate the people who will educate the next generation: Their faculty are the latest in a long line of scholars, all of them increasing the sum of human wisdom as they pass it along. Standing next in that line are today's graduate students.

A strong, culturally diverse cadre of humanities graduate students, working in the entire range of humanities fields, is essential to the multiple missions of the University of California and of the state as a whole. Graduate students in general are at a pivotal point in the university, enabling research, assisting in education, and developing the next generation of scholarship. Thus, as we foster the careers of graduate students, we also further the goals of graduate education and of the universities where that education takes place. Here are some specific contributions graduate students make to the educational and social enterprise.

- ◆ Recruiting and retaining first-rate graduate students in all areas of the humanities is key to recruiting and retaining a first-rate UC humanities faculty. The presence of accomplished graduate students speaks to the caliber of intellectual dialogue at the University and to the availability of knowledgeable assistance for research and teaching agendas.
- ◆ Humanities graduate students generate original scholarship important to the vital ongoing enterprise of the humanities as cultural conservator and critic.

³ *Making Discovery Work: Graduate Education at the University of California*

- ◆ Humanities graduate students help ensure the high quality of undergraduate education in the University, in their capacities as teaching assistants and role models. They provide an important bridge between seasoned faculty and undergraduates new to the content and style of the academy.
- ◆ Humanities graduate students are the primary and essential source of the next generation of faculty for the University of California, the California State University system, and the California Community College system. As we nurture their careers, we are growing the higher education institutions of the future.
- ◆ UC humanities graduates, both PhDs and Master's students, contribute to the economic and social welfare of California through their employment in government, foundations, museums, corporations, and service organizations. Their highly developed skills as researchers, analysts, writers, and teachers make them invaluable as staff and as future leaders. Their proficiency in languages other than English is a major asset across professional fields and employment sectors.

Clearly, significant educational and social goals are served when the University attends to the well being of graduate students. Therefore, the highest priority must be placed on ensuring the University's ability to attract a large and diverse group of excellent graduate students, to offer them a professional education appropriate to multiple career aspirations, to enrich academic resources for graduate education, and promote timely completion of degrees. In the following, we look at these objectives and make appropriate recommendations to achieve them.

Attracting a Large and Diverse Group of Excellent Graduate Students

UC's undergraduate student body draws overwhelmingly from California high school students. UC's graduate student body, in contrast, draws from national and international pools to ensure the highest level of talent and potential. Of course, UC's major academic competitors, both private and public, are seeking candidates in the same pool. Our ability to be competitive in academic programs and research outcomes depends, to a great degree, on our ability to be competitive in recruiting graduate students.

It is important to note here that, while many graduate students come to the UC's from other states and nations, we are not educating scholars to make contributions elsewhere only. First, many graduate students who are recruited from outside the state, upon receiving their graduate degrees, stay and work in

California. Investing in out-of-state graduate students, including foreign students, is thus of direct economic and social benefit to the State. Second, as research and knowledge become increasingly global, UC graduate students, even when they teach or work elsewhere, become emissaries of the University. Their ties to UC will provide important mutual benefits throughout their academic and professional careers. Finally, in a diverse university within a diverse state that is quickly becoming an international community, graduate programs in the humanities must also endeavor to recruit students from many socio-cultural and economic backgrounds.

How can we ensure that UC graduate programs attract the best and the brightest scholars in the humanities? The high academic quality of our graduate programs⁴ ensures that many first-rate applicants will look at UC campuses as potential locales for their graduate endeavors. To obtain their enrollment, we must be able to make competitive offers in terms of fellowships and other financial support. It is worth noting here that UC loses some of its own top-ranked undergraduates in the humanities because other universities are able to offer more significant support packages. Non-monetary supports may enhance the financial package. For example, in California's overheated housing market, providing moderately priced housing for graduate students might be an important factor. Many graduate students have life partners; offering opportunities for spousal employment is another support to be considered.

We believe resources should be allocated to permit UC's humanities programs to offer graduate applicants competitive five- or six-year packages of financial aid. The proportion of fellowship aid should compare to offers at other major research universities: a minimum average of eight quarters

⁴ *UC Humanities Doctoral Programs in the Top 10 Nationally*

<i>Art History</i>	<i>UCB</i>
<i>Classics</i>	<i>UCB</i>
<i>Classics</i>	<i>UCLA</i>
<i>Comparative Literature</i>	<i>UCI</i>
<i>Comparative Literature</i>	<i>UCB</i>
<i>English</i>	<i>UCB</i>
<i>French</i>	<i>UCB</i>
<i>French</i>	<i>UCI</i>
<i>German</i>	<i>UCB</i>
<i>Linguistics</i>	<i>UCLA</i>
<i>Linguistics</i>	<i>UCSC</i>
<i>Linguistics</i>	<i>UCB</i>
<i>Music</i>	<i>UCB</i>
<i>Philosophy</i>	<i>UCB</i>
<i>Philosophy</i>	<i>UCLA</i>
<i>Religion</i>	<i>UCSB</i>
<i>Spanish/Portuguese</i>	<i>UCB</i>
<i>History</i>	<i>UCLA</i>
<i>History</i>	<i>UCB</i>

of fellowship aid. Typical packages should also include research assistantships. Teaching assistantships should be limited so that they do not unduly delay time to degree. Similarly, the portion of loans in a typical package should be kept very low. Tuition and fee waivers will prove important, particularly for out-of-state and international students.

At present, such multiyear packages would cost about \$14,000 a year per student (not including fees). This figure is quite modest. Stanford University, for example, typically includes eleven terms of fellowship aid at \$5,300 per term, four to nine terms of teaching assistantships (if needed), and of course, fee waivers. In the wake of the Hewlett Foundation's extraordinary gift to Stanford, much of it targeted for the Humanities, this disparity between public and private institutions in California will most likely increase.

We believe that the average humanities graduate student should receive eight quarters of fellowship aid, four quarters of which (at the midpoint and dissertation stages of the student's graduate career) should be awarded competitively. Graduate students need time to meet their educational needs; they need time to complete their formal course work, to prepare for qualifying examinations, and to write publishable dissertations. To enhance their professional preparation, they need time to publish articles, to generate successful fellowship and grant applications, and to engage in other professional development.

The single most important generator of such time is fellowship aid, offered at three critical points:

- 1) In the first year of graduate work, getting students off to a strong start in course work and allowing them to participate in professional orientation
- 2) At the midpoint, enabling them to prepare appropriately for and participate successfully in qualifying examinations
- 3) During the dissertation period, supporting them as they research and write a strong dissertation in a reasonable period of time

The Commission on the Growth and Support of Graduate Education is addressing the important issue of graduate support. The Office of the President has suggested that we "fold" our request for budget augmentation for graduate fellowships into the request of this important task force and we will work with the Commission to do so.

Recommendation: \$8.6 million dollars/yr. New funding for multi-year packages for graduate students in humanities, based on 1999-2000 figures, with some increase in students calculated (See report on graduate education, Kate Jeffery from Student Financial Support)

In this current budget cycle, we recommend initiating this graduate support with the conversion of the 80 supplemental humanities fellowships in the UC Dissertation-Year Fellowship Program from one-time funding to permanent funding status. The Dissertation-Year Fellowship is designed to facilitate the academic career development of students who show potential to become excellent faculty or researchers in institutions of higher education, as well as to foster multi-faceted diversity in graduate education at the University of California. The current cost of this supplement is \$1,037,600 (80 humanities fellowships at \$12,000 + 80 research and travel supplements at \$970). The program currently permanently supports 52 graduate students across disciplines at \$12,970 apiece. We further recommend that campuses continue to contribute the funds necessary to bring these fellowships to a competitive \$15,000 annually.

Recommendation: \$1,037,600 (80 one-time fellowships funded permanently, including research and travel supplement)

Encouraging Improved Advising, Mentoring, and Professional Growth

To ensure that graduate students complete their degrees in a timely and successful fashion and move on to satisfying and productive careers both in and outside the academy, graduate students in the humanities need a wide array of support structures. The time required for students to complete the doctoral degree has been increasing since the 1960's and has been a pervasive national concern in graduate education for at least the past three decades. Some of the factors contributing to lengthy time to degree are: the amount and type of student financial support; job market opportunities, quality of faculty advising and mentoring, and curriculum requirements. Embedded in our funding and structural recommendations is a concern with the enduring issue of Time to Degree.

To achieve progress in this area, new funding programs should have explicit degree progress expectations and requirements. New program initiatives should also be regularly evaluated and make explicit the condition that appropriate progress to degree is maintained.

Fostering graduate students' training as advanced researchers is a central task of humanities graduate programs. That training takes place most notably in graduate seminars and in the writing of master's theses and doctoral dissertations. Besides the time to develop their research abilities, graduate students require specialized advice in research and writing techniques and strategies, advice that is provided through workshops, one-on-one tutoring, and the like.

Graduate students are routinely provided with advisers who provide counsel on the administrative details of progress toward degree and, once that degree is accomplished, help students in the transition to careers. Many graduate students also find mentors, faculty who, because of shared research interests or intellectual affinity, agree to provide not just advice but role modeling. While mentoring relationships by their nature cannot be assigned, they can be encouraged by various programmatic activities in graduate education. For example, humanities graduate students profit from opportunities to be research assistants, where they can watch a faculty member at work and gain explicit recognition for their contributions.

The proposals listed here promote graduate student research and often do so in a context that provides opportunities for faculty mentorship.

- Improve advising at every stage in the work of humanities graduate students and, in particular, develop fuller and more persuasive information about postdoctoral careers.

- Increase graduate student opportunities to join multicampus group research projects, building on models found in UC's Humanities Research Institute and local campus humanities initiatives. These group projects, both within the humanities and between the humanities and other fields, would typically involve teams of faculty and graduate students. Within these multi-campus groups, make more research assistantships available to humanities graduate students; faculty research grants awarded from UC and private funds, as suggested in the preceding section, might profitably including such assistantships (See Research section for recommendations).
- Fund more short-term research grants for humanities graduate students; for example, UCLA's Summer Research Mentorship Program in the Humanities and the Social Sciences and its year-long Research Mentorship Program help graduate students prepare dissertation prospectuses, publishable articles, high quality conference papers, and competitive grant proposals. The participation of mentoring faculty must be stipulated in the application. We believe that graduate education should be a year-round enterprise, not a 9-month activity with episodic ventures into unrelated summer employment.
- Provide more travel funds to enable humanities graduate students to attend and present papers at major professional conferences in and outside the United States and to permit them to undertake research, particularly at the dissertation stage, at libraries, archives, and sites outside as well as inside California.

Recommendation: \$350,000/yr for summer grants, travel grants, and travel to conferences (10 grants per campus x 10 campuses)

Promoting and Monitoring Career Development

In the best of all possible worlds, career placement is the natural outcome of the professional development curve described above: achieving competence in a discipline, learning research and writing skills, developing an area of expertise and presenting it in a dissertation. Mentorship, too, may provide valuable sources of professional linkages.

However, in today's competitive academic career climate, additional resources may be required. Many graduate students are themselves future educators; mindful of this, we must develop their teaching skills more effectively. In addition, many students in the humanities are seeking careers in fields as wide-ranging as museum curating and computer technology. Their placement needs may not be well served by the traditional academic network. In addition to the research training described above, we recommend funding for programs that enhance professional skills for academic and other job markets. Furthermore, if we are to monitor their progress—and ours—we need better data on our alumni.

One solution to providing new opportunities to graduate students is to build outreach partnerships between UC campuses and local school districts which will provide professional opportunities for humanities graduate students exploring careers in public or private education. For example, UC Irvine's *Humanities Out There* (HOT) Program offers research assistantships and opportunities to work closely with faculty supervisors and K-12 teachers. This program, described more fully in the Outreach section, might provide a template for outreach experiences that also further the goals of graduate education (See Outreach section for recommendations).

We also recommend the development of a program of off-campus internships for interested humanities graduate students. In such positions, graduate students would work as researchers in foundations, museums, historical societies, government agencies, and corporations. While the hiring group would pay for some internships, others might require full or partial subsidy by UC. Besides giving graduate students concrete professional experience, such a program would enhance appreciation for the humanities in nonacademic communities, build goodwill for UC in governmental and legislative circles, and stimulate foundation and corporate interest in supporting graduate work in the humanities.

Improved training as teachers for those who are planning careers at colleges and universities will afford other new opportunities for graduate students. Some methods would include workshops, faculty mentoring, assistance in course design, and supervised opportunities to lecture or to lead advanced seminars.

We urge that humanities graduate students be afforded increased opportunities to compete for postdoctoral fellowships. These stipends would give graduate students a year or two, immediately on completion of their dissertations, to turn the results into a published book or series of major published articles. A small number of such postdoctoral fellowships already exist in the President's Postdoctoral Fellowship Program and through the recently created Teaching Fellow program, but the number of these opportunities should be increased. We suggest expanding the existing program to enable graduates of one campus's doctoral program to become postdoctoral scholars at another UC campus. Facilitated through contacts in the Office of the Vice Chancellor for research on each campus, such a program would provide exposure to a different range of research and faculty expertise. Particularly worth pursuing would be a postdoctoral fellowship program that attaches such fellows formally to the multi-campus group research project described under Research section.

Finally, we need to develop mechanisms to gather data on alumni's career progression and to maintain productive interactions with our alumni. While many campuses do exit surveys to gather data on their graduate programs, we rarely follow alumni into their professional or academic careers, to measure their progress years and even decades later.

Fostering Inter-campus Cooperation

Within the UC community, we have a wealth of resources in the humanities that can enhance graduate education and improve opportunities for those who take degrees from our graduate programs. Funding should be increased for programs that cross the boundaries between campuses to enhance graduate education, for example, by developing a larger number of intercampus degree programs, such as the Tri-campus Classics program. Opportunities might be facilitated in which graduate students could undertake course work and research at UC campuses other than the campus where they are seeking a degree. Funds to enable graduate students and faculty to participate in conferences at other UC campuses and in intercampus group research projects would foster these connections. A few specific suggestions for cooperative possibilities follow.

We also recommend the development of a systemwide Web-based resource to help graduate students find both academic and nonacademic jobs. Such a Web site would provide universities and other potential employers with a convenient way to access the vitae of all UC graduate students nearing completion of or having completed their PhD. For graduate students, the site might offer quick links to information on fellowships, grants, and internships. The site would also prove a useful venue for highlighting the work of group research projects and for chat rooms in which graduate students from different campuses could participate. The site could become a stimulating locus for experimentation. (See Section on UC Humanities Computing Initiative.)

Building Master's Programs

A number of undergraduates majoring in UC humanities programs would benefit from the opportunity to spend an additional one or two years undertaking graduate work in those same programs and earning a terminal Master's degree. Students might use such programs to prepare for careers in public education, to explore the possibilities of a research-oriented career in a low-risk way, or to enhance their credentials for non-academic professional careers. Teaching Assistantships might support students in such programs, which would benefit UC's undergraduate programs.

More and more working professionals and other adults are seeking out education at mid-career. A part-time Masters or M.A.S. programs in the humanities would meet their needs, contributing significantly to the ongoing education and professional development of an important sector of California's population and enhancing the visibility of the humanities and of UC in the State.

We recommend that master's degree programs be expanded in two areas: joint B.A./M.A programs for those who would benefit from a somewhat extended educational career and part-time programs for adults in mid-career seeking personal growth or professional enhancement.

Outreach

The “Four-Year Partnership” agreement between UC and the California State Legislature makes explicit that more than ever before, the Office of the President is concerned that the University of California provide evidence of its efforts to work closely with K-12 teachers and to expand K-12 partnerships “which ensure that students have access to high quality instruction.” Although many faculty at UC have long been engaged in forms of outreach, the latest partnership agreement between UC and the Legislature provides a mandate and an invitation to expand these efforts.

We believe that Schools of Humanities are particularly well positioned to address the legislature’s mandate in two key areas:

1. Programs of content-based outreach to K-12 classroom, based on the Humanities Out There model developed at UC Irvine, in which graduate student workshop leaders, working under faculty supervision and assisted by undergraduate tutors, offer an introduction to humanistic modes of inquiry and work together with classroom teachers to develop innovative curriculum. We believe that such outreach efforts should focus exclusively on “low-performing” school districts and should be seen as part of a larger effort to ensure the continued diversity of the student body that achieves UC eligibility. We propose that the Office of the President provide seed money to fund graduate participation in these forms of outreach at campuses that commit their own resources to building the infrastructure and guaranteeing the staff support that are essential for the success of these initiatives.
2. Programs of teacher professional development in which faculty conduct content-based seminars, aimed at assisting teachers to address the state-mandated content standards in intellectually innovative ways. We propose that the Office of the President fund three such seminars, making funding available on a competitive basis to Schools of Humanities that come up with particularly innovative teacher professional development models in areas that are not currently funded through the California Subject Matter Project initiative.

Outreach to K-12 Classrooms

The model for K-12 outreach that we propose is offered by the Humanities Out There (H.O.T.) program of the School of Humanities at the University of California, Irvine. Like the ArtsBridge program at UC Irvine, which has successfully provided a model for outreach in the state, H.O.T. is a nationally recognized partnership program between UC Irvine and K-12 public schools. It is sponsored by the School of Humanities and the Center for Educational

Partnerships (CFEP) at UC Irvine and benefits K-12 schools in the Santa Ana Unified School District (SAUSD). Founded in 1997 by Professor Julia Lupton, Department of English and Comparative Literature, H.O.T. is part of a coordinated effort to address the needs of an "underserved" public school district in which 91% of the student body is Hispanic. H.O.T. aims to increase the number of college-eligible students in this district. It is also part of the university's commitment to maintain an ethnically and socio-economically diverse student body at the University of California. H.O.T. seeks to encourage students to consider college as an option and to equip them with some of the skills they will need to perform successfully at the college level.

H.O.T. workshops run one-hour weekly for five consecutive weeks in Santa Ana classrooms where teachers have applied to participate in the program. H.O.T. curriculum is developed by UCI graduate students in consultation with faculty supervisors and the Santa Ana classroom teachers who are their hosts. The work of the graduate student leader is augmented by UCI undergraduates who volunteer to tutor in the program and receive academic credit for their participation. Guided by the graduate student workshop leader and undergraduate tutors, students are introduced to skills of critical thinking, close reading, and academic writing.

Key parts of the curriculum have also now appeared in inexpensive desktop publishing editions. Two of the three quarters of the highly successful workshop in "World Mythology" (*Hercules and Myths of Mesoamerica*) are now available in published form, making readily accessible course materials for teaching the workshop at all grade levels. In the coming year, the three-quarter workshop "Imagining America" will move toward final formulation and publication. (Desktop publishing and web-dissemination of curricula could be facilitated through the proposed Humanities Computing Initiative.)

Working together with specialists in the Center for Educational Partnerships (CFEP), the program director is drafting assessment guidelines that will allow us to determine the program's successes in improving student skills. H.O.T. will also track the number of UC eligible students coming from schools served by the program. New assessment methods will be introduced next year in creative writing workshops, and once tested, will be fine-tuned and extended to all H.O.T. workshops in the following year.

Recommendation

Proposed is a program that would encourage Schools of Humanities to develop programs of outreach to K-12 classrooms in "low-performing" school districts. Funding from the Office of the President would go directly to graduate students who would commit themselves to working in a Humanities-based outreach program in lieu of work as a teaching assistant. We believe that such employment will not only have an important impact on K-12 classrooms

throughout the state; it will add an important dimension to these graduate students' education, involving them in discussions with faculty supervisors, classroom teachers, and undergraduate tutors about how best to deliver sophisticated, content-based curricular units to public school classrooms. It will strengthen ties between the University and the larger community. And for graduate students who participate in the program, it will increase their "marketability." Nationwide there is an intensified interest in school-university partnership programs; students who participate in this program will be particularly well-positioned to get academic positions where such experience is desirable and will be able to exert an influence on the shape of outreach programs nationally. In this sense, they will become "ambassadors" for the model that is being developed at the University of California.

Funding should be awarded to campuses that can provide evidence of an outreach model that will affect "low-performing" school districts and that make the financial commitment to providing the infrastructure (staff support, faculty director stipend and teaching release time) that are essential for the success of such an initiative. Successful applicants to this program will receive funding for eight graduate students a year for three years. **It is anticipated that this "seed money" will allow successful applicants the opportunity to establish a working program and locate other funding sources to sustain their efforts beyond the initial three years of the program.**

To give a rough idea of the money involved, in 2001-02, H.O.T. will employ eight graduate students at a cost of approx. \$160,000 (stipend plus fees). Each graduate student will conduct four workshops in each of three quarters of the academic year. Thus, eight graduate students will staff ninety-six workshops over the course of the year, affecting over 1,000 students and involving about one hundred and fifty undergraduates. Other operating expenses detailed in Appendix A come to about \$87,500. We propose that the expense of graduate students be covered by the Office of the President for three years. Seen as "seed money," this funding would allow a campus to develop a successful program and identify other funding sources to sustain the program in the future (see Appendix A).

Recommendation: \$1,800,000 over a 3 year period.

Teacher Professional Development Seminars

Although the California Subject Matter Project initiative is already providing funding for teacher professional developments, the CSMP program funds only a limited number of subject matter areas. We propose a program that would provide "seed money" funding to Schools of Humanities that develop models of teacher professional development not currently covered by the CSMP categories but of great relevance to public school teachers in the state of California. For example, a seminar in World Cultures or World Literatures would be particularly

relevant to teachers who confront highly diverse, multicultural classrooms and can be directly linked to the analytic, communication, and writing skills that are described in the English Language Arts Content Standards of the California State Board of Education.

Teacher professional development seminars would be limited to a different group of twenty-five teachers each year. These teachers would commit themselves to nine monthly meetings during the academic year with faculty from the sponsoring department and participation in a three-week intensive summer institute. The year-long seminar would be based on faculty presentations and assigned readings, which would introduce teachers to scholarly debates in relevant fields and would also provide them with materials for classroom use, specifically linked to the content standards. In the summer institute, teachers would be given time to revise their curricular in light of what they had learned during the year. One faculty member would assume responsibility to coordinate the seminar in a given year and would be granted a course relief. Other faculty presenters would provide direction for one seminar and would receive a nominal honorarium for their participation. Units that sponsor these initiatives would provide additional support in the form of funding for an annual conference, aimed at drawing a broad audience of teachers from throughout the local area for presentation of the work of the seminar; mailing and photocopying; and development of a website for dissemination of the model lesson plans that emerge from the work of the teachers involved in the seminar. Model curricula would be made available in hardcopy and disseminated through the web (and this could again be easily linked to the proposed Humanities Computing Initiative).

Recommendation

We propose that the Office of the President fund three teacher professional development workshops in areas not currently covered by the CSMP initiative but demonstrably linked to the English Language Arts Content Standards. Each workshop should be funded for three years. Funding should be viewed as “seed money,” and we anticipate that successful seminars will be able to secure other funding sources that will enable them to sustain their efforts beyond this initial three-year period. We estimate the costs of such a seminar at about \$97,000 annually. We are requesting that the Office of the President provide \$666,000 to fund three seminars for a three-year period. The balance of necessary funding would come from the unit that sponsors the seminar. A breakdown of costs is provided in the attached Appendix B.

Recommendation: \$222,000 for 3 campuses for 3 years for a total of \$666,000

New Initiatives to Address New Societies, New Technologies

We recommend the development of a funding proposal to establish a Humanities Initiative at the University of California, specifically to address the “New Literacies” described at the beginning of this report. This initiative would ensure that California remains in the vanguard of research and pedagogy in the “new literacies,” including cultural and technological literacies. The Humanities Commission believes that a Humanities Initiative in New Literacies would provide an important arena for addressing the long-term, intellectual challenges of citizenship and literacy in the state and the nation. This broad initiative could create major new research capacities at UC and innovative education environments for California’s citizens and future leaders. The proposal would be directed towards major foundations, with the hope that in a better economic climate, it might also inspire legislative support.

Although the proposal might be developed by a sub-committee of the Humanities Commission and the Humanities Advisory Committee, a general description follows:

Campuses already housing centers or other research units dedicated to cultural literacy could propose to augment their existing unit or participate in a multi-campus initiative. Other campuses might seek to establish a new research unit. The UCHRI would also serve as an important conduit for resources tied to this initiative. Examples of projects the initiative might target are those that explore the cultural reconfigurations that result from transnational flows of populations, arrangements that emphasize the regional, such as the Pacific Rim, or the Americas, rather than the nation-state. Or projects that seek to tackle complex ethical and social issues raised by the kinds of technological advances mentioned above.

The Humanities Initiative in New Literacies would build on research projects already underway throughout the UC system. For example, Rockefeller Foundation Humanities Fellowships are currently supporting scholars and writers engaged in research on global, social and cultural issues relating to diversity. In 2000-01 three UC campuses are hosting residency programs through Rockefeller Foundation funding. The Institute of International Studies at UC, Berkeley, the Center for the Study of Race and Ethnicity at UC, San Diego, and the Center for Ideas and Society at UCR, are sites for this year’s research activities.

In addition, Multi-Research Groups in Transnational Communities at UCLA and World History at UC, Irvine also focus on remapping cultural geographies. The Transnational and Transcolonial Studies Multicampus Research Group is an interdisciplinary community of scholars in the humanities and social sciences whose purpose is to collaborate on the study of minority discourse across

national boundaries (transnational) with attention to colonial and neocolonial processes (transcolonial). An immediate research goal is to aid in pedagogical transformations in high schools and universities so as to encourage curricular changes that reflect the demographic diversity in California. This MRG is an example of a project that seeks to reflect the diversity of California's population, both domestic and immigrant, and institute such diversity as a pedagogical and research priority. The World History Workshop at UCI seeks to further the development of world history as an emerging research area of interdisciplinary inquiry at the intersection of the humanities and the social sciences. National histories have promoted the view that nations were the expression of "pure" citizenries such that "Frenchmen" made France and "Brazilians" made Brazil, and so on. This MRG begins with the premise that not only are contemporary citizenries much more internally diverse and vaguely bounded than this view would suggest, but that nations have never been so neatly defined. Consequently, this MRG is creating both research and pedagogical tools for constructing a new history that recognizes the way in which groups and impersonal forces have always spilled beyond the boundaries of states and nations.

These various projects are illustrative of research currently conducted in the UC system and many others might be imagined. The recent modest expansion of the MRG's in the humanities was very successful, inspiring innovative new proposals, resulting in 6 new MRG's being funded by the Office of the President. These are models of collaborative research, inter-campus collaboration, and interdisciplinary scholarship, and the many proposals suggest the potential for further projects in this area. They benefit the entire system and build on the strengths across disciplines and across UC campuses in ways that establish a national and international presence. The great success of the MRG's in humanities in the UC system augers well for the possibilities of collaborative research tied to the new initiative.

A Humanities Computing Initiative

Within the broad Initiative in New Literacies, the Humanities Commission generated a concrete proposal for a Humanities Computing Initiative.

By Humanities Computing we mean the use by humanities faculty of computer technology (database and archive construction, image digitization and virtual reality manipulation, web-based teaching and outreach, and so on) in ways that integrate the distinctive features of the humanities into the basic architecture, design, content and deployment of new software and hardware. These distinctive features include an emphasis on discourse, rather than simply "information" as the producer of knowledge, ethical and analytical thinking about the formation and harmonious functioning of communities, and an historical

understanding of society, technology and the environment that emphasizes the complexity of our present condition.

Much computer technology has been developed within the strict limits of hard data and precise numbers. But as the very development of the Web has revealed, the future of these technologies lies in the uses that the general public puts them to. It is the critical role of the humanities in our society to integrate the advances of science with the ongoing lives of ordinary people, making change comprehensible and relating it to the past, to our private emotions and ideas, and to our ethical dilemmas.

Currently, Humanities computing is growing widely throughout the UC system. There are a number of initiatives that invoke collaboration between humanities faculty and engineering (UCSB, UCD) as well as initiatives that foster relationships between humanities faculty and industry. The Digital Media Innovation Program [DiMI] organizes technology and content fora dedicated to presenting advanced work in the areas of digital broadcast technologies, computer vision, immersive environments and virtual worlds, network security, digital rights management and intelligent environments, systems and devices. DiMI's technology and content fora have successfully generated millions of dollars of research collaborations between industry and university leadership, as well as industry to industry business partnerships.

The Digital Cultural Project at UCSB (<http://dc-mrg.english.ucsb.edu/>) brings together faculty and graduate students from across the UC system who are actively engaged with the history and theory of new digital technologies and the ways in which they impact humanistic studies and the arts. It also serves as an agency through which faculty and graduate students who have not been actively engaged in these matters can learn about them in order to incorporate them in their future work. The MRG sponsors an annual institute, followed by a public conference and workshops; provides research stipends for faculty, graduate students, and postdoctoral fellows working in this area; and publishes casebooks on the use of information technology in humanities research and teaching. Digital technologies and the new kinds of textual, aural and visual activities that they make possible are profoundly changing objects and methods of study in the humanities and the ways in which scholars and practitioners think about their work. By situating the new digital media as central to the history and criticism and the theory and art that are already practiced in humanistic research, the Digital Cultures Project will enable the humanities to play an active role in the development of emerging digital cultures.

As these initiatives spread, there is much duplication, expertise that lies underutilized and needless repetition. Humanities Computing in the UC system in the aggregate is already beyond the reach of most other universities. But it has no or little profile in the quickly evolving humanities computing community. We risk falling behind the curve, with the lead taken by other institutions rather

than UC, such as the University of Virginia (in the US) and University College, London (in the UK).

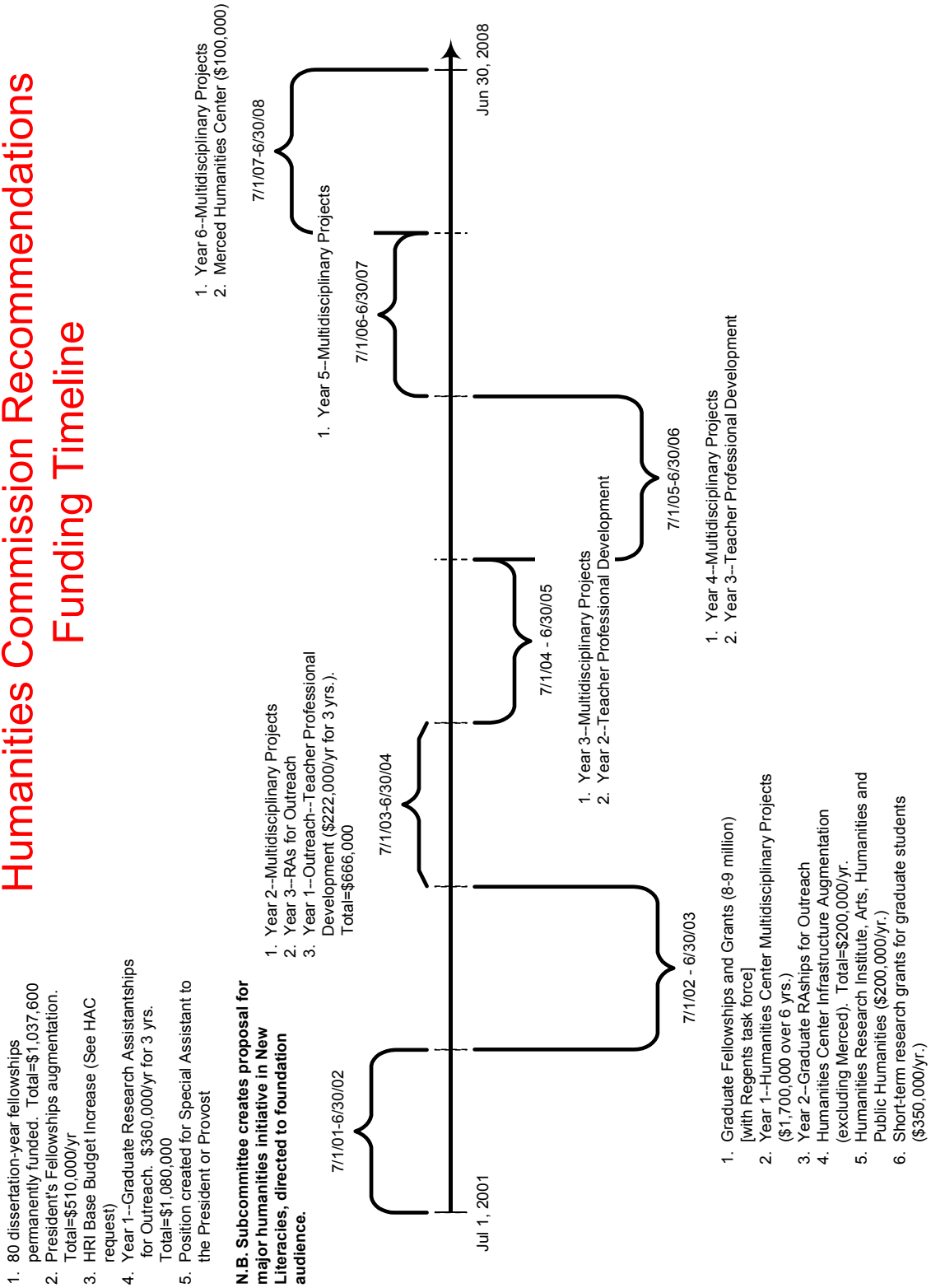
We envision the HCI as acting as an umbrella organization that fosters experimentation and individual developments on each campus, while also acting as a moderator and coordinator of multi-campus efforts. We recommend that it be housed at one campus, and that this campus be chosen by competitive application within UC, to be included in the foundation proposal. The application process itself will be beneficial to identifying and solidifying the multitude of humanities computing efforts that are in progress on each individual campus. Appendix C describes the features and potential benefits of the Humanities Computing Initiative.

Faculty Assistant to the President or Provost

We propose a senior management-level position within the Office of the President to represent the humanities at a wide range of meetings and fora. This Faculty Assistant to the President or Provost would advise them on issues and perspectives within the humanities, attending senior level meetings related to budget, new initiatives, partnerships, and other venues where these perspectives are not often heard. Additionally, the Faculty Assistant could oversee implementation of the recommendations of the Humanities Commission, spearheading a major foundation fundraising effort. The position might be full or part time for a temporary, bridging period of one to two years, with the possibility of permanent status should structural changes develop from these efforts. The position might be occupied by a distinguished senior faculty member on full- or half-time leave or release with strong ties to the foundation and corporate sectors, working in tandem with a subset of the Humanities Commission.

Funding Timeline

Humanities Commission Recommendations Funding Timeline



Humanities Commission Funding Summary and Budget

Year	Item#	Item Name	Rationale	Amount
2001-02	1	Recommend that Dissertation-Year Fellowship Program funds be converted from "one-time" funding to "on-going" funding status	This highly successful program provides supplemental funding to departments to help support their most talented and promising students at the doctoral level. Convert the 80 supplemental humanities fellowships in the UC Dissertation-Year Fellowship Program from one-time funding to permanent funding status.	\$1,037,600/yr
2001-02	2	The President's Fellowship Program	Support HAC recommendation to create a two-tiered system: fellowships for untenured faculty at \$30,000 and for tenured faculty at \$40,000. Increase the number of fellowships from 18 to 26.	\$510,000/yr See HAC request
2001-02	3	UCHRI Base Budget Increase	To absorb rising operating costs.	See HAC Request
2001-02	4	Research Assistantships for Outreach. Propose an ambitious partnership between humanities at the UC campuses and K-12 public education.	Utilize the Humanities Out There outreach program at UCI as a model for outreach activities at other UC campuses. Budget: 96 workshops, 8 RAships for graduate students, program coordinator, and teacher stipends. UCOP funding for graduate students who commit themselves to working in an outreach program in lieu of work as a teaching assistant. This proposal would represent a new initiative, funded by UCOP, not a redistribution of existing funds. Budget: \$15,000 stipend plus fees x 3 yrs. of seed funding for 3 campuses.	\$1,080,000 (over 3 year period). Year 1 of 3 (\$360,000) See Appendix A
2001-02	5	Special Assistant to the President or Provost	We propose a senior management-level position within the Office of the President to represent the humanities at a wide range of meetings and fora. This Special Assistant to the President or Provost would advise on issues and perspectives concerning the humanities.	
2002-03	1	Graduate Fellowships	Humanities programs need recruiting resources that will enable them to offer to graduate program applicants competitive 5 or 6-year packages of financial aid. Multi-year packages should include a proportion of fellowship	\$8,600,000/yr Jointly With Regents Task Force

			aid comparable to that offered by other major research universities (8 quarters of fellowship minimum with competitive stipend).	
2002-03	2	Multi-researcher and multidisciplinary research collaborations	Short-term multi-research programs to fill a need for creating new ways to form multi-research groups and provide resources for doctoral fellowships and postdoctoral opportunities. Support two (2) competitively awarded special projects a year for short-term thematic multi-disciplinary projects involving faculty plus graduate students, post-docs and visiting faculty. Funding would support 1 project in year 1 and 2 projects/year in years 2 and 3 @ \$160,000 each, and 2 projects/year in years 4 and 5 plus 1 project in year 6 @ \$180,000 each.	\$1,700,000/ over a 6 year period. Year 1 of 6 (\$160,000)
2002-03	3	Research Assistantships for Outreach	UCOP funding for graduate students who commit themselves to working in an outreach program in lieu of work as a teaching assistant.	Year 2 of 3. (\$360,000) See 2001-02, #4
2002-03	4	Infrastructural augmentations for selected Humanities Centers.	Support HAC request for competitively awarded funding. Provide funding for infra-structural augmentations for Humanities Centers needing upgrading. Recommend that \$300,000 base set aside on a permanent basis for Center augmentations, including the creation of a Center at UC Merced.	\$300,000/yr (\$200,000/yr until funding of Merced) See HAC request
2002-03	5	Humanities Research Institute, Arts, Humanities and Public Humanities	To support research groups and pedagogical research in the area of language arts and the conjunction of arts and humanities. To develop a more public presence for the humanities at UC campuses.	\$200,000/yr See HAC Request
2002-03	6	Recommend funding for short-term research grants, conference funding, travel and multi-campus group research projects for humanities graduate students.	Funding similar to UCLA's Summer Research Mentorship Program for graduate student research and travel supporting preparation of dissertation. Grants of \$3,500/student (\$3,000 stipend + \$500 travel. 10 grants per campus x 10 campuses). Funding to support students to attend and present papers at major	\$350,000/yr

			professional conferences, undertake research at libraries, archives and other sites, and participate in multi-campus research group activities.	
2003-04	1	Multi-researcher and multidisciplinary research collaborations	Short-term multi-research programs.	Year 2 of 6. (\$320,000) See 2002-03, #2
2003-04	2	Research Assistantships for Outreach	UCOP funding for graduate students who commit themselves to working in an outreach program in lieu of work as a teaching assistant.	Year 3 of 3. (\$360,000) See 2001-02, #4
2003-04	3	Outreach-Teacher professional development seminars	Adopt the model developed at UCI systemwide, with funds available to campuses desiring to pursue outreach and professional development programs. Budget: \$222,000/yr for 3 years for director, co-director, staff support, graduate student participants, supplies and expenses and stipends for teachers.	\$666,000 for 3 campuses Yr 1 of 3 \$222,000 See funding summary Appendix B
2004-05	1	Multi-researcher and multidisciplinary research collaborations	Short-term multi-research programs to fill a need for creating new ways to form multi-research groups and provide resources for doctoral fellowships and postdoctoral.	Year 3 of 6. (\$320,000) See 2002-03, #2
2004-05	2	Outreach-Teacher professional development seminars	Adopt the model developed at UCI systemwide, with funds available to campuses desiring to pursue outreach and professional development programs.	Yr 2 of 3 (\$222,000) See funding summary Appendix B
2005-06	1	Multi-researcher and multidisciplinary collaborations.	Short-term multi-research programs to fill a need for creating new ways to form multi-research groups and provide resources for doctoral fellowships and postdoctoral opportunities.	Year 4 of 6. (\$360,000) See 2002-03, #2
2005-06	2	Outreach-Teacher professional development seminars	Adopt the model developed at UCI systemwide, with funds available to campuses desiring to pursue outreach and professional development programs.	Yr 3 of 3 (\$222,000) See funding summary Appendix B
2006-07	1	Multi-researcher and	Short-term multi-research	Year 5 of 6.

		multidisciplinary research collaborations	programs to fill a need for creating new ways to form multi-research groups and provide resources for doctoral fellowships and postdoctoral opportunities.	(\$360,000) See 2002-03, #2
2006-07	2	UC Merced Humanities Center	Establish Humanities Center at UC Merced	\$100,000/yr
2007-08	1	Multi-researcher and multidisciplinary research collaborations	Short-term multi-research programs to fill a need for creating new ways to form multi-research groups and provide resources for doctoral fellowships and postdoctoral opportunities.	Year 6 of 6. (\$180,000) See 2002-03, #2

Other		Career Development – Post-doctoral fellowships	Recommend increasing the number of post-doctoral fellowships available, ideally with greater coordination through the office of the Vice Chancellor for Research on each campus.	
Other		Masters Programs	Recommend expanding 2 kinds of Masters Programs: 1) joint B.A.-M.A. programs to enable students to prepare for careers in public education or explore possibilities of a research-oriented career, and 2) part-time Masters or M.A.S. programs geared toward qualified working professionals.	
Other		California Library Resources for the Humanities in the New Century.	Support library funding at levels that will guarantee the UC System as the site for outstanding research.	

Foundation proposal		Humanities Initiative in New Literacies supported by foundation funds. Budget includes HCI (Humanities Computing Initiative).	Funding to support the establishment of initiatives dedicated to New Literacies. Would establish an important arena for addressing long-term, intellectual challenges of citizenship and literacy in the state and the nation.	\$40,000,000
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Appendix A

Proposed Budget for K-12 Outreach Program: Annual Budget for One Program

Matching funds from host campus:

Program Coordinator	\$40,000
Summer stipend and course relief for faculty director	\$21,500
Materials	\$ 8,000
Website Management	\$ 3,000
Staff support	\$15,000
Annual Total	\$87,500

Funding from Office of the President:

Per Campus:	
Eight Graduate Student Assistant Researchers at \$15,000 each	\$120,000
Eight Fee Waivers	
For 3 campuses/yr	\$360,000

If the program were to be funded for three years at three campuses, the total expense would be:

Graduate Student Assistant Researchers	\$1,080,000
Fee Waivers	

Appendix B

Proposed Budget for Teacher Professional Development Seminars

Matching funds from host campus:

Mailing and xeroxing	\$ 3,000
Website development and maintenance	\$ 5,000
Annual conference sponsored by the Project, open to all local teachers	\$ 5,000
Total	\$13,000

Funding from Office of the President:

Faculty Director	\$ 7,500
Staff support	\$10,000
Faculty present stipends	\$ 9,000
Stipends for 25 teachers	\$37,500
Materials	\$ 5,000
Food	\$ 5,000
Total	\$74,000

If the program were to be funded for three years at three campuses, the total expense would be:

Teacher Professional Development Seminars at three campuses for three years	\$666,000
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Appendix C

Humanities Computing Initiative

Producing Community and Developing a Data Base

Currently one of the hardest things to grasp is the scale of the UC system and the multiple researchers who are at work on potentially collaborative projects. UCHRI has usefully served as a forum for bringing together such faculty face to face for over a decade, and this function cannot be replaced. But the productivity of the residential research groups would be enhanced and the net would be cast much wider with a group actively seeking out, and fostering multi-campus research projects.

The HCI would provide a platform and support (both the technology and labor) for the maintaining online scholarly communities. For example, it might provide a Residential Research Group (RRG) with a website that enables the members to communicate regularly, share research and drafts of papers, in the years following the meeting of the RRG at UCHRI. It might provide a similar service for the MRGs that have now been formed. Or it might provide a directory of the research interests of UC faculty in order to match those with shared interests. Currently, there is no unified directory of humanities resources and faculty across the system.

The Humanities Computing Initiative (HCI) would provide a means to create system-wide databases on faculty interests, to facilitate initial contacts among people who might eventually work together, and so could represent a very high-return investment for UC, which would enable us to leverage large amounts of grant money. UC's size and quality place it in an almost unique position among universities to take advantage of this trend of the shift toward multi-investigator multi-disciplinary projects, which benefit "think tanks," like RAND. With some help, our humanists can play a major role in making UC projects competitive, and gain significant financial support for their own research and that of their students.

In addition, this database would enable the significant participation of humanists and social scientists in federally funded projects such as the Human Genome Initiative, which has wisely chosen to designate a portion of its funds for the humanistic and social scientific dimensions of gene research. The National Institutes of Health and the National Science Foundation are increasingly embracing the importance of the humanities and the social sciences for their projects. We are well aware of the wonderful opportunities presented by the California Institutes for Science and Innovation. We know humanist and social scientists have been involved in dialogues on the campuses now developing proposals, but we feel that such involvement might be more directly and structurally promoted. Wherever there are questions of meaning, value, and

significance, the humanities should be there as a constitutive feature of professional, educational, and scientific concerns.

Fostering active research collaborations into software and hardware design from a humanities perspective, and developing new content

There are two aspects to this goal. On the one hand, enormous amounts of material are currently being placed on the Web by individual faculty or small groups. A few of the new MRGs are doing some work in this direction as well. There is also Library of University of California Images (LUCI), a system-wide effort by art history slide curators to share images and cataloging information. But most of the new content is underutilized. Again a system-wide effort at publicizing, maintaining and distributing this content would increase its effectiveness.

It is equally important to understand and promote the possibilities of humanities faculty to collaborate in the development of new software and hardware. There are a number of notable humanities-driven projects, such as the Virtual Rome project at UCLA and the TLG at UCI that are not simply using new software but are actively engaged in helping to create it.

In some cases, digital resources are changing the basic notion of what a finished research product is; a new article produced by the Virginia Center for Digital History (Part of the University of Virginia Humanities Computing Center), for instance, allows readers to move back and forth between the original data and the authors' text, testing alternate hypotheses as they go. The potential for such projects to change the way we do research, and train our students to do research, is great, but it depends on close cooperation. As a sobering counter-example, it is worth noting that some of the major initiatives in using computers for historical research in the 1970s and early 80s are now completely useless, because they used platforms that were not readily expandable; it is imperative that the humanists who participate in the current round of humanities computing projects learn the skills necessary to avoid such errors.

Actively collaborating with the media and computer industries of California, as well as capturing the vast resources of the state in usable form

California is the center of the world's software and media industries, and the UC system has long had profitable relationships with both. We could encourage this further by actively promoting the input of humanities faculty: the DIMI project is a model. But we should also consider that the UC system is the premier institution and facility for analyzing and manipulating the data and information generated by the state and its people. This is true both for the sciences and in the humanities: from the stories and histories of our multiple communities to the history of the art and literature inspired by California.

Linking the initiative to California Digital Library (CDL), in order to provide humanities content and to integrate the information, database and archive functions of CDL with the research and teaching mission of the Humanities

Currently the CDL is seriously lacking in humanities content, and there is very little pressure being put upon it to develop in that area. But with a fully developed HCI to partner with the CDL, UC faculty would produce the humanities content of the CDL.

The tangible and intangible cost and benefits of digital resources

Digital resources vary widely in their cost. At one extreme, the internet makes vast quantities of text and imagery, wildly variable in quality, universally accessible for the cost of networks to distribute and machines to display them. More reputable resources may cost hundreds of thousands of dollars. With adequate funding, every library could license electronically enhanced versions of thousands of texts, such as all of early English Literature. Major dictionaries are now available online, but the OED, for example, costs libraries many times its former purchase price, and the fees must be paid every year, as though it were an expensive scientific journal. These costs can be cut by collaboration: the California Digital Library (CDL) centralizes licensing, and distributes valuable cultural resources to increasingly larger communities of interest. (UC collaborating with CSU, collaborating with the new Library of California). Such progress is relevant and responsive to the charge to our Commission.

Budgetary advantage is not the only benefit promised by digital collaboration. For two decades, the MELVYL system has unified UC's library and encouraged the development of complementary collections among the nine campuses. The collective acquisition of electronic resources allowed the development of a common, powerful, and widely imitated interface, its translation to the new web metaphor, and its expansion to serve a suite of indexes and full text resources managed by the CDL. Resources created by UC are freely available to everyone, but commercial resources are usually narrowly restricted to campus communities since publishers fear the loss of potential markets beyond them. While the cost of statewide remains uncertain, making texts and images accessible to every citizen is already technically feasible. The Online Archive of California (OAC) has already realized much of this potential. Thousands of archival finding aids are now universally available in the OAC, both to guide scholars to fruitful physical locations, and, and to encourage community awareness and participation (UC Davis invites ordinary people to help identify and describe a remarkable pictorial archive of Sacramento Valley history). Collaboration, already fundamental to the placeless communities of the web, has attracted billions to private firms to attempt, with mixed success, order and control. Libraries have a long history of investment in analogous systems of

bibliographic description, critical content selection and cooperative collecting. The promise of integrating the diverse content of the humanities—reference tools, canonical and critical texts, images, sounds, and video-streams—justifies reciprocal partnerships between these two cultures. Such relationships show great promise; but their realization will require substantial public funding.