APPROVED BY SENATE
05/04/2015

ILLINOIS
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Proposal to the Senate Educational Policy Committee

Revised in consultation with the Senate Educational Policy Committee

PROPOSAL TITLE:

Transfer the Illinois Program for Research in the Humanities from the College of Liberal Arts and Sciences to the Office of the Vice Chancellor for Research

SPONSOR:

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COLLEGE CONTACT:

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Barbara Wilson, Dean, College of Liberal Arts and Sciences
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BRIEF DESCRIPTION:

It is proposed to transfer the Illinois Program for Research in the Humanities (IPRH) from the College of Liberal Arts and Sciences (LAS) to the Office of the Vice Chancellor for Research. The Illinois Program for Research in the Humanities at the University of Illinois at Urbana-Champaign was established in 1997 to promote interdisciplinary study in the humanities, arts, and social sciences.

IPRH grants fellowships to Illinois faculty and graduate students, and in fall 2010 welcomed the first Mellon Post-Doctoral Fellows in the Humanities, supported by a six-year grant from the Andrew W. Mellon Foundation. Thanks to the continued generosity of the Mellon Foundation, IPRH continues to support post-doctoral research with a new fellowship program, which will commence in fall 2016. The IPRH also serves as the administrative locus for the Mellon-funded Humanities Without Walls consortium of 15 humanities centers at research universities throughout the Midwest and beyond. IPRH

coordinates and hosts numerous public lectures, symposia, and panel discussions on a wide variety of topics, and provides awards that recognize excellence in humanities research to faculty and students. IPRH supports faculty-driven initiatives through its Research Clusters initiative, and provides support to faculty and graduate student reading groups. IPRH administers the Odyssey Project, which has operated since 2006 as a free nine-month humanities course offered to members of the Champaign-Urbana community who live at or near the poverty level. The course—supported by the Office of the Provost, and a grant from the Illinois Humanities Council—is taught by Illinois faculty. IPRH has also been in affiliation with the Education Justice Project, a prison education program supported by the Illinois Humanities Council and individual donors, since 2008.

IPRH has no tenured or tenure-track staff, and its budget includes no lines for faculty. The unit employs seven full time employees (FTE). These include a full-time Associate Director, a full-time Office Support Specialist, a full-time Communications Coordinator, a full-time Visiting Project Manager, and three postdoctoral research associates. The Visiting Project Manager is funded through a Mellon Foundation grant; The Communications Coordinator is partially supported through a Mellon Foundation grant. The IPRH's Business Manager currently serves seven units in an LAS shared services center in the LAS College office.

JUSTIFICATION:

The transfer to the OVCR was recommended by the Interdisciplinary Working Group for the Humanities, a faculty committee appointed by the Vice Chancellor for Research. It is supported by both the IPRH Advisory Committee and the LAS Humanities Council.

Under the OVCR, the IPRH will continue to serve the interdisciplinary interests of faculty members and units across the campus. The IPRH Advisory Committee will include representation from disciplines and units in colleges other than LAS and will continue to be appointed by the IPRH Director in consultation with the Associate Director. The new reporting structure will be similar to that of other units with a campus-wide mission that are housed administratively within the OVCR.

The transfer to the OVCR will be reviewed in five years. The review committee will be appointed by the Vice Chancellor for Research; the Dean of Liberal Arts and Sciences may recommend members and may veto members.

BUDGETARY AND STAFF IMPLICATIONS: *(Please respond to each of the following questions.)*

1) Resources
    a. How does the unit intend to financially support this proposal? –
    The March recurring state budget is $282,637 and no adjustments are expected over the remainder of the year. There are no recurring gift balances (i.e., gift funds that have an automatic annual budget). There are gift funds that periodically receive donations or other commitments of funds and that have balances available at year-end. The year-end balances in these funds will

roll-over and remain with IPRH. The balances available in the gift funds as of the end of January totaled $28,578; the year-end balance will be different depending on the transactions that post over the remainder of the year. IPRH also has an ICR fund that will roll-over. The balance in this fund is $27,025 as of the end of January. The present IPRH budget will remain unchanged when the unit is transferred to the OVCR.

b. How will the unit create capacity or surplus to appropriately resource this program? If applicable, what functions or programs will the unit no longer support to create capacity? - N/A
c. Will the unit need to seek campus or other external resources? If so, please provide a summary of the sources and an indication of the approved support. - The Provost and the VCR will review the budget for the IPRH and determine whether additional resources are needed to accomplish its mission.
d. Please provide a letter of acknowledgment from the college that outlines the financial arrangements for the proposed program. – The College of LAS supports the move of financial control of IPRH to the OVCR.

2) Resource Implications
   a. Please address the impact on faculty resources including the changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc. – IPRH has no tenured or tenure-track staff, and its budget includes no lines for faculty. The IPRH Director is a faculty member with a 0% appointment, who receives an administrative increment for service as Director paid from the IPRH budget.
   b. Please address the impact on course enrollment in other units and provide an explanation of discussions with representatives of those units. *(A letter of acknowledgement from units impacted should be included.)* – N/A
   c. Please address the impact on the University Library *(A letter of estimated impact from the University Librarian must be included for all new program proposals. If the impact is above and beyond normal library business practices, describe provisions for how this will be resourced.)* – N/A

Please address the impact on technology and space (e.g. computer use, laboratory use, equipment, etc.) - IPRH is located at 805 West Pennsylvania in Urbana, where space is available for faculty and graduate student fellows, program activities and administration. The unit will continue at this location, pending relocation to new space in the Levis Faculty Center on August 15, 2015. The unit space will be transferred to the OVCR at the same time that the IPRH is transferred to its new location. The IPRH is moving to a newly renovated space on the 4th floor of the Levis faculty center on or around August 15, 2015. The vacated space at 805 W. Pennsylvania will be held and managed by the Office of the Provost until the most appropriate use or uses for the space can be determined. The renovated space in the Levis Faculty Center that will be occupied by IPRH will be allocated to the IPRH. If IPRH ultimately reports to OVCR, the latter will be included in the overall assignment of the space, thus making possible the systematic tracking of the space in accordance with campus practice and policies.

DESIRED EFFECTIVE DATE: Fall 2015

STATEMENT FOR PROGRAMS OF STUDY CATALOG: Not applicable.

APPENDICES:

The following appendices are provided as indication that various groups have been consulted and approved of the transfer of IPRH to OVCR. The IPRH Bylaws are also provided for the committee's reference.

Appendix A: IPRH Advisory Committee emails regarding the transfer.

Appendix B: Humanities Working Group Report

Appendix C: Pros and Cons of Transfer, as summarized by IPRH Director Dianne Harris

Appendix D: IPRH By-Laws

Appendix E: Minutes of the Public Hearing on April 20, 2014

Appendix F: Written comments provided to Gay Miller, Senate Committee on Educational Policy

CLEARANCES: *(Clearances should include signatures and dates of approval.* ***These signatures must appear on a separate sheet.*** *If multiple departments or colleges are sponsoring the proposal, please add the appropriate signature lines below.)*

Signatures:

OVCR Representative: _____ Date: 3/26/15

College Representative: _____ Date: 3/30/15

Appendix A

From: Harris, Dianne S
Sent: Sunday, November 16, 2014 11:55 AM
To: Hilger, Stephanie M; Murphy, Colleen; O'Gorman, Ned
Cc: Ghamari-Tabrizi, Behrooz; Byrd, Jodi; Molina, Isabel; O'Brien, David J; Manalansan, Martin Fajardo; Castro, Nancy
Subject: RE: Pros and Cons list for IPRH possible move

Hello Everyone,

Many thanks to those of you who have responded. I truly appreciate your further consideration of this important matter for IPRH's future. I'll be sure to keep you posted about this, and all other IPRH-related matters of significance.

All best,

Dianne

Dianne Harris
Director, Illinois Program for Research in the Humanities
Principal Investigator, Humanities Without Walls Consortium
Professor of Landscape Architecture, Architecture, Art History, and History
University of Illinois, Urbana-Champaign

From: Hilger, Stephanie M
Sent: Sunday, November 16, 2014 12:40 AM
To: Murphy, Colleen; O'Gorman, Ned
Cc: Ghamari-Tabrizi, Behrooz; Harris, Dianne S; Byrd, Jodi; Molina, Isabel; O'Brien, David J; Manalansan, Martin Fajardo; Castro, Nancy
Subject: RE: Pros and Cons list for IPRH possible move

Same here!

Stephanie

Stephanie M. Hilger
Associate Professor of Comparative and World Literature, German, and Gender and Women's Studies
University of Illinois at Urbana-Champaign
2090 Foreign Languages Building, MC-178
707 South Mathews Avenue
Urbana, IL 61801
USA

From: Murphy, Colleen
Sent: Saturday, November 15, 2014 3:46 PM
To: O'Gorman, Ned
Cc: Ghamari-Tabrizi, Behrooz; Harris, Dianne S; Byrd, Jodi; Hilger, Stephanie M; Molina, Isabel; O'Brien, David J; Manalansan, Martin Fajardo; Castro, Nancy
Subject: Re: Pros and Cons list for IPRH possible move

Ditto.

On Nov 15, 2014, at 3:45 PM, Ned O'Gorman wrote:

Dianne,

I am in the same position I was at the dinner: I trust your judgment on this one.

-Ned

On Sat, Nov 15, 2014 at 2:04 PM, Ghamari-Tabrizi, Behrooz <bghamari@illinois.edu<mailto:bghamari@illinois.edu>> wrote:
Dear Dianne,
Sorry for this late response. I just got a chance today to catch up with emails.
The Pros and Cons scheme makes a clear case for moving to OVCR. As we discussed over dinner, there are many unknowns here, but think the move makes both intellectual and logistical sense. I do have my concerns, but those don't rise to the level of a reasonable objection.

So, thank you (and Nancy) for putting this so nicely together.

Behrooz

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Islam and Dissent in Postrevolutionary Iran<http://www.amazon.com/Islam-Dissent-Postrevolutionary-Iran-

International/dp/1845118804/ref=sr_1_2?ie=UTF8&qid=1413855930&sr=8-2&keywords=ghamari-tabrizi>
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Appendix B

CREATING A HUMANITIES COMMONS:

Recognizing, cultivating and sustaining vitality in humanities research at the University of Illinois at Urbana-Champaign

A report by the Interdisciplinary Working Group for the Humanities

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Chair: **Antoinette Burton, History**
Antonios (Antony) Augoustakis, Classics
Samantha Frost, Gender and Women's Studies and Political Science
Chris Higgins, Education Policy, Organization and Leadership
William Kinderman, Music
Erik McDuffie, African American Studies and History
Robert Dale Parker, English
Anke Pinkert, Germanic Languages and Literatures
D. Fairchild Ruggles, Landscape Architecture
Ellen Swain, University Library
Robert Warrior, American Indian Studies and English
Ex officio: **Nancy Abelmann, Anthropology, OVCR**
Ex officio: **Siobhan Somerville, Graduate College, English and Gender and Women's Studies**

JANUARY 2015

Creating a Humanities Commons

Table of Contents

Vision for the Illinois Humanities Commons	2
Background, Context, and Committee Process	3
Recommendation #1: ***Above All, Address the Issue of Space***	7
Recommendation #2: ***Create the Illinois Humanities Commons***	10
Recommendation #3: ***Fund the Illinois Program for Research in the Humanities through the OVCR Umbrella***	12
Recommendation #4: ***Recognize and Resource Ethnic and Gender and Women's Studies as Models of Interdisciplinary Research***	14
Recommendation #5: ***Develop Humanities/Arts Interseminars***	16
Recommendation #6: ***Deeply Integrate Humanities Faculty into Campus Leadership Roles***	19
Recommendation #7: ***Increase Visibility of Humanities Research***	20
Recommendation #8: ***Sustain and Build Robust Humanities Faculty Research Development***	22
Recommendation #9: ***Develop an Aggressive Plan for Advancement in the Humanities***	24
Recommendation #10: ***Fully Fund the Programs that Enable Humanities Research***	25
Budget Summary	26
Appendices	27

The Overarching Vision

THE ILLINOIS HUMANITIES COMMONS

The primary means of recognizing, cultivating and sustaining *the vitality of humanities research at Illinois* is the establishment of a Humanities Commons.

Housed in a dedicated building, the Illinois Humanities Commons will be a place where:

A variety of interdisciplinary humanities research projects flourish

—

Faculty and students collaborate

—

Scholars from Illinois and beyond meet and cultivate partnerships and ideas

—

The vibrancy of humanities scholarship is visible to a variety of publics

—

Illinois models its distinctive, pluralist approach to nurturing new knowledge – knowledge that is indispensable both to scholarly conversation and in the contemporary world.

Background and Context

Creating a Common Understanding

The realization of a Humanities Commons requires a campus-wide commitment to comprehensive support for humanities research and inquiry that proceeds from the following foundational principles:

- that the work of humanities faculty is indispensable to the excellence that the University of Illinois aims to foster;
- that making the humanities central in the comprehensive research university requires structural equivalence with other signature fields;
- that at Illinois, structural equivalence means parity with big science and engineering – parity in facilities and staff resources that reflect the respect of campus leaders and command the attention of the broader public;
- that such parity must be achieved institutionally in a national context where humanities scholars do not have access to vast research dollars beyond the university, of the kind that is routine for units in the sciences and engineering;
- that the lack of representation of humanities faculty and research at the highest levels of university administration and the underrepresentation of people of color and intersectional research in the OVCR working groups continue to hamper the recognition of humanists as equal partners in the university's mission (these are the very structural conditions to which our preliminary report of May 2014 testified);
- that the current vitality and quality of humanities research has been imperiled as a result of the notoriety that the Salaita case has brought to the University, with particularly damaging impact on humanities faculty and their work;
- that the extent and depth of the damage from the Salaita decision is both a direct and indirect consequence of the points above;
- that nothing less than a transformation of university culture (from research to labor to governance to communications) is required so that humanities research can take its proper place as the center of gravity of campus life and identity;
- and that, therefore, the creation of a Humanities Commons is urgently necessary.

The Stakes of Vibrant Humanities Scholarship in the 21st-Century Public Research University

The University of Illinois is a comprehensive research university with a land-grant mission and a global impact. Accurate though it may be, this definition belies the enormous complexity of institutions like the U of I. As early as 1963, Clark Kerr, president of the University of California at Berkeley, found the term "university" – with its prefix connoting unity of purpose – to be misleading. He coined the term "multiversity" to capture the heterogeneity of the research university in its modern incarnation. From ancient Greek to the Greek system, from set design to set theory, the 21st-century university is made up of a plurality of interests which jostle for recognition and visibility. At Illinois, debates about the role of liberal arts and humanities in the university's educational enterprise have a long history, dating from the 1862 Morrill Act through the Presidency of John Milton Gregory and beyond. Rooted now, as then, in the land-grant tradition, Illinois is not merely a public university. It helps to constitute "the public" as a space where a true diversity of interests can emerge from a variety of vocations – and where a shared conviction about the common good takes root and flourishes.

Given the breadth and complexity of our campus, we should not be searching for any simple coherence or collectivity. But we need a center of gravity from which to explore and to shape the most urgent problems of our times. How do we make sense of the present in light of our knowledge of the past and our hopes for the future? How can we best live together in light of our diverse bearings and common predicaments? How do we learn to see clearly,

feel fully, and think critically in a culture where increasingly narrow forms of rationality are prized and critical interpretive powers are scorned as unproductive?

Humanities scholars develop and debate arguments bearing on pressing questions like these. We argue about justice and power, war and violence, immigration and health, race and identity, work and value, beauty and truth, mobility and poverty, citizenship and belonging, land and water, and much, much more. We unearth evidence and we test hypotheses in our pursuit of new knowledge. We mine texts and traditions, literally and digitally, in search of fresh interpretations, unlooked for meanings and above all, new questions. If the University of Illinois is committed to developing the full potential of those who seek higher education, these are the skills we must nurture and the modes of thinking we must make available to students and the broader public alike. If we care about the quality of our communities and the larger world we live in, these are the intellectual values we must embrace as part of our commitment to imagining livable futures and thinking about those futures beyond the most immediate horizon.

Individually and collectively, humanities scholars offer precisely the resources necessary for these challenges. The humanities cultivates habits of mind that prize substantive conversation and bring deep knowledge to bear on them; the humanities models complex methods of thinking and doing aimed at seeking root causes as well as structural consequences. An antidote to the kind of instrumental thinking that finds the solution to all problems from within the problem itself, the humanities have their own internal diversity as well. Historians subject the arguments of philosophers to the pressure of time and place; literary critics bring form and meaning to life; philosophers highlight the epistemological and normative assumptions built into many disciplinary practices; scholars of the arts illuminate the limits and possibilities of aesthetics, of built environments, of performative traditions.

These lines of inquiry are vital to the production of all new knowledge, both within and outside humanities research per se. Regardless of what quarter of it they encounter, all those who engage with the contemporary public research university should be able both to recognize the value of humanities research and to make the case for the centrality of humanities faculty and research to the mission of Illinois.

A principled and well-resourced commitment to humanities faculty and scholarship should be part of strategic planning at any preeminent research university. Indeed, one cannot "Foster Scholarship, Discovery, and Innovation," develop "Transformative Learning Experiences," nor "Make a Significant and Visible Societal Impact" without vibrant humanities units, programs and initiatives. But if we want to be a truly rigorous and vigorous institution of higher education in the public interest, and not just a high-end University of Phoenix, we need to put humanities faculty and their research at the very center of campus priorities. We rightly pride ourselves on being more than a purveyor of credentials and more than a corporate R&D facility. But pride and PR will only take us so far. We must concentrate our collective efforts on fostering an institutional culture where a liberal arts and sciences education is at the core of the university experience and humanities research and teaching are, in turn, its heart and soul. When substantial and recurrent funding for humanities work is a collective priority, a truly great university can not only develop the most important ideas of the day, it can help to define the very shape of things to come.

Humanities faculty at the University of Illinois have achieved excellence in research, teaching, and public engagement, as their many national and international awards and the global reach of their scholarship all testify. But the nature and significance of humanities scholarship remains all but invisible in the budget lines and public spaces that exemplify the core values of the contemporary university. If Illinois wants its commitments to a vibrant humanities research culture to be globally apparent, the university needs to make administrative, structural, and programmatic changes that reflect short- and long-term vision, of which a Humanities Commons is the most visionary outcome. Only then will Illinois earn the reputation it deserves as a place where a robust humanities research community thrives.

NARRATIVE OF COMMITTEE PROCESS

The Interdisciplinary Working Group for the Humanities was appointed in the fall of 2013 with an 18-month charge (see Appendix A). We met monthly in AY 13-14 and, as requested, we came up with preliminary recommendations in summer 2014 (see Appendix B). During the first year, we conducted an online survey of humanities faculty and met with directors and faculty of the Illinois Program for Research in the Humanities, the Center for Advanced Studies, the Unit for Criticism and Interpretive Theory, and the Humanities Council, both to gather opinions and information and to share the WG charge. Several WG members met with Matthew Tomaszewski, associate provost for Capital Planning, and Brett Stillwell, architect for Capital Planning, to discuss Levis and longer-range space projects. Antoinette Burton also met with Kevin Hamilton, the chair of the Working Group for Integrative Scholarship in the Arts, the Campus Research Board Review Committee, Director of IPRH Dianne Harris and (in fall 2014), LAS Dean Barbara Wilson. She also met regularly with Peter Schiffer, who attended a WG meeting at the group's request in September 2014. At the request of the OVCR we also developed themes, solicited requests and culled proposals for the Cluster Hire Program in fall 2013 (see Appendix C).

The WG resumed in fall 2014, meeting monthly to develop a draft of the final report. We held a Town Hall meeting in December 2014 to get feedback on the preliminary recommendations and to discuss the priorities of the final report. The final draft was submitted in January 2015.

Two important notes about our timeline:

1) **The Salaita case:** between our Working Group's preliminary recommendations in May 2014 and our final planning in fall 2014, Professor Steven Salaita was unhired by the Chancellor, President and the Board of Trustees of the University of Illinois. Their decision sparked a global boycott of the University that has fallen disproportionately on humanities units, brought votes of no confidence from 14 departments, resulted in the cancellation of much of the year's programming in humanities units due to the boycott, and damaged the reputation and the regular functioning of many departments, with particular impact on American Indian Studies where Professor Salaita had been appointed. Thus the vitality of humanities research that our WG was charged with enhancing has been dealt a serious blow, as has the capacity of key humanities departments to search for, recruit and retain excellent faculty. It has also thrown into doubt the commitment of campus leaders to the pluralist culture of scholarship and governance that many humanities scholars prize. Faculty opinion on campus is not unanimous and the Salaita case has been divisive. In addition to being a violation of the principles of academic freedom, the Salaita case is a symptom – of the erosion of respect for faculty expertise and governance, of the lack of humanists' representation in campus administration and of the asymmetry of humanities research with signature fields elsewhere on campus. Many of these issues were raised in our preliminary report, and they have particular urgency now.

2) **Declining undergraduate enrollments in humanities courses and units:** among the most vocal responses in our Town Hall meeting of December 2014 and anecdotally among faculty we have spoken with is a concern about the fall-off in undergraduate enrollments, which has hit humanities courses disproportionately hard. We understand this is a national trend, and we know that the Provost's office has been sponsoring the Campus Conversation on Undergraduate Education (http://provost.illinois.edu/undergraded/conversation.html). We also know that campus leadership is accelerating the growth of STEM fields for a variety of reasons. Humanities faculty, as well as many of our campus colleagues more generally, are alarmed by these trends, which have been the result of loosening of requirements, the creation of new interdisciplinary units not staffed primarily by tenure-track faculty, and the race for IUs by units (like GSLIS and Social Work) who did not previously offer courses to undergraduate students. Above all, general education requirements are increasingly met off-campus and online, which drains humanities classrooms and imperils our capacity to link world-class researchers with undergraduate students through quality curricula, from languages to history to literature via disciplinary and interdisciplinary training. The misperception that humanities courses and majors are not market-worthy is surely part of a national trend, but there is little structural attempt at Illinois to challenge it.

These trends cannot be allowed to continue at Illinois. Quite apart from the fiscal realities of declining undergraduate enrollments, vibrant faculty research is tied to vibrant teaching at all levels and in all quarters of the university. The campus must seize the day and lead with more than rhetorical flourish on this issue.

RECOMMENDATIONS AND TIME LINE

The recommendations we make in this report should be implemented in two parallel tracks.

Track One: Short-Term Adjustments

We need administrative shifts and resource allocations that affirm the University's commitment to humanities research, provide critical resources to humanities faculty and graduate students, and restructure administrative oversight for some of the humanities research units. The goal is to create parity with other research units on campus, fund humanities research scholars and initiatives, address issues of underrepresentation and re-orient campus administrative culture toward the humanities as a core value.

- Expedite IPRH's move from LAS to the OVCR and specify its governance and budget plans.
- Establish and fund the Humanities/Arts Interseminars.
- Attend to the Campus Research Board's Ad Hoc Review Committee Recommendations, which we hope will advocate for doubling Scholars' Travel Fund monies so that faculty do not have to pay so much out of pocket to attend professional seminars and meetings.
- Create an OVCR taskforce dedicated to long-range structural planning for Ethnic and Gender and Women's Studies units hiring, recruitment and retention needs and research ambitions.

The OVCR should implement these pressing, short-term adjustments in the next 3-9 months, before the start of the Fall 2015 semester.

Track Two: Planning for a Humanities Commons

IPRH is one among several programming units that support humanities research and cultivate humanities research projects and initiatives. Therefore, simply absorbing IPRH into the OVCR is not a long-term strategy for bolstering humanities research at Illinois. We need to develop a new model for humanities research – namely, a Humanities Commons that can mobilize the variety of existing research initiatives, cultivate the pluralistic energies of faculty and graduate students, develop academic leadership practices and serve as a locus for shaping campus priorities for humanities scholars and research in the years to come.

- Commission a new Working Group specifically charged with modeling the Humanities Commons vision and planning the design and function of its dedicated building. That vision should emphasize the heterogeneity of humanities scholarship and the combination of deep disciplinary knowledge and interdisciplinary practice it exemplifies. It should imagine the building as a space that houses multiple initiatives, nurtures independent scholarly research and showcases breakthrough research to campus, community, national and international audiences.
- Direct campus advancement toward humanities fundraising (a building, endowed professorships, research initiatives, graduate fellowships).
- Develop a plan to ensure humanities faculty representation and expertise at all levels of campus administration.

Implementation of this second track will take considerable time and effort. The OVCR should act in Spring 2015 to commission a new Working Group to begin visioning exercises for the Humanities Commons, with work to commence Fall 2015.

Recommendation #1

Above All, Address the Issue of Space

PROBLEM

The lifeblood of the humanities is conversation and debate. Rigorous dialogue is our lab work. New research programs can spring up from a single serendipitous exchange with a visiting lecturer or a question from the audience. Many fields have been revolutionized by a single conference when the right people gathered around the table at the right time. We need spaces that support these conversations – both for our internal intellectual interchanges and our interactions with speakers and visitors who come to Illinois to share their work and participate in new opportunities for collaboration with our faculty and students.

Humanities faculty members, like their peers in the sciences and engineering, seek the opportunity to convene, converse, and collaborate in a space dedicated to interdisciplinary innovation. But without adequate spaces for events, humanities faculty and programs today must scramble and pay exorbitant fees simply to organize a meeting, research group, colloquium, or conference. Likewise they have no obvious place to launch a start-up research project in the humanities. We have no lab, in short, for the kind of experimentation and collaboration that leads to new discoveries and new knowledge. Thus, the space question is our top priority.

Even a quick glance at the campus map indicates how the University values different kinds of research. The Beckman Institute signals our enormous esteem for the applied sciences. The beautiful new Institute for Genomic Biology signals our faith in the promise of a burgeoning vital subfield in the life sciences. And the Krannert Center unambiguously declares that the performing arts matter, both to the academy and to a larger public. The College of Business Instructional Facility, which has won awards for its environmentally sustainable construction, signals the values of the University of Illinois as a public research university.

But it is telling that that we have yet to find adequate space for the Illinois Program for Research in the Humanities (IPRH), the unit that most represents the humanities. Sidelined on a residential street, far from the quad, and in an old fraternity, the humanities do not enjoy a comparable physical space that conveys the centrality and indispensability of humanistic inquiry to the Illinois research profile. The move to the 4th floor of Levis is an improvement, but it cannot compete with the facilities afforded to scientists and engineers on campus or fulfill the needs of humanities faculty and units for adequate space for public programs and conferences. Additionally, space inequality undermines one of the core initiatives of the Strategic Plan (Embrace and Enhance Diversity). Space for the ethnic studies units is inadequate, and these are the units that especially promote research excellence regarding social equality and cultural understanding as well as the recruitment and retention of under-represented groups. (See also Recommendation #4.)

RECOMMENDATIONS

1. Develop a program to support current space needs
    - Establish a fund for the rental of campus facilities for humanities events and/or negotiate waivers for humanities programming.
    - Develop a program to help alleviate space constraints for humanities programming (for example, allocating a certain number of hours per month for free use of space in Beckman, IGB or NCSA).
2. Undertake a feasibility study for a centrally located Humanities Commons.
3. Continue consultation with Matthew Tomaszewski about the new plans for Levis.

OUTCOMES

A fund for space would enable:

More time spent in research discussions and collaborative scholarship, and less time on 1) the clerical task of finding and reserving a room, and 2) fund-raising for something that is an expected scholarly product.

A new building would:

- Offer permanent homes to the Unit for Criticism and Interpretive Theory, the Illinois Program for Research in the Humanities, and the Office of the Associate Vice Chancellor for Research in the Arts, Humanities, and Related Fields. It could also provide space for smaller interdisciplinary programs like Medieval Studies or the Program in Jewish Culture and Society.
- Make modular spaces available to groups as they form, supporting their research as it evolves (e.g., a Unit seminar, an IPRH roundtable, a Focal Point project, an INTERSECT team, or a new reading group).
- Serve as a venue for national/international conferences and, by extension, as a showcase for humanistic research and practice beyond the state and region.
- Invite all faculty drawn to humanist dialogue and inquiry, scholarship and research to come together as individual researchers and as teams in emerging interdisciplinary fields (e.g., the spatial humanities, environmental humanities, medical humanities, or legal humanities).
- House public spaces such as a café, a gallery space, a bookstore, a hands-on library, an auditorium, and a multi-media commons.

INTERIM SOLUTIONS

The current cost of room/hall rental on campus is unconscionably high. While a classroom may be available for small meetings, it cannot be reserved during the daytime if a class meets there, and that schedule is not determined until preliminary enrollments have been assessed. Accordingly, a symposium that wishes to meet in the first week in February cannot secure the room reservation until early December, when it is too late to find alternative arrangements.

Current Costs for Room Rental

Venue	Rates	Notes
Alice Campbell Ballroom	***3-hour lecture*** $1000 ***All-day event (Friday or Saturday)*** $1000	Includes AV support
Spurlock Museum's Knight Auditorium	***3-hour lecture*** $590 ***Half-day*** $770 ***Full day*** $1370 ($1190 plus setup/cleanup)	Does not include use of lobby for reception
I-Hotel	***Ballroom*** $1500 ***Chancellor Ballroom*** $1000 ***Medium-size conference rooms*** $650	Includes IT support
YMCA Latzer Hall	***3-hour lecture*** $165 ***All-day*** $225	
Illini Union	***All-day, per room*** $86	Includes AV support

We propose a humanities room rental fund, operated through the Research Board, comparable to the Humanities Released-Time program. The funds for the room rentals would be placed in an account and allocated annually on the basis of the number of humanities faculty in each department. Thus a unit with five 100% humanities and three 50% humanities faculty and ten 100% social science faculty (tenure stream as well as NTT) would receive 650 humanities points (100% x 5 plus 50% x 3), which would be quadrupled to determine the dollar amount of room rental funds allocated to the unit. Thus a unit with 30 humanities faculty would have more humanities points and receive more money than a unit with eight humanities faculty, on the premise that the larger unit stages more events.

As humanities faculty often squander precious time applying for small amounts of money in support of their scholarship, professional development, guest speaker events and conferences, the method for drawing upon these room rental funds should be streamlined: a one-paragraph description of the event, with a list of speakers, date, anticipated audience attendance. The request would be made through the department head for monies that are allocated annually (like HASS); the unit head would forward this request; and because the monies are already set aside, no vetting on the part of the Research Board is necessary. The funds could be fully or partially withdrawn at any time as needed for both highly planned events and more spontaneous ones. In cases of interdisciplinary events, units could draw from the fund in increments of 25%, 50%, 75%, or 100%, thus allowing for cost-sharing between departments.

Recommendation #2

Create the Illinois Humanities Commons

PROBLEM

The effects of extraordinary humanities research and teaching pulse daily through the lifeblood of the U of I. However, the visibility that our humanities faculty have earned nationally and internationally as world-class scholars and as innovative practitioners of interdisciplinary research and teaching excellence is not reflected on our campus. While the vast majority of humanities scholars are housed in the College of Liberal Arts and Sciences, humanities faculty work in all quarters of the university. The problem is, then, that the campus has no programmatic, institutionalized way of representing the collective vitality of humanities work to our colleagues at Urbana, to campus leaders, to community partners, or to students at all levels, let alone to a general audience. In other words, we lack the means to signal that the excellence in STEM on campus is matched by world-class humanities research. This problem persists despite the labor that a variety of units – including but not limited to IPRH, the Unit for Criticism and Interpretive Theory, the Initiative on Holocaust and Memory Studies, the Center for Historical Interpretation, and the Ethnic and Gender and Women's Studies departments – do on a regular basis to promote interdisciplinary humanities work. The scholarship of humanities faculty is fruitfully heterogeneous. Each of us benefits from the pluralism – those multiple sites of energy and initiative that nurture our intellectual work. Indeed, the signature of humanities excellence at Illinois is celebrated from afar, i.e., in the national and global reputations of our faculty. Yet we lack a common campus space, physical and metaphysical, where we can regularly encounter each other to generate and exchange creative, dynamic and innovative new knowledge in ways that catalyze our diverse efforts and underscore the collective value of the work we do.

RECOMMENDATIONS

As indicated at the beginning of this report, our top recommendation is the creation of a Humanities Commons in the form of a new space, purpose-built to house the energies and initiatives that are literally brimming over the existing structures at Illinois. A new building must be part of the long game for re-imagining humanities excellence in a premier public research university in the 21st century. Therefore, in the meantime, we call for a campus-wide initiative focused on the way that humanities research proceeds from a capacious, vibrant "commons." The notion of a commons is one of shared, public space and place that assumes a collective good and works to enact it in keeping with the conventions of debate and critique that are the hallmarks of humanities practice. The idea of a commons is as old as the forest and as new as Wikipedia. It conjures historical icons of public good like the national parks and the New Deal. It has deep histories in political philosophy and economic thinking; great literatures have emerged from and narrated manifold forms of "commonwealth" and common people; the arts are living archives of common, if not universal, experiences of uncommon struggle, beauty, resistance, tragedy, failure and aspiration; and great national and public libraries, museums, and research centers have been born from all of this intellectual energy. At a moment when the very notion of the public university is under pressure and under question, the Humanities Commons offers the possibilities of an open space where answers to urgent contemporary questions can be imagined and debated – precisely because those conversations and the expertise they require and stimulate belong to everyone.

Because a Humanities Commons building is a long-term project, we recommend the following preparatory steps (some of which are also seeded elsewhere in this report):

1. Convene a humanities Commons Planning Committee, representative of humanities stakeholders across campus, to develop a 5-year plan to realize the establishment of a Humanities Commons by 2020.
2. Commission a feasibility study for a new Humanities Commons building.

3. Develop an aggressive Humanities advancement campaign that targets donors for the building as well as for endowed professorships and research and graduate fellowship funds for use by humanities faculty and students.
4. Fund a two-year programming initiative – lectures, seminars, reading groups designed to educate the entire campus about the history, literature, politics, economics, science, arts and music and linguistic possibilities of "the commons" as it relates to intellectual life and the common good.

   The initiative would be called "Creating a Humanities Commons." It would be advertised nationally and internationally in order to announce the new steps we are taking to enhance humanities excellence at Illinois. In other words, we imagine a full-court press for what will become a signature Illinois vision, driven by the ideas that undergird the redesign of the life of humanities research on campus – all showcased by the Humanities Portal. (See Recommendation #7.)

   This "Creating a Humanities Commons" initiative could dovetail with some aspects of the Humanities Without Walls project – indeed, it follows logically therefrom. But the "Creating a Humanities Commons" initiative should have its own discrete planning and programming and should be oriented toward realizing the future Humanities Commons building and reconfiguring existing units and programs accordingly.

5. Convene an ongoing Humanities Commons Working Group (HCWG), which would work in concert with each of the above steps and groups. The chief aim of the HCWG would be to re-imagine and re-configure existing humanities research initiatives so as to maximize the potential for interdisciplinary work through shared space and collective management of university resources. The charge of this WG would include:
   - Aligning building design with research configuration;
   - Determining a long term budget for the building design;
   - Developing links between humanities research and teaching;
   - Designing public engagement and community outreach programs and opportunities for Humanities Commons faculty and students.

BUDGET ITEMS

Programming Initiative: 20k per year for programming, with staff support from the OVCR (ideally, Melissa Edwards and Andy Blacker) = $40k, AY 2015-16, 2016-17

OUTCOMES

- Humanities faculty across campus and regardless of college have the opportunity to participate in long-term conversations about what a Humanities Commons should do, how it should be run, and how it should be positioned, in concert with current and future humanities initiatives, to enhance the mission of a liberal arts and science education in a public research university.

Recommendation #3

Fund IPRH through the OVCR Umbrella

PROBLEM

The Illinois Program for Research in the Humanities (IPRH) functions as a research center for the broadest spectrum of humanities scholars on our campus, but currently does not have structural equivalence with other major interdisciplinary centers (Beckman, IGB, iSEE, etc.), each of which reports to the OVCR. Likewise, IPRH has historically been overlooked and under-appreciated by the campus at large, even though it has garnered millions of dollars in external grants for humanities research from the Mellon Foundation; provided scores of faculty and graduate students with supported research leave over the last decade; and sponsored an equally impressive number of conferences, colloquia, visiting speakers and panels that showcase the work of humanities scholars and others from Illinois. These activities have generated new research that has directly resulted in scholarly publications in myriad humanities and arts fields.

Despite this record, IPRH currently has no guaranteed recurring budget, which puts the University of Illinois woefully behind its peer institutions. Beyond its base budget, IPRH receives only $57,000 annually from central campus, funds that primarily support faculty and graduate student fellowships, but that must be requested all over again each year on an ad hoc basis. Until recent plans for its move to Levis in fall 2015, it was housed in a substandard facility: an aging building with inadequate space for events, both in terms of size and accessibility (being non-ADA compliant), and so far from its academic community that faculty and graduate students often miss events they would ordinarily attend. Negligible budget and degraded facilities mark second-class status in the symbolic economy of public higher education. Thanks to the work of IPRH director Dianne Harris to bring these issues to the attention of campus administration, some of these issues are now being addressed. Yet the issue of equivalency with other signature interdisciplinary centers on campus remains.

RECOMMENDATIONS

1. Move IPRH's reporting line and budget to the OVCR starting AY 15-16
2. Maintain current IPRH base budget and make $57,000 annual central campus funds recurring
3. Form a Faculty Working Group in conjunction with IPRH to address the following issues and concerns:
    - Governance
        - Develop structures to guarantee that IPRH remains intellectually independent and driven by faculty research interests and initiatives.
        - Develop guidelines that specify the roles and relationships of the IPRH Advisory Board, the Director and the OVCR.
        - Adjust IPRH bylaws to reflect these configurations and to articulate decision-making procedures that ensure scholarly independence at all levels.
    - Budget
        - Research how other research centers at U of I are funded and staffed. Investigate how other humanities centers at peer institutions are funded and staffed. Design a renewable five-year budget plan that outlines annual and non-recurring IPRH funds and expenditures. The plan should specify how to provision staffing commensurate with IPRH's actual needs. Make this document available to humanities faculty as planning for the Humanities Commons moves forward.

OUTCOMES

- IPRH gains structural equivalence with other signature Urbana campus centers.
- IPRH gains annual budget commensurate with its work in support of humanities research, allowing it to operate not year-to-year, but with long-term planning.

Recommendation #4

Recognize and Resource Ethnic and Gender and Women's Studies as Models of Interdisciplinary Research

PROBLEM

While the campus's most successful efforts to promote racial diversity, gender balance and interdisciplinary scholarship among faculty and students can be found in the humanities, the campus has not adequately recognized and built on these achievements. Nor have campus leaders shown that they fully understand the links between scholarly excellence and the truly interdisciplinary practice that is typical of Ethnic and Gender and Women's Studies at Illinois, whose global reputation in these units far outpaces their recognition "at home." Along with sustained efforts to hire and promote women and people of color in large humanities departments, including English and History, the five academic units most tied to scholarly agendas involving race and gender (African American Studies, American Indian Studies, Asian American Studies, Gender and Women's Studies, and Latina/o Studies) are models for interdisciplinary scholarship and teaching, integrating humanities topics, approaches and methodologies with other scholarly fields, particularly in the social sciences.

The comparative invisibility of these units and their achievements on campus is emblematic of the challenges humanists face at Illinois more generally. That is, the research that faculty in ethnic and gender and women's studies units do models the kind of interdisciplinary work that is indispensable to the university's mission and ambition – not just in our own quarter of the university but across the broader landscape of campus and in its administrative structures as well. Yet the interdisciplinary research modeled in these units, which house many faculty of color and educate many students of color, is not legible to campus leaders, to fellow faculty beyond the humanities, or to local stakeholders and donors.

Our committee has taken notice of the underrepresentation of people of color and of intersectional research in the OCVR working groups, a situation that we understand to be linked more broadly to the marginalization of the academic units in ethnic studies and gender and women's studies at Illinois. There is a widespread perception amongst faculty and students that upper-level campus administrators view ethnic studies and gender and women's studies as marginal to the overall mission of the University. The absence of discussion of intersectional research and the underrepresentation of faculty of color in the OVCR groups confirms these perceptions.

As we write, office space and seminar space for the ethnic studies and gender and women's studies units are woefully inadequate. Several of the ES/GWS units are squeezed into old residential homes on Nevada St., retrofitted into academic buildings. The University purchased these homes decades ago with the intention of demolishing them and finding permanent office space sufficient for the needs of these units. However, the issue of space remains unresolved years later. Several of these buildings require serious maintenance, have insufficient space for faculty offices, classrooms, and meetings, and substandard wireless internet service. The poor condition of these buildings contributes to the marginalization, invisibility, and second-class status of faculty in these units to the campus as a whole, even as they are central to the scholarship and intellectual initiatives of many humanities faculty at Illinois. This shapes students' perceptions of faculty of color who work in these spaces, with short- and long-term consequences for the true diversity of and equality for all people of color on the campus as a whole.

The absence of individual or collaborative doctoral programs in ES/GWS represents another serious challenge confronting these units. Ph.D. and M.A. programs are essential to a top-tier research university. It is through doctoral programs that faculty train new generations of scholars, nurture new knowledge and cultivate evolving,

flexible interdisciplinary practice. Faculty who hold joint appointments in units with doctoral programs can advise graduate students. However, those professors who hold either 100% appointments in one ES/GWS unit or joint appointments in two ES/GWS cannot direct dissertations. This inequity and segregation is misaligned with the national renown of our faculty in these units, many of whom have won major scholarly awards and have served as officers in their professional associations. Especially in a Research 1 institution, ES/GWS faculty cannot realize their full scholarly potential and training without graduate programs. For this reason, several promising junior faculty and prominent senior scholars in the ES/GWS units have left the University over the years, citing the lack of opportunities for graduate student training as a major reason for their departure.

RECOMMENDATIONS

The OVCR cannot single-handedly resolve all of these challenges facing the ES/GWS units. However, the OVCR can play an important role by responding to the signal contributions of these units to excellence in humanities research at Illinois by devising long-range plans for cultivating and maintaining their role in the Humanities Commons. We call on the OVCR to:

1. Ensure that the contributions of the humanities to campus-wide diversity efforts – primarily though not exclusively through the interdisciplinary research, teaching and engagement profiles of the Gender and Ethnic Studies Departments and Programs – are understood and recognized as indispensable to the mission of the entire land-grant university and to the retention of faculty of color.

2. Prioritize intersectional research and the inclusion of underrepresented groups in the charge letter to all OVCR working groups.

3. Create an OVCR and Provost's task force comprised of ES/GWS faculty to identify major challenges and opportunities facing their units and to make recommendations for enhancing these units over the next ten years. Topics should include space, individual and collaborative Ph.D. programs, cluster hires, and faculty recruitment and retention. This task force should issue its recommendations within one year, and the OVCR should do everything in its power to implement these recommendations.

4. Improve communication and collaboration between OVCR and Office of Diversity, Equity, and Access and other campus committees such as CORE, the Gender Equity Council, and the campus LGBTQ Committee.

OUTCOMES

- Enhanced productivity of humanities scholars in Ethnic and Gender and Women's Studies Programs.
- Heightened awareness on campus of the national and international reputations for excellence in the interdisciplinary scholarship of individuals and units linked to Ethnic and Gender and Women's Studies.
- Structural attention to the centrality of Ethnic and Gender and Women's Studies faculty research to the broader excellence of the campus as a whole.
- Better retention of faculty of color in the humanities and a correlative impact on the recruitment, retention and completion rate of students of color across campus.
- Increased recruitment possibilities for faculty and students of color.
- Improved campus racial, gender, and LGBTQ climate.

Recommendation #5

Develop Humanities/Arts Interseminars

PROBLEM

Campus strategic plans have repeatedly emphasized interdisciplinarity as foundational to the goals of the University of Illinois as a model public research university. However, the material support for interdisciplinary efforts in the humanities and arts from both external and internal funding has been sporadic, at best, compared with resources for such efforts in the STEM fields.

The research mission of the university is tied not only to the scholarly endeavors of faculty, but also to graduate education, which is one important site for the production of primary research. In STEM fields, graduate students are typically part of a research team often funded through external grants, but in the humanities, such external funding is not available. In the humanities, graduate students more often work individually to produce new research that contributes to broader collective scholarly inquiry through conference presentations and publication. While the Graduate College has oversight for graduate programs on our campus, because of the particular funding needs of graduate students in the humanities (i.e., they are not typically funded on their advisors' grants), we urge the OVCR to consider how it can play a role in providing additional support for initiatives that foster faculty and graduate student exchange around specific research questions. Likewise, we urge the OVCR to be mindful of the need for the campus to provide resources for new and emerging graduate programs in the humanities, particularly doctoral programs in interdisciplinary fields related to ethnic and gender and women's studies. (See Recommendation #4.)

While the National Science Foundation has provided robust funding for interdisciplinary graduate initiatives since 1998 through programs such as Integrative Graduate Education and Research Traineeship (IGERT; now the NRT program), there are no comparable sources of external funding for similar initiatives in the humanities and arts.

Recognizing these disparities, several years ago the Graduate College developed the INTERSECT initiative as a source of internal funding for graduate fellowships in interdisciplinary arts and humanities education. With limited funding, the Graduate College committed to the initiative through three rounds of funding. The INTERSECT initiative has been highly successful in supporting several research groups, which have built and sustained communities of interdisciplinary research, as well as fostering connections with Beckman, CAS, and IPRH. The vast majority of the funding was limited to graduate student fellowships of $20,000 per year. As a result, out of their dedication to graduate education, faculty who have been involved have essentially volunteered their labor to guide the interdisciplinary research groups, receiving very little direct support for their own research.

The INTERSECT initiative is coming to the end of the funding available through the Graduate College. At this juncture, the University of Illinois at Urbana-Champaign as a campus has an opportunity to distinguish itself among peer institutions by building upon the momentum begun by the INTERSECT initiative, but redesigning the funding structure. This is an especially opportune moment to:

- Provide a permanent funding structure for interdisciplinary humanities/arts graduate initiatives.
- Build in more robust funding for faculty support in such initiatives.
- Overcome the administrative barriers that inhibit interdisciplinary collaboration among faculty and graduate students across departments, schools, and colleges in the humanities and arts.

RECOMMENDATIONS

We propose a program of funding for interdisciplinary "Interseminars," which would function as 2-year "idea labs" for faculty and graduate students in the humanities and arts to build communities of inquiry around emerging research directions, requiring disciplines and interdisciplines to connect and expand.

Each Interseminar would include up to 6 faculty members, who would select up to 6 doctoral students so that each group is diverse in terms of stage (from new to advanced students), disciplinary specialization, and racial/gender demographics. Interseminar groups would, in their first year of funding, advance collaborative interdisciplinary inquiry through intensive reading and discussion, visiting speakers and symposia, and other research activities related to their specific topic.

During the first year, faculty would select up to 6 doctoral students for participation in the second and third years. In the second year, the Interseminar would focus on developing new graduate curricular initiatives around the research focus, offering faculty opportunities to work collaboratively on course development and team-teaching. Each group would offer three new team-taught graduate courses (one in spring of Year 2, one in fall of Year 3, and one in spring of Year 3).

Interseminar groups would be selected through an annual competition, a peer process facilitated by the OVCR. The selection committee will include humanities and arts faculty with demonstrated records of interdisciplinary scholarship and teaching, along with one representative from the Graduate College. Successful proposals would typically involve faculty from multiple academic units.

All tenure-track faculty at Illinois would be eligible to collaborate on Interseminar proposals. While faculty could come from any department or academic unit, the majority of faculty participants must research and teach in humanities and arts fields. Doctoral students from humanities and arts fields are eligible for Interseminar fellowships.

The following table provides budget guidelines for the Interseminar initiative:

[illegible]		
Department compensation for faculty participation (two semesters)	$8,000 x 6 x 2	$96,000
Visiting scholars[1] (honorarium, travel, lodging, meals)	$3,000 x 4	$12,000
Faculty research funds	$5,000 x 6	$30,000
Summer funding for faculty (curricular development)	$5,000 x 6	$30,000
[illegible]		
Graduate Student Fellowships	$20,000 x 6	$120,000
Department compensation for faculty participation (fall semester)	$8,000 x 6	$48,000
Department compensation for team-taught course (spring semester)	$8,000 x 2	$16,000
Symposium to present findings (including visiting speakers)		$10,000
Summer faculty research funds for write up/ dissemination of report	$5,000 x 6	$30,000
[illegible]		
Graduate Student Fellowships	$20,000 x 6	$120,000
Department compensation for team-taught faculty courses (1 fall, 1 spring)	$8,000 x 4	$32,000
TOTAL		$544,000

[1] Depending on the research focus, Interseminars might choose to use these funds for site visits rather than for visiting scholars.

The proposed Interseminar initiative differs from existing funding opportunities available through the Humanities Released Time (HRT) program and the Illinois Program for Research in the Humanities (IPRH). HRT supports individual faculty release time, but is not focused on supporting interdisciplinary collaboration. Likewise, the IPRH faculty and graduate student fellowship programs support individual faculty and graduate student projects. While the IPRH often chooses broad themes, it does not select collaborative projects for fellowship funding, nor does it privilege interdisciplinary research. The IPRH Research Clusters do support interdisciplinary collaborations at a minimal level of funding ($2500), which can be used only to support visiting speakers.

The Interseminars, in contrast, would provide substantial, sustained support for faculty and graduate students to undertake significant interdisciplinary research collaborations that will make a lasting impact in their long-term research agendas and on the development of new research and curricular areas for the campus as a whole.

OUTCOMES

The Interseminar initiative would spark and support new lines of interdisciplinary research in the humanities and arts that would lead to:

- Scholarly publications
- Symposia and conferences
- Interdisciplinary Ph.D. dissertations
- Innovative new graduate course offerings in interdisciplinary areas
- New interdisciplinary graduate curricula
- Development of grant proposals for potential external funding

In addition, the Interseminars would create a dynamic and collaborative research environment that would strengthen faculty development and retention. All of these outcomes would contribute to distinguishing the University of Illinois as taking the lead in forging new models for generating interdisciplinary humanities and arts research.

Recommendation #6

Deeply Integrate Humanities Faculty into Campus Leadership Roles

PROBLEM

On a campus where big science and engineering dominate, the way that humanists live their daily research and teaching lives is a mystery to many faculty and administrators who work or think mainly north of Green Street. Lack of knowledge about humanists' teaching obligations, research funding, departmental staffing, and facilities is the norm, sometimes shockingly so. This gap persists even as performance and achievement norms for scientists and engineers are ascendant. Rather than a "two culture problem," this is a monoculture-subculture problem, in which the metrics used by the University largely erase the strongest achievements and values of the humanities.

RECOMMENDATIONS

1. Create a senior leadership seminar or fellows' program dedicated to cultivating intellectual leadership among administrators so that humanities faculty can be shapers of the academic mission of Illinois at all levels of campus leadership.

2. Re-think the composition of the Provost's, Chancellor's and President's leadership teams so that humanities faculty interests and concerns are part of the regular order of business.

3. Develop mechanisms for regular communication and exchange between campus leaders and humanist faculty around both intellectual projects and structural issues: a functioning Provost's Humanities Council, for example, with an annual agenda, transparent selection process and regular rotation.

OUTCOMES

- **Meaningful representation of humanist concerns and transparent advocacy mechanisms for humanist faculty and research at the level of campus administration.**
  In calling for greater representation of humanities faculty in University leadership, we define leadership both in the strict sense of administrative positions at the Dean's, Provost's or Chancellor's offices and, more largely, within the wider process of decision-making across the University. For instance, in one of our conversations with LAS, it became clear that student admissions and student retention personnel largely minimize input from humanities programs and faculty. Humanities faculty need to be much more involved in these operations.

- **Prioritizing humanist research and teaching in every aspect of the campus mission**
  Academic debates about why the humanities matter at a public research university can be articulated most powerfully by faculty from the Humanities who have been given the voice and authority to help communicate the University's vision and mission: excellence in national and global scholarship and recognition by our peers.

Recommendation #7

Increase Visibility of Humanities Research

PROBLEM

Campus communication about humanities research has been haphazard, at best. The campus News Bureau focuses largely on peer-reviewed publications in scientific journals, LAS and FAA communications staff are part of the campus advancement office and have historically focused on external audiences, and the University has not provided infrastructure for humanists comparable to that of the sciences and engineering for translating their work to the broader public. Although campus communications are beginning to trend toward humanities research, unless this is an explicit campus priority, these problems will continue to disadvantage humanities faculty research in a number of ways:

- Inadequate campus-level awareness of the research and distinction of the humanities at Illinois
- Insufficient exchange of information for broader campus and faculty engagement with colleagues in the humanities
- Lack of a central event calendar to help drive attendance and planning, resulting in frequent overlaps in programming and scheduling
- Inadequate national and international awareness of the humanities at Illinois

RECOMMENDATIONS

1. **Create and Maintain a Humanities Web Portal**
   Develop an ambitious new humanities web portal for the University of Illinois, publicizing and coordinating the distinguished work at Illinois and linking faculty to each other on campus, nationally, and internationally. An editorial committee can vet information and ensure accurate and inclusive content. This group should give careful consideration to the development of transparent editorial guidelines and to the coordination of information flow with units, with the OVCR, with the campus Public Affairs/News Bureau offices, and with the Research Communications Council.
   N.B., the portal should amplify current communications efforts in various units, but not replace such efforts.

2. **Develop "Take Home Points" for campus communications and advancement**
   Create a working vocabulary that conveys the richness, accomplishments and consequences of the humanities to University decision-makers and fund-raisers. These "snapshots" of humanities research must be carefully balanced with more detailed, lengthier versions of content.

3. **Consider the name of IPRH as it is incorporated into the OVCR umbrella**
   Does IPRH remain a "program" or is it a center or institute? (See related Recommendation #3.)

4. **These efforts will require resources and a budget for communications work.**
   Minimum staffing:
   - Dedicated Communications Coordinator and Web developer

   Budget for promotional efforts:
   - Including development of audience-specific communications materials

OUTCOMES

- **Creating and maintaining a Humanities Web portal will lead to:**
    - **Increased campus-level awareness of the research and distinction of the humanities at Illinois**
    - **Improved dialog and engagement with colleagues in the humanities, across campus**
    - **A central repository for events (event calendar) to help drive attendance and facilitate planning, reducing frequent overlaps in programming and scheduling**
    - **Greater national and international awareness of the humanities at Illinois and greater visibility for the university overall**

- **Developing a working vocabulary that conveys the richness, accomplishment and significance of the humanities to the variety of audiences we seek to reach, including University decision-makers and fund-raisers.**
  This vocabulary will be used to gain visibility, purchase, and funding interest for humanities research and will enable campus Public Affairs and other campus communications and advancement staff to showcase the achievements of humanities research, both discipline-based and interdisciplinary.

Recommendation #8

Sustain and Build Robust Humanities Faculty Research Development

PROBLEM

Humanities departments at Illinois routinely hire many of the best new emerging faculty from across the country and the world. But when new humanities faculty arrive at Illinois, the underdeveloped support systems for humanities faculty slow their progress.

Thanks to the indispensable work being done by Nancy Abelmann, Associate Vice Chancellor for Humanities, Arts and Related Fields (HARF), and her colleagues in the OVCR, humanities faculty have had increasing access to transformative faculty research development opportunities in the last three years. Before the creation of HARF, little or no support was available at the department or any other level for applying for grants, developing new project ideas, or creating and sustaining interdisciplinary partnerships, if needed. This is an especially acute problem for associate professors, many of whom are dedicated to—and assigned to—service that makes it difficult to prioritize their own work. Many of those whose time is overtaxed at this stage of their career are also women and/or people of color. These services are key to the recruitment and retention of humanities faculty at all levels at Illinois.

Abelmann's initiatives (which have included information sessions, intensive proposal collaborations and one-on-one workshopping of grant proposals for humanists as well as for social scientists and arts faculty) have yielded simply incredible results in the last two cycles: 4 Guggenheim awards and 5 National Endowment for the Humanities Fellowships (see Appendix D for details). The team she has built has modeled best practices that can be mined and extended towards a more systemic approach to faculty research development. Into the future this could perhaps be housed in the Humanities Commons. In the meantime, we need to build on these successes by developing and sustaining a variety of initiatives that contribute to humanities faculty intellectual development and link their intellectual work to broader projects of institution-building as well.

RECOMMENDATIONS

1. Keep HARF reporting line directly in OVCR. The WG sees this office providing key grantsmanship services that target specific intellectual development priorities and enhance faculty funding competitiveness (and as distinct from the kinds of support IPRH offers).

2. Expand the reach of Abelmann's HARF activities by offering a training program designed to develop senior faculty as mentors for proposal-writing and first-book development; this would include course release funds to their department and research funding as incentive to take time away from their own research and teaching.

3. Design and fund a Manuscript Workshop program to provide incentives to both internal (U of I) and external experts to supplement the support humanities faculty require to successfully complete publications. The Research Board currently models a version of this program as part of its "Funding Initiative for Multiracial Democracy Program" and we ask that it be extended specifically for humanities faculty.

4. Coordinate and provide support for Faculty Cluster Hires by offering competitive speaker and conference funds; these would be seed money for developing faculty research around themes that could eventuate in requests for new hires across departments and/or programs.

5. Double the funds allocated to the Campus Mid-Career Release Time funding program, and ramp up the mentorship component (including training for the mentors); consider setting aside 2 slots of 4 or 3 of 6 specifically for humanist research projects.

BUDGET ITEMS

- Senior Humanist per year trained to develop faculty proposals:
    - Course buyout: $12k
    - Research monies: $10k

- Manuscript Workshops per year (competition via Research Board)
    - $6k each = $12k

- Cluster hire conference funds
    - $10k a year

- Increased Mid-Career Release Time Program Funds
    - Currently: $30k-45K
        - 2-3 appointments per year
        - $12,000 release time to department
        - $2000 in discretionary funding
        - $1000 for senior scholar review
    - Add 2-3 appointments
    - Add $30-45k

OUTCOMES

- Facilitate faculty intellectual growth throughout the career.
- Enhance existing funding opportunities for mid-career advancement.
- Increase competitiveness of humanities faculty for national and international fellowships and grants.
- Coordinate faculty research interests with future hires and create faculty buy-in for and contribution to broader institution-building projects.

Recommendation #9

Develop an Aggressive Plan for Advancement in the Humanities

PROBLEM

There is a disturbing asymmetry in advancement. Humanities disciplines have not historically been the targets of big or even medium-sized donors. It appears that University advancement officers and the Foundation place a higher priority on fundraising in engineering, computer science, etc. than they do in LAS, FAA, etc. (The pay scales of the officers also reflect this: the highest paid advancement officers are in Engineering.) Recently, we have seen modest steps to improve this problem, including a focused process of assigning advancement staff to LAS humanities units and assessment of those units' advancement needs. Similarly, campus efforts to reach out to the Mellon Foundation and others have increased the University's visibility as an institution seeking sustained funding for humanities research. Further, University administration efforts to consider how to include a humanities and arts component in the next major capital campaign indicate an institutional awareness of the need for a new approach in this area.

RECOMMENDATIONS

Working in conjunction with the Office of the Vice Chancellor for Institutional Advancement, create a plan for advancement that reflects the specific needs of humanities scholars.

- Aggressively hire advancement officers with degrees in and/or professional experience with the humanities.
- Significantly increase the number of endowed chairs in the humanities.
- Raise funds for a centrally located Humanities Commons building (see previous sections, above).
- Coordinate with department Executive Officers so that all opportunities are maximized.

OUTCOMES

- Raise profile of humanities research among donors and alumni/ae with trickle-down benefits to department fundraising efforts.
- By 2018: Endow:
    - 10 humanities chairs and professorships
    - 10 endowed humanities grad student fellowships
    - 5 endowed research funds at the level of the Romano Scholarships in LAS
- By 2020: complete capital campaign for a new Humanities Commons building, named for a signature donor.

Recommendation #10

Fully Fund Programs that Enable Humanities Research

PROBLEM

Not all funding challenges can be addressed through centralization. Indeed, one of the great strengths of humanities inquiry at Illinois has been its intellectual plurality, its polycentric character, its polyphonous energy across units, disciplines and campus spaces.

RECOMMENDATIONS

1. Sustain campus research resources that enable humanities research.
    - Continue to support our world-class library at a scale and quality that distinguishes the U of I as a leader among other major research universities; its Scholarly Commons (http://www.library.illinois.edu/sc/) and blog, Commons Knowledge (http://publish.illinois.edu/commonsknowledge/), dovetail with the Humanities Commons project
2. Fully fund Research Board resources in the humanities.
    - Continue the Research Board's Humanities Released Time program, pending deliberations of Campus Research Board Review Committee.
    - Develop a streamlined process for applying for funding for publication subvention/images
    - Double the Scholars' Travel program. Faculty have unequivocally stated that is a valuable resource for scholars who need to travel to national and international venues to develop contacts, projects, and research networks.
3. Assure that humanities faculty are rewarded with competitive salaries using comparative benchmarks from peer institutions.
4. Fully resource departmental support for administrative tasks.
    - Reevaluate the wisdom of a shared services model and enhance secretarial and communications support in humanities departments.
    - As long as IPRH is a unit, continue to fund, at a competitive level, a humanities-oriented campus communications staff member in the newly aligned IPRH, ideally with a humanities Ph.D. or equivalent experience, to articulate fully the longstanding richness and up-to-the minute innovation of the humanities at Illinois.
      N.B. As the vision for the Humanities Commons evolves, this position should be imagined as a permanent staff line in the newly configured unit.
    - Provide funds for departments to hire qualified staff to support faculty research and conference travel, events planning, and other research-oriented activities.

OUTCOMES

- Successful programs and initiatives already in place are enhanced during a transition period.
- Priorities not addressed by centralization and reconfiguration remain visible as budget line items.

Budget Summary

The budget summary includes preliminary estimates for the many of the recommendations made in the report. For the sake of future planning, funding requests were populated with accurate dollar amounts to the best of the knowledge of the working group. Many of the recommendations will need to be further developed by the OVCR, the proposed Humanities Commons Working Group, or other university offices.

	AY 2015-16	AY 2016-17	AY 2017-18
Recommendation #1			
Rental Space Fund	$20,000	Recurring	
Feasibility Study (~$3.25/gsf; 50-60,000 sq ft building)	$162-195,000		
Recommendation #2*			
Humanities Development Campaign			
Programming Initiative	$20,000	$20,000	
Recommendation #3			
IPRH Funding	$57,000	Recurring	
Recommendation #4**			
Task Force			
Recommendation #5			
Interseminar Initiative	$168,000	$392,000	$544,000
Recommendation #6			
Senior Leadership Seminar or Fellows' Program	$10,000	Recurring	
Recommendation #7***			
Dedicated Communications Staff and Web Developer	$120,000	Recurring	
Audience-specific communications materials	$10,000	Recurring	
Recommendation #8			
Senior Humanist Training	$22,000	Recurring	
Manuscript Workshop	$12,000	Recurring	
Cluster Hire Conference Funds	$10,000	Recurring	
Mid-Career Release Program Increase (currently $30-45k)	$30-45,000	Recurring	
Recommendation #9****			
Advancement Officer for the Humanities			
Recommendation #10			
Scholars Travel Fund Increase	$80-100,000	Recurring	
TOTAL	~$789,000	~$1,013,000	~$1,165,000

* Requires further study, see Recommendation #3

** Requires further study, see Recommendation #4

*** In conjunction with IPRH staffing, see Recommendation #7

****Requires further study, see Recommendation # 9

Appendices

Supporting Documentation

Appendix A: **Working Group Charge Letter**

Appendix B: **Preliminary Recommendations**

Appendix C: **Cluster Hire Recommendations**

Appendix D: **Faculty Services Overview**

APPENDIX A.

CHARGE LETTER

I am writing to ask you to the serve on the Interdisciplinary Working Group for the Humanities, which will be chaired by Prof. Antoinette Burton. This Working Group, jointly sponsored by both the Office of the Provost and the Office of the Vice Chancellor for Research, will advise campus administration on how to support the growth, strength, and visibility of the campus's scholarship in the humanities. The goals of this Group will include:

- Advising campus administration on how best to support both scholarship in the humanities and partnerships among faculty in the humanities
- Building on the process of Visioning Future Excellence, connecting individuals and groups of researchers to enable creative new scholarship
- Working with OVCR staff to create strong coherent external communications that present Illinois as a world leader in the humanities
- Evaluating options for additional support for scholarship in the humanities and especially support for faculty who are seeking external funding in the humanities
- Identifying the multiple units and centers on campus that support humanities research and making recommendations for how to promote possible synergies.

The Humanities Working Group is fortunate to be able to build on the outstanding synthetic work and thinking of both the Illinois Program for Research in the Humanities and the Unit for Criticism and Interpretive Theory, as well as other programs and initiatives that support the development and excellence of humanities research on our campus. In considering how the campus can best take a coordinated approach to humanities research infrastructure, I expect that the Working Group will meet with the leadership of these and other programs. These conversations will allow the Working Group to gain insights from their experience with the research support infrastructure needs of their units, as well as on humanities research infrastructure at large.

I look forward to working with the Humanities Working Group to establish milestones and timelines that will help guide its activities, while also allowing for flexibility in response to new developments. It is my hope that by the end of 2014, this Working Group will be broadly recognized for providing greatly improved communication on campus for activities in its area and for broadly serving faculty research programs. I will be particularly interested in the Working Group's recommendations for how we can institutionally provide better support so that our humanists can maximize their potential for exciting interdisciplinary, collaborative work that will both distinguish the University of Illinois and contribute to "finding solutions to the grand challenges of the century," as Chancellor Wise and Provost Adesida charged in the letter accompanying the 2013-2016 Strategic Plan.

I expect that the Working Group will begin to meet within the next several weeks. Please confirm your willingness to serve to Ms. D'Anne Winston in OVCR at dwinston@illinois.edu, and feel free to contact me, Prof. Nancy Abelmann (Associate Vice Chancellor for Research for the Humanities, Arts, & Related Fields), or Prof. Burton with any questions you may have.

Preliminary Recommendations: Support for the Humanities at Illinois

Interdisciplinary Working Group in the Humanities
June 2014

How do we make sense of the present in light of our knowledge of the past and our hopes for the future? How can we best live together in light of our diverse bearings and common predicaments? How do we learn to see clearly, feel fully, and think critically in a culture of spectacle, sentimentality, and sloganeering? Humanities scholars develop and test arguments bearing on such crucial questions, and we mine texts and traditions in search of fresh interpretations and meaning. If the University of Illinois is committed to developing the full potential of human beings, these are the fundamental elements of any genuine education; if we care about the quality of human lives, these are the inventions with the power to transform lives.

Humanistic inquiry lies at the heart of any preeminent research university, and strong and vibrant programs in the humanities are central to University of Illinois' Campus Strategic Plan. Indeed, one cannot "Foster Scholarship, Discovery, and Innovation," develop "Transformative Learning Experiences," nor "Make a Significant and Visible Societal Impact" without the humanities. (Throughout this document, we note areas of particular alignment with the Plan).

The centrality of the humanities to any comprehensive research university requires structural equivalence with other fields on campus: this entails parity in facilities and staff resources that reflect the respect of campus leaders and the broader public. Humanities faculty at the University of Illinois have achieved excellence in research, teaching, and public engagement, but the university needs to make a number of administrative, structural, and programmatic changes in order to support a truly robust, flourishing humanities research community.

A Vision for the Future

We must address space needs.

Campus architecture is one powerful way in which we communicate what we think is important. Through their visual prominence, buildings announce our values while supporting and shaping our practices. On any campus, and especially in the case of a land grant university, buildings also announce boundaries and invitations: are we open, reaching out to the public in whose name we exist, or do we set ourselves apart? The Beckman Institute is a clear sign of how highly we value the applied sciences. Likewise, the Krannert Center is a building that unambiguously declares that the performing arts matter, and that they matter not only to academics but to all human beings. It signals to the people of Illinois, "This is your university."

That there is no equivalent space for the humanities on this campus speaks volumes. This deficit communicates that our university does not appreciate that humanists – like scientists and engineers – need physical space to sustain excellence in research and to support innovative knowledge at Illinois. Without that equivalence, the vibrancy of humanities research remains hidden from view.

We must invest in administrative and programmatic support.

This campus has recruited some of the finest scholars in the humanities, leaders in their fields nationally and internationally. But by failing to support them adequately, we are squandering this investment. This must change.

To communicate the greatness of humanistic inquiry at Illinois and enhance our visibility nationally and internationally, we must make more resources available to humanities scholars at all levels and scales of campus life. We reject the familiar framework of centralization/de-centralization because it

suggests that the problem is one of administrative organization rather than one of resource enhancement at several levels. Support for humanities research must be a campus-wide, broad-based effort that affects the wide-ranging scholarly interests of humanities faculty in whatever unit they work.

We must build a culture that values the research contributions of the humanities.
In our meetings, in discussions with our colleagues, and in survey results, it has become very clear that humanists are inadequately supported. The University must contribute more space, more support, and more respect for our research.

We recognize that existing challenges cannot be overcome immediately, but visible investment in signature efforts, landmark facilities, and intellectually transformational projects can begin a future worthy of the already realized and potential humanities research on our campus. The recommendations below outline a path forward in five broad areas: Space, Infrastructure, Legibility and Communications, Advancement, and Leadership. (Note, recommendations with an asterisk directly align with campus strategic goals.)

Major Issues – Problems and Recommendations

1. SPACE

The lifeblood of the humanities is conversation and debate. Rigorous dialogue is our lab work. New research programs can spring up from a single serendipitous exchange between a visiting lecturer or a question from the audience. Many fields have been revolutionized by a single conference when the right people gathered around the table at the right time. We need spaces that support these conversations – both our internal intellectual interchanges and our interactions with speakers and visitors who come to Illinois to share their work and participate in new opportunities for collaboration with our faculty and students.

Humanities faculty members, like their peers in the sciences and engineering, seek the opportunity to convene, converse, and collaborate in a space dedicated to interdisciplinary innovation. But without adequate spaces for events, humanities faculty and programs today must scramble and pay exorbitant fees simply to organize a meeting, research group, colloquium, or conference. Likewise they have no obvious place to launch a start-up research project in the humanities. We have no lab, in short, for the kind of experimentation and collaboration that leads to new discoveries and new knowledge. Thus, the space question is our top priority.

Problem:
Even a quick glance at the campus map indicates how the University values different kinds of research. The Beckman Institute signals our enormous esteem for the applied sciences. The beautiful new Institute for Genomic Biology signals our faith in the promise of a burgeoning vital subfield in the life sciences. And the Krannert Center unambiguously declares that the performing arts matter, both to the academy and to a larger public. The College of Business Instructional Facility, which has won awards for its environmentally sustainable construction, signals the values of the University of Illinois as a public research university. But it is telling that that we have yet to find adequate space for the Illinois Program for Research in the Humanities (IPRH), the unit that most represents the humanities. Sidelined on a residential street, far from the quad, and in an old fraternity, the humanities do not enjoy a comparable physical space that conveys the centrality and indispensability of humanistic inquiry to the Illinois research profile. The move to the 4th floor of Levis is an improvement, but it cannot compete with the facilities afforded to scientists and engineers on campus. Additionally, space inequality undermines one of the core initiatives of the Strategic Plan (Embrace and Enhance Diversity). Space for the ethnic studies units is inadequate, and these are precisely the units that promote research excellence, social equality, cultural understanding and the recruitment and retention of under-represented groups.

Recommendations:

Develop a program to support current space needs*

- Establish a fund for the rental of campus facilities for humanities events and/or negotiate waivers for humanities programming.
- Develop a program to help alleviate space constraints for humanities programming (for example, allocating a certain number of hours per month for free use of space in Beckman, IGB or NCSA).

Undertake a feasibility study for a centrally located *Humanities Research Building.*

Such a building would:

- offer permanent homes to the Unit for Criticism and Interpretive Theory, the Illinois Program for Research in the Humanities, and the Office of the Vice Chancellor for Research in the Arts, Humanities, and Related Fields. It could also provide space for smaller interdisciplinary programs like Medieval Studies or Jewish Studies.
- make modular spaces available to groups as they form, supporting their research as it evolves (e.g., a Unit seminar, an IPRH roundtable, a Focal Point project, an INTERSECT team, or a new reading group).
- serve as a venue for national/international conferences and by extension, as a showcase for humanistic research and practice beyond the state and region
- invite all faculty drawn to humanist dialogue and inquiry, scholarship and research to come together as individual researchers and as teams in emerging interdisciplinary fields (e.g., the spatial humanities, environmental humanities, medical humanities, or legal humanities).
- house public spaces such as a cafe, a gallery space, a bookstore, a hands-on library, an auditorium, and a multi-media commons.

2. INFRASTRUCTURE

At the campus level, at the departmental level, and at the level of the individual researcher, there is a strong demand and an urgent need for better infrastructure to support humanities research. Faculty in the sciences and engineering have infrastructure to enable their research. While humanists may not require large lab equipment, we do need robust faculty development programs, research funding and secretarial, business office and communications support to enable innovation and alleviate the burden of secretarial labor that humanities faculty often have to undertake to further research and collaboration in the wake of staff cuts in their departments.

Problem:

At the campus level, the University has not adequately supported the humanities or showcased the contributions of humanities research. At the departmental level, tenure-track faculty are overburdened with routine administrative tasks that cut into their research and teaching – photocopying, arranging travel, scheduling, developing marketing materials, and coordinating the many mundane details that event planning requires. And finally, when individual faculty members do not feel that humanities research is an integral part of the Illinois research community, morale suffers and job satisfaction plummets – issues that negatively affect retention and scholarly output.

Recommendations:

Move reporting lines for IPRH into the OVCR's office

- Moving the IRPH to the OVCR would underscore the equivalence of research in the humanities with that in science and engineering.
- Ensure a recurring funding commitment and commit to increasing the recurring budget for IPRH

Scale up and coordinate the work of the programs that support funding (both internal and external) for scholarship in the humanities*

- Position, both physically and fiscally, IPRH, the Research Board, and the OVCR's program for Grant Seeking in the Humanities;
- Provide robust funding and staffing for these programs.

Fully fund programs that enable humanities research*

- Continue to support our world-class library at a scale and quality that distinguishes the U of I as a leader among other major public research universities (this is a major priority of faculty in the humanities as shown through their response to our online questionnaire)
- Continue the Research Board's Humanities Released Time program
- Develop a streamlined process for applying for funding for publication subvention/images
- Continue the Scholar's Travel program. Faculty have unanimously stated that is a valuable resource for scholars who need to travel to national and international venues to develop contacts, projects, and research networks. The cap on these awards should be raised and only those with limited research funds beyond HAAS should be eligible.
- Design an RFP similar to the Graduate College's INTERSECT program that includes leave time for faculty (and connect that leave time to competitive funding to hire senior visiting scholars or named visiting chairs to alleviate impact of faculty leave time and raise visibility of the University of Illinois).
- Convert non-tenure-track faculty lines in the humanities to tenure-track positions, whenever possible
- Assure that humanities faculty are rewarded with competitive salaries using comparative benchmarks from peer institutions

Facilitate faculty intellectual growth throughout the career *

- Develop a mentoring program to provide incentives to both internal (U of I) and external experts to supplement the support humanities faculty require to successfully complete publications and/or grant applications. This sort of mentorship could supplement traditional leave and/or research support.
- Coordinate and provide support for faculty cluster hires*

Fully resource departmental support for administrative tasks

- Reevaluate the wisdom of a shared services model and enhance secretarial support in humanities departments
- Hire a humanities-oriented campus communications staff member in the OVCR, ideally with a humanities Ph.D. or equivalent experience, to articulate fully the longstanding richness and up-to-the minute innovation of the humanities at Illinois.
- Provide funds for departments to hire qualified staff to support faculty research and conference travel, events planning, and other research-oriented activities

3. VISIBILITY AND COMMUNICATIONS

Research in the humanities is not legible to the broader campus community, except perhaps as a teaching sector.

Problem:

Campus communication about humanities research has been haphazard, at best. The campus News Bureau focuses largely on peer-reviewed publications in scientific journals, LAS and FAA communications staff are part of the campus Advancement office and have historically been focused on external audiences, and the University has not provided infrastructure for humanists comparable to that of science and engineering for translating their work to the broader public.

Relatedly, while the University's most successful efforts to promote racial diversity and gender balance among faculty and the student body are in the Humanities, recognition of these achievements has lagged and the visibility of these units and faculty on campus is not what it should be. Along with sustained efforts to hire and promote women and people of color in large humanities departments, including English and History, the five academic units most tied to scholarly agendas involving race and gender (African American Studies, American Indian Studies, Asian American Studies, Gender and Women's Studies, and Latina/o Studies) cover humanities topics, approaches, and methodologies in significant ways, even as they all aspire to include social scientific and other forms of scholarship at the core of their identity.

Not only must these achievements must be recognized, their comparative invisibility is emblematic of the challenges humanists face at Illinois more generally. That is, the research that faculty in ethnic and gender and women's studies units do models the kind of interdisciplinary work that is indispensable to the university's mission and ambition – not just in our own quarter of the university but across the broader landscape of campus and in its administrative structures as well. Yet our research is not legible to campus leaders, to fellow faculty beyond the humanities, or to wider audiences.

Recommendations:

Create an internet portal that highlights events, research, awards, publications: Humanities Research at Illinois.

- The OVCR is currently building such portals into the main University research website, with features such as a calendar, feature stories, info about faculty and so forth.
- We suggest, however, the hiring of a humanities-oriented campus communications staff member in the OVCR, ideally with a humanities Ph.D. or equivalent experience, to coordinate and oversee content of the humanities portal and to articulate fully the longstanding richness and up-to-the-minute innovation of the humanities at Illinois.

Ensure that the unique contributions of the humanities to campus-wide diversity efforts – primarily though not exclusively through the interdisciplinary research, teaching and engagement profiles of the Gender and Ethnic Studies Departments and Programs – are understood and recognized as indispensable to the mission of the entire land-grant university and to the retention of faculty of color.*

- Provide resources to develop and sustain curricular initiatives that reflect cutting edge interdisciplinary research on race, ethnicity, sexuality and gender on our campus (e.g., to revise General Education requirements or to add a requirement to promote academic understanding of issues of diversity.

- Ensure a shared understanding of what research support African American Studies, American Indian Studies, Asian American Studies, Gender and Women's Studies, and Latino/Latina Studies can expect form campus sources.

- In recognition of the relationship between strong graduate programs and robust faculty research, provide resources for the programs in ethnic and gender studies to develop one or more interdisciplinary Ph.D. programs.

Develop a working vocabulary that conveys the richness, accomplishment and significance of the humanities to University decision-makers and fund-raisers. *

- To that end, scholars in the humanities need to develop a set of broadly shared principles that represent the work we do so that we can gain visibility, purchase, and funding interest for our research on our own terms.

- Work with campus Public Affairs staff to showcase the achievements of humanities research, both discipline-based and interdisciplinary.
- As part of the campus website redesign, ensure that humanities content and the major sites of interdisciplinary research are regularly featured.

4. ADVANCEMENT

Developing a comprehensive plan to address the underdevelopment of the humanities at Illinois requires careful attention to University and campus advancement strategies.

Problem:

There is an underlying asymmetry in advancement. Humanities disciplines have not historically been the targets of big or even medium-sized donors. It appears that University advancement officers and the Foundation place a higher priority on fundraising in engineering, computer science, etc. than they do in LAS, FAA, etc. (The pay scales of the officers also reflect this: the highest paid advancement officers are in Engineering.) Recently, we have seen modest steps to improve this situation, including a focused process of assigning advancement staff to LAS humanities units and assessment of those units' advancement needs. Similarly, campus efforts to reach out to the Mellon Foundation and others have increased the University's visibility as an institution seeking sustained funding for humanities research. Further, University Administration efforts to consider how to include a humanities and arts component in the next major capital campaign indicate an institutional awareness of the need for a new approach in this area.

Recommendations:

Develop a plan for advancement that reflects the specific needs of humanities scholars.

- Aggressively hire advancement officers with degrees in and/or professional experience with the humanities.
- Significantly increase the number of endowed chairs in the humanities.
- Raise funds for a comprehensive humanities center building (see above).

Identify and aspire to models from institutions that have more visibly and consistently integrated the humanities into their institutional identity*

- At the University of North Carolina, Chapel Hill, the Departments of English and History together have 34 endowed positions, for example.
- Train and orient advancement officers to envision and develop bigger and bolder ways of thinking about humanities prospects and possibilities. Current disparities between departments around resources like endowed chairs and named professorships should be regarded as decisive indicators of the urgency of structural redress in this arena.

5. LEADERSHIP/REPRESENTATION

The vision of a strong and excellent University cannot be implemented without the strong presence of humanities scholars in key leadership positions in the University's administrative structures.

Problem:

Faculty from the Humanities, widely defined as faculty from the Arts, History, Literature, Philosophy, Languages, are significantly less represented in the University administration than their counterparts in the sciences and engineering. This lack of familiarity with the nature of humanities research limits understanding of the resources that such work requires.

Recommendations:

Create a senior leadership seminar or fellows' program dedicated to cultivating *intellectual* leadership among administrators so that Humanities faculty can be shapers of the academic mission of Illinois at all levels of campus leadership.

- In calling for greater representation of humanities faculty in University leadership, we define leadership not only in the strict sense of administrative positions at the Dean's, Provost's or Chancellor's offices but also within decision-making across the University. For instance, in one of our conversations with LAS, it became clear that student admissions and student retention personnel largely minimize input from humanities programs and faculty. Humanities faculty need to be much more involved in these operations.
- Academic debates about why the humanities matter at a public research university can be articulated most powerfully by faculty from the Humanities who have been given the voice and authority to help communicate the University's vision and mission: excellence in national and global scholarship and recognition by our peers.

SUMMARY – ITEMS FOR IMMEDIATE ACTION

1) Undertake a feasibility study for a centrally located Humanities building
2) Establish a fund for the rental of campus facilities for humanities events and/or negotiate waivers for humanities programming.'
3) Hire Communications assistant to support Melissa Edwards' work in the OVCR
4) Enhance Scholars' Travel Fund by 50% so that faculty who apply can have the majority of their travel to conference expenses covered.
5) Enhance Research Board funds for mentorship program: distinct from the mid-career faculty program, these monies would be dedicated to creating incentives for both internal (U of I) and external experts to help faculty hone expertise (especially in cases where faculty want to branch into new sub-disciplines) so that they can complete writing projects and/or develop grant applications.
6) Develop and fund an RFP on the model of the Grad College's INTERSECT program, which would support collaborative research projects at $250k each.
7) Develop plan for the continuations of this Working Group in Fall 2014

    * Development of timeline and costs for specific agenda items

    * Co-ordination with OVCR about the future of humanities research via a Town Hall meeting and a plan for regular engagement with humanities faculty and their representatives

APPENDIX C.

To: Peter Schiffer, Vice Chancellor for Research
From: The Interdisciplinary Humanities Working Group

February 9, 2014

Please find attached our recommendations for cluster hire themes for AY 14-15. The Working Group canvassed humanities faculty via email and through personal communication in both December and early January, asking for cluster proposals in the form of a one-page rationale addressing the intellectual ambition, collaborative potential, and extant faculty interest. We received 14 nominations.

We shared that nomination list with the Humanities Council and discussed it in our own WG over the course of two meetings. The result is a set of 5 themes, constructed from the proposals and designed to:

1) move humanities faculty research questions to the fore;

2) imagine capacious rubrics that appeal broadly to humanists and have potential to animate intellectual collaboration on campus;

2) shape the intellectual life of the University of Illinois for the next decade to come.

NB: because of time constraints, we were not able to consult all units who could possibly participate in each cluster; our brief lists at the end of each proposal are suggestive but not exhaustive.

Coming as it did at the very start of our life as a committee, the cluster process itself has been helpful in many ways, and our experience of it will likely shape our provisional recommendations this May. We certainly hope that the hard work we, and our humanities colleagues more generally, have done to produce these themes will be reflected in whichever clusters are finally chosen.

We would appreciate it if this memo could be appended t the cluster proposals as they move forward. Thanks for your support and we look forward to the results of the process.

Disability, Equality, and Health

Each of the areas of concern in this proposed cluster reaches across all populations and across a wide variety of disciplines, intellectual commitments and emergent faculty interests. The breadth of disciplinary research at Illinois makes our university unusually well-equipped to bring together these increasingly important issues in both scholarly research and daily life. No university can match the University of Illinois's tradition of disability consciousness. While we have strong scholars in the newly prominent area of disability studies, and strong campus programs from the Center on Health, Aging and Disabilities to CHAD, the Disability Research Institute, and the new Center for Wounded Veterans, we still have no organized curriculum or central program in disability studies.

While some consider disability in the context of health, increasingly disability studies scholars and activists are placing their focus on equality. In the physical environment, disability has been framed as a matter of poorly conceived design. Meanwhile, everyone's equality is limited by anyone's inequality; and everyone faces issues around his or her and other people's health, as daily life and the contemporary debate over healthcare continually remind us; and everyone has been, is, or will be disabled. We thus innovate by bringing together disability, health, and equality. Our premise is that limits on equality translate into limits on health, and in turn limits on health make for limits on equality. Perhaps no issue in contemporary American culture currently attracts more debate than the challenges in understanding, interpreting, and managing the relation between health and equality.

Possible partners: Center for Advanced Study; English; Gender and Women's Studies; History; Journalism; Media and Cinema Studies; Industrial Design.

Incarceration and Society

Across a range of cultural and historical contexts globally, incarceration has been and continues to be both an urgent social challenge and a complex intellectual problem. At issue are not only prisons' effects on specific detained populations, but also incarceration's reinforcement and production of other social ills. The dynamic field of carceral studies has demonstrated that by classifying people, incarceration contributes to cultural and class misunderstandings, and intolerance. The study of mass incarceration has implications for the understanding of race relations, concepts of justice, LBGT wellbeing, global capitalism, the sex/gender system, structural inequalities, migration, relocation, hunger and basic human needs, homelessness, and equal opportunity. Additionally, carceral studies have implications for medical access, educational inequality, child welfare, urban health, rural poverty, and women's health. Indeed, if you were looking for a single topic implicated in matters of social equality and cultural understanding [as well as health and wellness], incarceration would be a strong contender.

On our campus we already have many faculty, graduate students, and undergraduates engaged in the study of incarceration and its alternatives from multiple perspectives. These include curricular offerings in departments in the humanities and social sciences; interdisciplinary research (for instance, EJP's prison research group has 35 members from colleges across campus; several Focal Point projects have been organized around prison education; the INTERSECT group on Cultures of Law in Global Contexts has sponsored visiting speakers in the field of carceral studies); and a vibrant outreach program in the Education Justice Project, which has over 70 members, and is hosting a second national conference this year.

Both academic and public approaches to incarceration are at a turning point. Public and elected officials have begun to realize that the current course of mass incarceration is unsustainable. Scholars in carceral studies such as Todd Clear and Ruth Gilmore have called for new models for understanding the local and global impacts of prisons and detention both historically and in our contemporary moment. Through a cluster hire across disciplines, including humanities fields, building on our productive synergies in this area, our campus can lead this field, innovating in scholarship on prison reform and alternative systems of justice; on the

histories and contemporary implications of mass incarceration; and on alternative approaches to crime and violence.

Possible partners: African American Studies; Cinema and Media Studies; Education Policy, Organization, and Leadership; Educational Psychology; Germanic Languages and Literatures; History; Landscape Architecture; Latino/a Studies; Linguistics; School of Social Work.

Migration, Diaspora, and Democracy

The twenty-first century has seen an acceleration of the long histories of population dislocation that have shaped our geopolitical world. Migration and relocation patterns can be induced or forced through political and economic forces, natural disasters, or familial pressures. Whatever the cause, migration has profound and multifaceted effects on the nations and communities that are joined or left behind. As a consequence of migration, nations, cultures, and communities are radically reconfigured, becoming spaces of juxtaposition and mixture, departure and compensation, places in which cultures converge, collide, grapple with, change, and replace one another. Migration produces encounters between cultures, languages, histories, and forms of self- and community-understanding that challenge ideas about identity, national membership, and the meaning of political principles such as equality, justice, and democracy. Further, when the communities dispersed through migration maintain ties to their various pasts, they also demand a reconsideration of aims and effects of legal, cultural and linguistic incorporation and recognition.

Just as migration and diasporic communities disrupt the sense that clearly defined identities and national boundaries are good starting points for thinking about democratic cultures and politics, so research under the rubric of Migration, Diaspora, and Democracy brings to the focus of our attention the movements and changes that are often considered to be ancillary or exceptional to cultural, historical and political analysis.

A cluster hire under the rubric of Migration, Diaspora, and Democracy would advance the University's strategic planning theme of "Social equality and cultural understanding." It would bring scholars and teachers to the University of Illinois who, together and in conjunction with other faculty on campus, would generate the perspectives and insights needed to understand and navigate the cultural and political challenges and opportunities offered by the rapidly changing world.

A cluster of appointments under this rubric would enable the University of Illinois to provide leadership in addressing the pressing social, cultural, economic, and political issues raised by the centrality of race,

gender, sexuality, and ethnicity to changing notions of nationhood and global politics. It would appeal to and provide a coherent scholarly community for faculty in a variety of humanistic disciplines, including the various language departments, linguistics, classics, comparative literature, art, art history, history, English literature and writing studies, media and cinema studies, legal studies, global studies, as well as the area studies programs and the gender and women's studies and ethnic studies departments and programs. It would also build on the work and efforts of the Center for Advanced Study Initiative on Immigration-History and Policy and the Cultures of Law in Global Contexts INTERSECT initiative.

Humanistic Perspectives on Sovereignty and the Environment

We propose a cluster of appointments in the humanities and interpretive social sciences focused on sovereignty and the environment. As employed here, sovereignty refers to concerns about territory, the integrity of persons and nations, and the forms or structures of governance. As developments in the life sciences, technologies, and natural resource management transform and challenge our relationship to the natural world, we are also called to reimagine sovereignty in all its dimensions. The intellectual collision of these two categories—sovereignty and the environment—is generative of innovative principles for understanding and guiding individual and collective life in an ever-increasingly interdependent global community.

The humanities and the arts enjoy rich, intertwined global histories of creative work, philosophies, and scholarly traditions centered on human power—its limits and its potential—and our place within the full spectrum of life. This global body of diverse thought and expression provides important perspectives on chronic problems and issues that will define the contours of the future and in conjunction the role of universities. We foresee this cluster of appointments as building bridges between areas of campus strength, including global Indigenous studies, gender and technology, political philosophy and social theory, and legal studies of literature, history, and the arts.

Aesthetics, Creativity, and Social Change

Creativity indexes some of our deepest ambitions. It names our aspiration that in cultures and traditions people can find resources for charting meaningful, distinctive lives. An intrinsically interdisciplinary concept, creativity points to common sources of inventiveness, vitality, and dynamism across the full range of the arts and sciences. There is now general agreement that the rapid pace of cultural and technological change, coupled with the explosion of access and information, means that learning must focus less on mastery of a current body of knowledge and more on the cultivation of flexible, creative intelligence. Too often, the contemporary university graduates technicians who are unprepared for non-textbook problems, let alone the ethical challenges of practice. The aesthetic education we call for is not about connoisseurship but instead aims to cultivate vision and judgment, and to educate for the integrity of intellect and sensibility.

But the study of creativity and social change is still in its early stages, only now becoming an integrating focus for research much in demand. Indeed, a Penn State MOOC on "Creativity, Innovation and Change," drew 120,000 students this fall. (http://www.nytimes.com/2014/02/09/education/edlife/creativity-becomes-an-academic-discipline.html.)

The University of Illinois is poised to take leadership in the interdisciplinary study of cultural creativity, whose meanings and effects ripple across such diverse fields as anthropology, philosophy, sociology, and the history of art and science. Some studies of artistic genesis invite inventive uses of digital means to reveal the creative process. Dramaturgy and improvisation are explored as creative wellsprings in performance media such as music, dance, and theater. The social impact of cultural creativity urgently demands attention, signaling the need to overcome restrictive disciplinary boundaries and categories. We have great strengths at UIUC in studying literature and art. We have scholars who examine the dynamics of social change and the psychology of creativity. We have scholars in education focusing on how creativity is fostered or extinguished in the young. But a cluster hire in aesthetics, creativity, and social change would integrate existing work, catalyzing an emergent field into a uniquely interdisciplinary one. Beyond the library and the classroom, collaborations with the Krannert Center that new faculty in this cluster will generate will bring this initiative to the attention of the broader public.

Possible partners: Art and Design, Art History, College of Education, Creative Writing, Dance, School of Languages, Library Studies, Linguistics and Cultures, Education, History, Landscape Architecture, Media, Theater, Visual Studies as well as Krannert Art Museum and the Krannert Center for the Performing Arts.

APPENDIX D.

Nancy Abelmann, Associate Vice Chancellor for Research – Humanities, Arts and Related Fields
Maria Gillombardo, External Funding Coordinator – OVCR

Faculty Services Overview

Prepared for Interdisciplinary Humanities Working Group, December 2014

- *"Gateway" meetings with individual faculty members to discuss their research interests and identify funding opportunities*
- *First Book Writing Group for faculty in humanities, arts, and social science fields*
- *Targeted information sessions include: external funding competitions (ACLS, Guggenheim, NEH, NSF SBE); campus collaborations through Beckman, I-CHASS, Hathi Trust; building a relationship with an academic press*
- *External funding application support: proposal writing groups; proposal reading and editing; proposal submission assistance*

We offer our services to faculty of all ranks across our campus. To date, we have met with and/or assisted faculty in over fifteen departments/units across nine colleges and schools: ACES, Business, Education, FAA, LAS, Law, Media, the School of Labor and Employment Relations, and the School of Social Work.

As faculty members continue to meet with success in a highly competitive external funding environment, we expect to assist an increasing number of faculty members with their applications.

Although most of our services are geared towards external funding, we are building long-term relationships with faculty and facilitating cross-campus collaboration – "intangibles" that are important for faculty research development and to sustaining a community of scholars. Faculty feedback about the level and quality of the support they receive attests to how working with us has been integral to their research, regardless of the funding outcome.

External Funding Successes: AY 2012-13 through December 2014

This includes only awards to faculty members who used our services. Please note that this is a representative, not complete list, of those awards.

Funding Agency	*Competition*	*Number of recipients*
ACLS	*Fellowships*	*2*
	Charles A. Ryskamp Research Fellowship	*1*
John Simon Guggenheim Memorial Foundation	*Fellowship*	*4 (Please note: there were 5 campus recipients in 2014; we assisted 4)*
NEH	*Fellowship*	*5*
	Summer Seminars and Institutes	*2 Institutes*
	Summer Stipend (2014)	*1*
NSF SBE	*IBSS – Ex*	*1*
Residential Fellowships, Research Fellowships, and Post-Doctoral Fellowships		*7*

Appendix C

IPRH Transfer Pros and Cons
Summarized by Diane Harris, IPRH Director

PROS:

- IPRH is mission-central to the OVCR, which supports research programs rather than curricular units. Thus, IPRH is far less vulnerable to future budget cuts or mid-year rescissions than it would be if it remains in LAS, which has a curricular mission. (Note that in the last round of mid-year rescissions in 2009, IPRH was required to return twice the amount to the College required of the curricular units).
- A move to the OVCR holds the real promise of an improved budget for IPRH. We would have a guarantee of receiving the additional $57,000 we require to run our fellowship programs that is now being provided by the VCR on a non-recurring basis. That funding would become a permanent, recurring part of the IPRH budget. Conversations to date indicate that there is potential for further budget increases. No similar overtures have been made by the Deans of LAS.
- IPRH would be among 14 comparable research units such as Beckman, CAS, Campus Research Board, Institute for Genomic Biology, NCSA, Prairie Research Institute.
- The IPRH's status on campus would be raised through its proximity to other, comparable research institutes like CAS and Beckman.
- The move would give the humanities a strong presence in the OVCR, where we could better influence policy conversations.
- IPRH would have the potential to serve as a more robust administrative hub for new funding initiatives in the humanities on campus.
- IPRH would be better positioned to support coordination of the work happening in Nancy Abelmann's office, which is housed in the OVCR.
- Moving to the OVCR has been recommended by the Humanities Working Group, chaired by Antoinette Burton. They agree that this is a positive move for IPRH.
- Some other, very strong and well-funded humanities centers at peer and non-peer institutions report to the OVCR such as the Hall Center for the Humanities at the University of Kansas. They report that they operate with significant autonomy and are robustly supported.
- No development support currently exists for IPRH in the College of LAS. Conversations have already occurred that indicate we might be better supported in the OVCR.

CONS:

- Some faculty anxiety exists regarding the potential issues that might arise from greater levels of centralization.
- The bulk of IPRH's constituency is in LAS. Will a move away shift our ability to have their advocacy if it is required? History indicates that this should not be a problem since the LAS humanities faculty effectively mobilized to support the Research Board when it was threatened under a former VCR.
- Would evaluative criteria for IPRH change if it reports to the VCR? If so, how so?
- Anxiety about the unknown.

Appendix D

ILLINOIS PROGRAM FOR RESEARCH IN THE HUMANITIES
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
BY-LAWS (revised and updated, Fall, 2012. Approved by IPRH Advisory Committee 10-10-12.)

I. NAME AND PURPOSE

The Illinois Program for Research in the Humanities at the University of Illinois at Urbana-Champaign was established in 1997 to promote interdisciplinary study in the humanities, arts, and social sciences. The IPRH grants fellowships to UIUC faculty and graduate students. The fellows participate in a biweekly seminar that meets throughout the academic year and that is intended to advance their work in progress. The program organizes, coordinates and hosts a range of events related to its mission, including conferences/symposia, panel discussions, lectures, workshops, and more. In addition to its own programming, the IPRH shares a portion of its resources with other university departments and programs through competitive application processes for co-sponsorships for lectures, programs, and conferences on campus throughout the year and coordinating its activities with other units when possible.

II. STAFF AND FACILITIES

The IPRH staff consists of a Director, who has a half-time appointment with the IPRH and a half-time appointment in his/her home department; a full-time Associate Director; a full-time Office Support Associate, who assists with management of the program's business and administrative matters. The program's business management is handled in the College of Liberal Arts and Sciences shared services center.

The IPRH has been located at 805 West Pennsylvania Avenue since August 1998. The building includes offices for the permanent IPRH staff; offices for the faculty and graduate student Fellows; a reception area and a lecture hall on the first floor of the building; and two seminar rooms. In addition to being used by the IPRH for the Fellows' Seminar and public events, the lecture hall and seminar rooms are also used regularly for meetings and public programs by the IPRH Reading Groups, and by other campus units and programs The IPRH also provides office space for the Odyssey Project, and for the Education Justice Program.

III. ADVISORY COMMITTEE

Since 1997, the IPRH Advisory Committee has included between six and eight tenured faculty members from a wide variety of disciplines, with a strong effort made to guarantee that each year's committee represents a broad range of disciplinary backgrounds. The Advisory Committee is appointed by the Director. Advisory Committee members serve two-year terms, with the terms staggered so that each

year's committee is comprised of both new and returning members.

Advisory Committee members participate in the review of fellowships and prize/award applications and the designation of the awards; they may be asked to contribute suggestions for the annual theme and keynote speakers for the annual conference. There are two scheduled meetings each year: an introductory planning meeting in the early fall, and the fellowship decision meeting in late January. Additional meetings may be scheduled as needed, but most matters can be addressed through e-mail communication.

Advisory Committee members may not submit applications for IPRH Faculty Fellowship awards during their term; committee members who wish to submit an application for the fellowship competition must resign their appointment on the Advisory Committee before doing so. Advisory Committee members are also required to disclose their relationships to fellowship applicants (partners, graduate students) prior to the review of applications. Because the applications are considered in the aggregate, it is not possible for a committee member to simply recuse him/herself from the discussion of a single application; but members must make full disclosure of personal or professional relationships with any applicant prior to the review process, and in some cases the Director may determine that the member is ineligible to participate in the review of a category for which the applicant has an overriding conflict of interest.

Committee members are discouraged from writing letters in support of fellowship applications, unless the committee member is the chair of a graduate student applicant's committee (in which case the full-disclosure rule applies). When scoring the fellowship applications during the review process, committee members must include scores for all applicants, including those with whom they might have a personal or professional relationship.

Advisory Committee members may submit proposals for Reading Group support during their term.

IV. ANNUAL THEMES

Typically, each year's activities and fellowship awards revolve around a thematic topic. The topic is selected by the Director and Associate Director, in consultation with the Advisory Committee. Themes are selected for their broad interdisciplinary scope, and for their relevance to current discussions within the scholarly community. Occasionally, and at the discretion of the Director, the theme may be suspended for a year.

Themes are typically announced in late winter/early spring, approximately 18 months before the start of the academic year for that theme. The call for proposals appears in late August; awards for the following academic year are announced in the spring semester

V. FACULTY AND GRADUATE STUDENT FELLOWSHIP AWARDS

Faculty and Graduate Student Fellowship award application guidelines are published in the fall of the academic year prior to the fellowship year. The fellowship provides an opportunity for faculty and graduate student fellowship recipients to develop their research or, in the case of artists, their creative work.

All IPRH Fellows are expected to maintain residence on the UIUC campus during the award year, and to participate in the program's annual activities, including the yearlong Fellows Seminar. All Fellows are provided with office space and limited research support by the IPRH.

Faculty Fellows are released from one semester of teaching; they continue to earn sabbatical leave credit and receive their regular salaries from their departments, and the IPRH reimburses departments for all faculty fellowships with a $12,000 buyout per fellow. Faculty fellows also receive a $2,000 research stipend, administered in an account in their home department.

Graduate Student Fellows receive a stipend of $10,000 and a tuition and fee waiver if one is not otherwise provided by their home departments. Graduate Fellows may also hold external fellowships and appointments as teaching/research assistants as permitted by university guidelines, the Graduate College, and their department.

Faculty members who have been awarded an IPRH fellowship are prohibited from re-applying for the awards for a period of five years following the completion of the award year. Graduate students who have held IPRH fellowships may not reapply for the awards. Faculty members are prohibited from holding IPRH fellowships and other similar campus awards (Center for Advanced Study, Humanities Release Time, etc.) simultaneously. All applicants must include in their application statements the status of any internal or external grant applications they have submitted, or intend to submit, for the award year.

Fellowship awards are determined by the members of the Advisory Committee. The Director and Associate Director serve as ex-officio in fellowship award decisions.

VI. IPRH READING GROUPS

The IPRH supports faculty and graduate student reading groups by providing publicity for those groups and space for their meetings if requested. Reading Groups may be formed around any topic or theme, and need not be coordinated with the IPRH theme for the year. Reading Groups should aim to foster collaborative study in the humanities, and to investigate questions of sufficient breadth to draw scholars from a reasonably diverse array of academic traditions.

The IPRH publicizes the reading groups broadly through the IPRH newsletter, on the IPRH website, and e-mail announcements. All groups are responsible for their own administration and activities.

VII. CO-SPONSORSHIPS

The IPRH makes every attempt to concentrate its limited resources on those projects and events that are most consistent with the mission of an interdisciplinary humanities program. Whenever possible, the IPRH has become involved with such relevant programming by becoming a partner in the planning, publicity, and execution of the events. Decisions about program partnerships are determined by the Director.

The IPRH provides monetary support to campus events as determined by its Event Grants program. The program is advertised in late spring and through the summer and early fall; applications are due in September and decisions determined shortly thereafter. Aside from this process, the IPRH provides no additional monetary co-sponsorships. Applications are vetted and awards are determined by members of the IPRH Advisory Committee. The IPRH Director and Associate Director serve as ex-officio in the determination of awards.

From time to time, and never more than once per year, the Director may decide to allocate a modest sum of money (not to exceed $2,000) to a humanities or arts unit that has been historically underserved by the IPRH. The IPRH will then work with delegates from that unit to create an event that serves faculty and students in that unit. The Director will not allocate such sums to any unit twice in succession, and not more than once within a five year period.

VIII. Development

The Director will lead all fundraising and development activities in coordination with development staff from the College of Liberal Arts and Sciences. The allocation of funds directed towards development activities will be decided at the discretion of the Director, who will report on these activities to the Advisory Committee.

IX. GRIEVANCE PROCEDURES

The IPRH is committed to providing prompt, fair, and effective resolution of grievances. The IPRH strongly encourages all who believe that they have a grievance to use all avenues for informal resolution at the lowest administrative levels possible.

The following procedures to pursue a grievance formally may be invoked by any IPRH staff member or

Fellow who has made a good faith effort to seek informal resolution. (Grievances related to discrimination by reason of race, sexual orientation, gender identity and gender expression, national origin, religion, age, handicap, or status as a disabled veteran or veteran of the Vietnam era should be made to the University's Affirmative Action office.)

A formal grievance must be presented in writing to the IPRH Director. Grievances must be filed within one academic year of the event. Respondent(s) will be given the opportunity to reply in writing to the written grievance. The grievant will be given the opportunity to reply in writing to the respondent(s). The IPRH Director will establish a committee composed of three members of the current IPRH Advisory Committee. This committee will conduct its investigation and will reach a conclusion within two months.

The committee will provide the IPRH Director, the grievant, and the respondent(s) with a written account of its findings and recommendations. The IPRH Director will make a decision based on these findings. Grievants and respondents both have the right to appeal decisions, based on either procedural or substantive grounds. Appeals should follow the procedures set forth by the College of Liberal Arts and Sciences.

Grievances directed against the IPRH Director should be sent to the Dean of the College of Liberal Arts and Sciences. The Dean will follow College procedures and may assemble a committee to review the case.

X. AMENDMENT OF BY-LAWS

Amendment or addition to these By-Laws may be made by the Director, and must be approved by a two-thirds vote of the Advisory Committee, providing that notice of the proposed amendment or change has been set forth in the announcement of the meeting and distributed to the full Advisory Committee in advance. The By-Laws shall be reviewed every five years by the Advisory Committee.

Appendix E

Minutes
Public Hearing for EP.15.71

Monday, April 20, 2015
Noon to 1 p.m.
General Lounge, 210 Illini Union

PROPOSAL TITLE: Transfer the Illinois Program for Research in the Humanities from the College of Liberal Arts and Sciences to the Office of the Vice Chancellor for Research

SPONSOR: Dianne Harris, Director of the Illinois Program for Research in the Humanities, (217) 244-3344, harris3@illinois.edu

COLLEGE CONTACT: Peter Schiffer, Vice Chancellor for Research, pschiffe@illinois.edu

Barbara Wilson, Dean, College of Liberal Arts and Sciences, bjwilson@illinois.edu

Meeting convened at 12:03 p.m.

Professor Gay Miller announced the proposal being considered during the meeting. The hearing was held in accordance with Senate Standing Rule 13, with "transfer" of unit being the relevant activity in this case. The hearing provides an opportunity for those who would be affected by the transfer and new oversight to have adequate time to provide input. The Educational Policy Committee of the Senate had already been considering the proposal, and there had been one revision made, with the new version to be posted to the designated webpage.

Professor Miller introduced the members of the Senate Committee on Educational Policy present at the hearing: Randy McCarthy (LAS, Mathematics), Karen Carney (Assistant and Associate Deans Representative), Bettina Francis (LAS, Entomology), Kristi Kunz (Provost Designee).

Professor Miller encouraged those who would make formal presentations to also provide written comments to Rachel Parks in the Senate Staff office, and those will be appended to the proposal to be considered at the next meeting of the Educational Policy Committee on April 27, 2015. Melanie Loots (Executive Associate Vice Chancellor for Research) and Nancy Castro (Associate Director of IPRH) were the designated note takers for the purpose of compiling formal minutes of the hearing.

Dianne Harris, Professor of Landscape Architecture and Director of the Illinois Program for Research in the Humanities (IPRH), summarized the proposal and recapped the mission of the IPRH as the primary locus for humanities research on campus. Professor Harris stated that she, the IPRH internal Advisory Board, and the Provost's Working Group in the Humanities endorse the transfer. While the College of the LAS has been as supportive as possible, IPRH is "extracurricular" in LAS because there are no faculty lines or courses taught in IPRH. In the Office of the Vice Chancellor for Research, IPRH, as a research unit, would be "mission central." IPRH is far better suited to be among the other research units that currently report to OVCR, such as the Center for Advanced Study and the Institute for Genomic Biology. She concurred with the Humanities Working Group report, which asserted that the transfer would elevate the status of IPRH to rightfully claiming its place as one among other high-profile research units on campus. The move would provide greater visibility and proper support and stability for IPRH.

J. Stephen Downie (Associate Dean for Research and Professor, GSLIS), spoke in support of the transfer. Professor Downie stated he thought all the arguments made and put forth by Professor Harris to be valid. His perspective is as a consumer who interacts with IPRH: His faculty members who have strong humanities connection are very active in working with Dianne Harris and the IPRH. He has a personal interest in digital humanities, especially through his affiliation with the Hathi Trust Research Center, and has been collaborating with IPRH on Mellon grants in recent months. Also, GSLIS supports IPRH in grant administration. He believes these kinds of interactions are likely to thrive even more under the auspices of the OVCR, which can provide a more neutral "Switzerland" of the humanities.

Professor Miller opened the floor to questions.

Mary Mallory (Acting Head, Documents Library, Instruction Coordinator and Associate Professor of Library Administration) asked if the transfer would affect ICR funds.

Professor Harris explained that there are no ICR funds. No major humanities funders provide indirect costs for humanities grants.

Professor Mallory asked if Professor Harris's position would move with the transfer.

Professor Harris explained that the IPRH director's position remains in the director's home unit.

Professor Mallory then asked how the administrative stipend would be handled.

Professor Harris explained the director's administrative stipend would be paid by OVCR.

Professor Mallory stated that she thought LAS had to vote on these kinds of changes, and inquired if LAS had voted.

Professor Harris stated that she did not think LAS had to vote and referred the matter to Professor Miller.

Professor Miller stated that given there are no faculty lines involved, there is no requirement for the college to vote.

Professor Mallory then asked if IPRH's public programming would continue.

Professor Harris stated that the mission of IPRH will not change.

Professor Mallory asked for clarification whether that sort of programming will still be supported as the mission evolves under OVCR.

Professor Harris stated that she is not concerned about that changing as a result of the move. It is fundamental to the mission of the unit. More depends on the perspective of whoever is director of IPRH than on the transfer itself.

Professor Mallory asked whether there were plans to bring all the research operations on campus over to the OVCR.

Professor Miller deferred to Peter Schiffer, Vice Chancellor for Research (Professor of Physics).

Peter Schiffer introduced himself as Vice Chancellor Research and explained that there are no plans to transfer all research operations to the OVCR. The OVCR provides an administrative home for some large research institutes on campus that cut across disciplinary boundaries. These units' activities are faculty-driven. Vice Chancellor Schiffer agreed with Professor Downie's analogy of an administrative "Switzerland," and explained that it is a bit of anomaly that most of the Institutes in OVCR are STEM and IPRH was the only one that did not report in.

Antoinette Burton (History, Las) introduced herself as co-author of the Humanities Working Group report. She stated that there were ten recommendations in the Working Group's report, and that the move of IPRH to OVCR was third in the list of priorities for the reasons already elaborated in the hearing. In the face of anxiety about the current climate, the Working Group Report also made provision for robust faculty-driven guidance for IPRH itself. Thus, any mission shift for IPRH would be driven by faculty desire and research interests.

Tyler Denmead (Art Education, FAA) commented that the university has recently re-affiliated with Imagining America, and that IPRH has taken a lead in kick-starting this affiliation. He inquired about the potential implications of the move to OVCR for this affiliation.

Professor Harris stated that the IPRH public engagement programs would remain in place. The funding for Imagining Americas is from the Provost's office and will not change.

Professor Denmead asked if there were possibilities for increased fund-raising for this sort of work across campus.

VCR Schiffer stated that he hoped there would be.

Professor Denmead stated that he would like to be involved in that conversation.

Professor Downie inquired as to whether anyone had formally objected to the proposal.

Professor Miller stated that she is not aware of anyone having done so.

Martin Camargo, Associate Dean for Humanities in LAS, introduced himself and stated that LAS endorses this transfer. It would be one fewer unit in his portfolio, but he and the College think it would be a good move. The matter was discussed with the Humanities Council, which consists of executive officers in the humanities in LAS, and they agreed.

Professor Burton commented that not all humanists on this campus are in LAS. They are everywhere. One way of acknowledging this is to signal that humanist practice and investment in humanities research is central to campus, and is aligned with the larger institution.

VCR Schiffer stated that there exists a misperception that the OVCR does not support the arts and humanities. Associate Vice Chancellor Nancy Abelmann has done tremendous work in support of both the arts and humanities, predating VCR Schiffer's presence on campus. Bringing IPRH into OVCR would only enhance that support.

Professor Mallory asked whether the IPRH will become a part of Nancy Abelmann's unit in OVCR or become a separate unit.

Peter Schiffer stated that IPRH will become a separate research institute, and the director will report to him, as the other institute directors currently do.

Professor Miller adjourned the hearing at 12:22 p.m.

Appendix F

Subject: Today's meeting

Date: Monday, April 20, 2015 at 2:47:28 PM Central Daylight Time

From: Harris, Dianne S

To: Castro, Nancy

At today's meeting, I summarized the IPRH's proposal as follows:

The IPRH endorses the proposed move from its current position as a unit of the College of Liberal Arts and Sciences to becoming a unit of the Office of the Vice Chancellor for Research. Support for this move exists in the form of the Provost's Humanities Working Group Report, and approval from the Humanities Council and the majority of the IPRH Advisory Committee members. The IPRH Director believes the move is in the best, long-term interests of the IPRH since it will be "mission central" in the OVCR, where it will also be among the other major research centers and institutes on campus. Thus, IPRH stands to be better protected, and more visible if housed in the OVCR.

Thanks,
Dianne

Dianne Harris
Director, Illinois Program for Research in the Humanities
Principal Investigator, Humanities Without Walls Consortium
Professor of Landscape Architecture, Architecture, Art History, and History
University of Illinois, Urbana-Champaign

Office of the Provost and Vice Chancellor
for Academic Affairs

Swanlund Administration Building
601 East John Street
Champaign, IL 61820

March 26, 2015

Gay Miller, Chair
Senate Committee on Educational Policy
Office of the Senate
228 English Building, MC-461

Dear Professor Miller:

Enclosed is a copy of a proposal from the College of Liberal Arts and Sciences and the Office of the Vice Chancellor for Research to transfer the Illinois Program for Research in the Humanities from the College of Liberal Arts and Sciences to the Office of the Vice Chancellor for Research.

Sincerely,

Kristi A. Kuntz
Associate Provost

Enclosures

c: P. Schiffer
B. Wilson