INTRODUCTION

The Institute for Humanities Research (IHR) was established in the fall of 1999 with funding from the Office of the Executive Vice Chancellor and the Dean of Humanities. The mission of the IHR is to enhance the environment for humanities research on the UCSC campus through scholarly conferences, guest speakers, colloquia, research units, faculty fellowships, small grants for faculty, and graduate student support. Recognizing that humanities research is an important component of a first-rate research university and is crucial to excellent teaching and scholarship, the IHR provides time, space, and support to foster the innovative work of UCSC’s research community of faculty and graduate students. The IHR promotes creative activities in all sectors of the humanities: linguistics, philosophy, history, literature, American studies, feminist studies, history of consciousness, languages, and writing.

In the six years of its existence, the IHR has become a crucial part of the Humanities Division infrastructure. Especially since the advent of the current budget crisis, it has now become the only source of support for individual faculty research in the division. It is also the main support for collaborative research and scholarly exchange, as witnessed by the steadily expanding number of Research Units (three at the time of the original Ten-Year Plan in 2001; twelve in 2004-2005; nine in 2005-2006). Finally, although graduate students received support from other sources as well, the IHR has been a key funder for entry-level graduate students, part-time GSRs, research travel, and dissertation research. Two other important programs, for non-U.S. citizen entry-level graduate students and those preparing for qualifying examinations, were discontinued in 2004-2005 because of severe funding shortages in the Humanities Division. The programs that remain have become more and more important for graduate recruitment packages that provide some time free of teaching responsibilities; at the other end of a graduate student’s career, they are crucial in enabling people to complete their degrees in a timely fashion. The demand for support from each of these programs far outstrips the supply. Maintaining and expanding the operations of the IHR is crucial to maintaining faculty and graduate student productivity and morale.

A Brief Funding History

After a start-up year of initiative funding in 1999, the IHR was awarded permanent funding by the EVC, in addition to funding—both permanent and temporary—from the Humanities Division. We note with grave concern that the IHR has sustained serious cuts to its base budget since 2001-2002, from a base budget of $268,800 in that year to
one of $180,204 in 2005-2006, representing a cumulative cut of 33%. The IHR has only weathered the current budget difficulties by dint of staff reductions and extremely conservative financial management.

In fall 2002 the IHR sustained a permanent budget cut of $26,919 to its base budget. Of the total amount of $169,904 awarded in 2003-04 by the EVC, $30,693 is designated for graduate student support, $43,200 for the Faculty Humanities Research Fellowships, and $96,011 for operational costs. In 2003-04 the IHR received an additional permanent cut of $20,317 to the funding it receives from the Division. In 2003-04 the IHR used the $29,683 from the Division to supplement funding programs for graduate students (Dissertation Fellowships, Travel Grants, and the Graduate Student Speakers Bureau). Also in 2003-04, the IHR used funds remaining from the three-year Dean’s Distinguished Speaker Fund (concluded 2003) to support a very successful conference celebrating Hayden White and his contributions to the campus and the field of Humanities. Of the total amount of $171,723 awarded in 2004-05 by the EVC, $30,693 was designated for graduate student support, $43,200 for the Faculty Humanities Research Fellowships, and $97,830 for operational costs. In 2004-05 we used the $29,683 from the Division to supplement our funding programs for graduate students (Dissertation Fellowships, Travel Grants, and the Graduate Student Speakers Bureau). Additionally, we secured a nationally competitive grant from the Woodrow Wilson Teachers as Scholars program to help fund our outreach program to middle and high schools (with a required match in campus and school district funding).

The Center for Cultural Studies, which antedated the IHR as UCSC’s primary designated humanities research center, has been administered by co-directors since 1995. It is now a constituent unit of the IHR, with which it shares staff, but maintains its own intellectual mission and budget. The Center for Cultural Studies receives UCOP, campus matching, and stabilization funds from the Division dedicated to support programming and director compensation. In 2002-2003, Cultural Studies received an on-going 16.2% cut ($9676) to its UCOP funding. In 2003-04, the campus match was also reduced by 20%, signifying yet another cut, and the $12,973 allocation from the Division (“stabilization funding”) expired. Additionally, funds granted by the Dean of Social Sciences were reduced from $8000 to $4000. Total funding was $50,055 (UCOP), $16,700 (campus match), and $4,000 (Social Sciences) respectively. 2004-2005 saw further cuts, lowering the base annual funding to $68,313 ($48,113 from UCOP, $16,700 from the EVC, $3500 from Social Sciences). The Center has also been the recipient of grants for designated projects from the Rockefeller Foundation, the Ford Foundation, and other funding entities; 2004-2005 was the third year of a Rockefeller grant which funds visiting scholars and requires a campus match. Excluding the Social Sciences funding, which is not guaranteed in any way, the Cultural Studies budget has sustained a cumulative cut of 20% to its base budget between 2001-2002 and 2005-2006.

ADMINISTRATION AND STAFFING
The IHR has completed the transformation of administrative structure described in the original Ten-Year Plan of 2001. Since July 1, 2002, the Institute for Humanities Research has been administered as follows:

A. A single faculty director (currently Gail Hershatter, Professor of History) oversees and coordinates all operations of the unit. This position is compensated with a summer ninth and two course reliefs or their equivalent in research funds or some combination of the two. In future years, should the budget permit it, we propose that a GSR be provided as additional compensation for this position.

B. A faculty Steering Committee advises the IHR director on policy matters and funding decisions. Input from a broader faculty group, rather than a single director, is essential on both issues in order to assess research faculty needs across the division and maintain a broad-based consensus among the faculty. The Steering Committee, comprising faculty from a range of departments in the Humanities, meets several times per quarter. Members for 2004-2005 were Teresa de Lauretis (History of Consciousness), Carla Freccero (Literature), David Hoy (Philosophy), James McCloskey (Linguistics), and Richard Terdiman (Literature). At the end of 2004-2005, de Lauretis and Hoy concluded their terms, and Tricia Rose (American Studies) began a three-year term. Members of the Steering Committee receive token compensation in the form of research funds, in recognition of the work involved and the fact that they are ineligible to apply for IHR funding programs. Because of the recent budget cuts, members of the Steering Committee agreed to accept a reduction in stipends. As of 2005-2006, the annual research stipend is $500 per member.

C. Staff support is provided by Program Manager Stephanie Casher and Events Coordinator Shann Ritchie. In the face of budget cuts, in November 2003 we reduced our Fiscal Assistant position from 80% to 50% time, and subsequently eliminated it altogether. The funding attached to this FTE was repossessed by the Division in conjunction with the Business Transformation project campuswide, so no savings accrued to the IHR; rather, staff work load was increased. Some fiscal tasks have been reallocated to our Program Manager, Stephanie Casher. This level of staffing (2 FTE, Casher and Ritchie), though workable, has been a strain, given the jump in the number of Research Units and an even more noticeable increase in the number of Research Clusters supported by the Center for Cultural Studies (see below). We will continue to evaluate the situation and make necessary adjustments.

PROGRAMMING and PLANS FOR GROWTH AND CONSOLIDATION

THE CENTER FOR CULTURAL STUDIES

The Center for Cultural Studies is the designated UC humanities center on the UCSC campus, founded in conjunction with the President’s Humanities Initiative in 1988. It has a substantial national and international reputation and is one of the Humanities units for which the UCSC campus is best known. The Center directors were instrumental in the
establishment of the IHR; with the IHR as the central Humanities Division research unit, the Center has been able to focus on its unique strengths: a commitment to cross-, counter-, and anti-disciplinary work, and the support of research that crosses divisional lines and engages with the broad problematics of cultural studies. The international field of cultural studies has emerged from the challenges posed to traditional humanistic and social scientific agendas by new research strategies in visual studies; anthropology, ethnography, and folklore; feminist studies; comparative sociology and politics; social, cultural, and political theory; science studies; colonial discourse analysis; ethnic studies; and the histories of sexualities. These challenges, and the new areas of scholarly activity they stimulate, compose the heart of cultural studies at UC Santa Cruz. While based in the humanities, the Center engages with the "interpretive" or "historical" social sciences, as well as with theoretically informed work in the arts.

Over the next five years (until the conclusion of the current ten-year plan), the Center will continue to maintain its national and international profile as an innovator in setting scholarly agendas. It will continue to sponsor research clusters for faculty and graduate students, conferences and workshops, weekly colloquia on faculty research, speakers, co-sponsored events, and resident scholars from outside UCSC.

The Center expects to consolidate growth in the following areas:

**Research clusters**, which doubled in number since the original Ten-Year Plan, from 8 in 2001 to 16 in 2004-5; in 2005-6, the number dropped slightly, to 13. In the IHR context, some Center research clusters have become incubators for the more fully funded and longer term IHR research units (most recently Psychoanalysis and Sexuality). Since clusters have often been important in organizing graduate research, we anticipate that an expanded graduate student population will continue to support a large number of clusters. Many of the research clusters have become academic fora for UCSC’s diverse graduate student population. Recent examples include Africana Dialogues, Asia-Pacific-America Cultural Studies, Critical Race Studies, Native Research Cluster, Pacific Studies, Queer Theory, and Women of Color in Collaboration and Conflict.

The Center is now entering the final year (2005-2006) of a three-year funded fellowship program sponsored by the Rockefeller Foundation on the theme of “Other Globalizations.” This funding is not renewable, but the Center seeks to put the Resident Scholars Program (most of which involves scholars bringing their own funding) on a stronger financial basis. This will involve grant applications as well as the pursuit of links with national and international funding agencies and with select international universities. The goal is to have a regular and fully funded contingent of scholars, which could possibly include exchange arrangements between local and foreign faculty. The financial ramifications of this expansion could vary. Some programs, such as the Woodrow Wilson fellowships, require matching funds from the host university. For other relationships, the impact will be limited to staff time necessary for development and maintenance of ties to other institutions and foundations.

**IHR SUPPORT FOR INDIVIDUAL FACULTY RESEARCH**
Humanities Research Fellowships. Since 2000-2001, the IHR has offered a Humanities Research Faculty Fellowship Program, awarding faculty in the Humanities, on a competitive basis, one course relief ($6000, transferred to the faculty member’s department) and research funds ($800) to pursue their research. Up to six fellowships are awarded annually. A confidential ad hoc committee reviews the applications and makes recommendations to the Steering Committee. This remains a program of serious importance in supporting faculty research. Over the next planning period, we seek to stabilize the Humanities Research Fellowship program and increase the number of course reliefs we are able to provide to faculty during the fellowship period. At the point where we can offer year-long fellowships we will be able to support working groups of faculty conducting collaborative research, inaugurate regular lectures and colloquia in conjunction with the fellowship, and pair faculty with graduate students for supported research.

Small Research Grants for Faculty. These provide funding toward conference attendance, costs associated with publication (editing, indices, illustrations, formatting, printing and copying), and research-related travel and expenses. The maximum award is $500. We plan to continue this program.

IHR SUPPORT FOR INDIVIDUAL GRADUATE STUDENT RESEARCH

Dissertation Fellowships. The IHR awards up to eight competitive dissertation fellowships annually. The fellowship provides funds to cover fees and a stipend for one quarter of support. The cost to the IHR of each fellowship has risen along with fee hikes in the past several years. Our goal is increase the amount of graduate student fellowship monies so that we are able to offer full-year dissertation fellowships.

Research and Travel Grants. The IHR offers modest grants to graduate students for travel to research sites, archival collections, and conferences. This is a much-needed program, one in which the demand for funding repeatedly exceeds the supply. The maximum award is $500, although because of demand, individual awards are typically $400 or less. This program needs to be consolidated and expanded.

Graduate Student Workshops. The IHR sponsors two workshops each year.

The first is conducted by Anne MacLachlan of UC Berkeley on “Entering the Academic Profession: A Workshop for Advanced Graduate Students in the Humanities.” This workshop prepares the graduate student to become an effective professional academic by providing the hands-on, practical information necessary for getting and keeping an academic job. It covers everything a student should know about the academic job search process from the initial application through the final on-campus interview and negotiating. It also provides information on employment patterns in humanities fields and the structure and organization of American higher education.
The second is conducted by Dorothy Brown of Jaynes Street Associates, on “Practical Strategies for Writing a Dissertation.” It covers topics such as how to move from research to writing to revising to finishing; how to organize, outline, and set realistic goals and tasks; how to handle notes, paper and files; time management; and the preparation for faculty review of chapter drafts. Both are routinely well attended and much appreciated, as attested to by regularly collected participant evaluation forms. The IHR will continue hosting these workshops on a regular basis, and would like to add a grantwriting workshop.

Funding for graduate students in the humanities continues to be a top priority for the IHR. In accordance with the campuswide goal to substantially increase doctoral production (Galloway, August 30, 2005), our immediate goals are three:

1) stabilize and then expand the dissertation fellowship program. Named dissertation fellowships are a top priority for external fundraising.

2) restore the Humanities Global Outreach Fellowships, in existence from 2003-2005, which defrayed the cost of nonresident tuition for non-U.S. citizens admitted to departments in the humanities Ph.D. programs. Three of these were awarded in the inaugural year, and two reduced fellowships were awarded in the second year, before budget cuts forced the program’s discontinuation. Since the excellence of UCSC Ph.D. programs depend upon our ability to attract a competitive worldwide pool of graduate students, restoration of this program is important.

3) restore the Summer Study Fellowships, in place for only one year, which provide a summer stipend for students preparing for qualifying examinations or completing dissertations. In 2004-2005 the Dean transferred this funding to departments on a rotating basis, and it may be desirable to keep it there. The demand for this type of funding, however, far exceeds the supply, and an additional program administered through the IHR would be a valuable additional resource for students.

IHR SUPPORT FOR COLLABORATIVE RESEARCH: Research Units

Research Units comprise collaborative groups of faculty and graduate students investigating a particular topic or cluster of topics. The Research Unit format has proven to be an extraordinarily flexible and productive vehicle for intellectual activity. Some units concentrate on public programming, others on internal reading groups; their sizes, curricular involvement, and longevity vary. Although the IHR exists primarily to support research, rather than to produce programming, it should be noted that Research Unit activities have contributed substantially to the rich variety of public events on the UCSC campus. As mentioned above, since the original Ten-Year Plan was written in 2001, the number of Research Units expanded from three to twelve, then recently consolidated to nine in the wake of budget cuts. Some have continued long-term; others have completed their project and retired or gone into hiatus; others have developed into freestanding units; still other new ones have emerged.
In 2004-05, the IHR funded twelve Research Units: Black Music in a Global Context, Language Learning and Teaching, Mediterranean Studies, Modernist and Avant Garde Studies, Pre- and Early Modern Studies, Living Writers, Critical European Studies, Cuba in an Americas and Transatlantic Context, History and Philosophy of Science, Mathematics and Formal Methods, Language and Linguistics, and Psychoanalysis and Sexuality. We anticipate that activity will continue at this level for the foreseeable future. Although the original vision for the IHR assumed that Research Units would find independent outside funding after 3-5 years, that goal has turned out to be unrealistic in the current funding environment. It has become clear that the university must support new areas of academic research in the humanities at the seed funding level allocated for the Research Units; outside entities are not guaranteed to step forward to take responsibility for such support. Projects that grow beyond Research Unit stage (Jewish Studies is a recent example) are candidates for serious fundraising efforts.

**PUBLIC EVENTS: Dean’s Distinguished Speaker**

Restore the Dean’s Distinguished Speaker program, ideally as a named (extramurally funded) annual lecture and seminar series in which the visitor also meets with faculty and graduate students.

**IHR OUTREACH: Humanities in the Schools**

Humanities in the Schools is a two-part program begun by the IHR in 2002-2003, as our local school districts were facing unprecedented budget cuts and diminished options for curriculum enrichment. Humanities in the Schools includes a Graduate Student Speakers Bureau and the Teacher Scholar Program.

The Graduate Student Speakers Bureau offers presentations by UCSC Humanities graduate students free of charge to Santa Cruz and Monterey County high schools, junior high schools, and middle schools. Graduate students are paid a modest honorarium by the IHR.

The Teacher Scholar program is a series of seminars on topics in the humanities that assists middle, junior and high school teachers with curriculum enrichment by providing presentation and analysis of current trends and questions in their fields. This two-part program makes university research readily available to local schools in a format that addresses the instructional needs and standards of teachers, and is helping to develop long-term working relationships between the university and the communities that it serves. The Teacher Scholar program is modeled on a project that began at Harvard University in 1996, which has since grown to include nearly thirty universities and colleges around the country. This project is undertaken in partnership with the Woodrow Wilson National Fellowship Foundation, the Santa Cruz County Office of Education, the Salinas Union High School District, and UCSC Extension Humanities Division. At a time when our school districts are under unprecedented financial strain, we feel that it is extremely important to continue to provide teachers with top-quality seminars that focus on current scholarship. Seminars are advertised in the UCSC Extension course catalog,
the SCCOE Professional Development catalog, and on the Institute for Humanities Research web site.

The IHR plans to continue the Graduate Student Speakers Bureau. The Teacher Scholar program will be reconfigured after Woodrow Wilson funding concludes in 2005-2006; its shape and extent will depend in part on our ability to secure funding support. We are also exploring collaborations with UCSC’s Educational Partnership Center. Beginning in early 2006 we will launch a collaboration with UC-TV (based at UC San Diego) to tape and broadcast selected excerpts from these seminars around the state. Because of its outreach function and its role in building partnerships with area schools, this is a priority for extramural fundraising.

Space

In our implementation plan and application for permanent initiative funding, the executive committee of the IHR noted the following: “In order to establish campus-wide and national visibility as an institute and to draw faculty successfully to its activities, the IHR requires a medium-sized conference space, a larger reading/conference room, and a suite of approximately fifteen offices. In the medium term, we would like to see this need addressed by the inclusion of a Humanities Building in the forthcoming capital campaign. This would be a sign of the degree of campus involvement in Humanities research.” At least one of the conference spaces should be equipped with full state-of-the-art screening facilities. The Humanities Building, now under construction, is not currently slated to host the IHR, although that was the original plan. Instead, the IHR and the Center for Cultural Studies are to be assigned to what are currently the Dean’s offices in Cowell College, with access to programming facilities in the new building. We have some concerns about the configuration of offices and the scattering of activities across several buildings, but we look forward to working with the Dean to work out the optimal allocation of space. When the move occurs, the IHR will require additional infrastructure funds for the refurbishment of the spaces and for equipment and computer purchases.

Fundraising

The IHR has received very modest initial gifts toward the establishment of an endowment; it is crucial that an endowment drive begin immediately. In addition, the faculty directors of the Center for Cultural Studies have been successful in obtaining foundation funds from the Ford and Rockefeller foundations, while the IHR Teacher Scholar Program is partly supported by the Woodrow Wilson Foundation. None of these funding streams is permanent, however. Since the initial Ten-Year Plan was filed, the IHR has received virtually no attention and no support from the Development office. This situation is only now being addressed, with the recent hiring of Nora Sweeney as Director of Development for the Humanities Division. Our medium-term goal is to identify a donor or donors who would be willing to endow the center’s operations, on the model of the Simpson Center at the University of Washington or the Townsend Center at UC Berkeley. What is needed here is a campus commitment—both in central allocations and in development efforts—to the healthy growth of the IHR. It is imperative at this time of
campus planning that those who hold the highest campus offices be made aware of the IHR’s central importance in Divisional operations.

CONCLUSION

The IHR is poised to increase in prominence as it acquires a permanent space, becomes endowed, and expands its programs, fulfilling its potential as an interdisciplinary Humanities-wide research center for faculty, postdoctoral fellows, and graduate students. It has already begun to foster new configurations of knowledge in the Humanities through its sponsorship of Research Units. It has also contributed significantly to enhancing the research environment of faculty and graduate students in the Humanities through its grant and fellowship programs. If, therefore, it is able to secure an endowment with central administration support, it will be able to stabilize and expand research support for faculty and graduate students, expand the staff, and achieve optimal operating capacity over the next five years.