HUMANITIES FOR OUR TIMES

UNIVERSITY OF CALIFORNIA, IRVINE
TASK FORCE FOR RECONSTITUTING THE SCHOOL OF HUMANITIES

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Task Force for Reconstituting the School of Humanities

David Theo Goldberg, Chair
Comparative Literature

Aaron James
Philosophy

James Kyung-Jin Lee
Asian American Studies

Julia Lupton
English

Kavita Philip
History

Penny Portillo
Dean's Office

EXECUTIVE SUMMARY

1. CHARGE

Our committee was asked to imagine what the School of Humanities at the University of California, Irvine (UCI) would look like if we were building the Humanities from scratch, what arrangements would best support innovative faculty research and teaching, and what we think a twenty-first century Humanities education should provide for undergraduates and graduate students.

2. CONTEXT

UCI's School of Humanities has a tradition of innovation in research, teaching, and Public Humanities. We took our question to be how the School might best build on this legacy as we move forward into a changing world.

In searching for creative answers, we began by putting forward a set of *key animating values*, *core commitments*, and *portable capacities* that run through our different activities as scholars, teachers, and members of the larger University and community. These common values were the touchstones for our more specific recommendations

3. RESEARCH

We recommend the creation of a new Humanities Commons that would coordinate and support the work of various centers and groups and provide new synergy and connectivity for research in the Humanities. It would set School-wide themes, hold Humanities fairs, and expand opportunities for collaborative research, project- and studio-based inquiry, Public Humanities, and digital projects, as well as prompts for broader interactions across the University.

4. UNDERGRADUATE LEARNING

We encourage thoughtful experimentation with new teaching models and techniques, including those assisted by technology and those organized around student collaboration, problem-solving, connection and application.

We encourage new ways of assessing and acknowledging student work, such as badging.

We encourage the strengthening of language learning through immersive study.

At the lower-division level we encourage the strengthening of Humanities Core and greater communication and coordination among other lower-division offerings. We might establish a Freshman Faculty (or "First Years Faculty") composed of those instructors engaged in designing and teaching general education courses.

 At the upper-division level we encourage more communication and coordination around capstone courses. We might pilot problem-based seminars associated with School-wide themes; develop internships and other opportunities for applying knowledge;

encourage greater inclusion of undergraduates in the intellectual life of the School through research, Humanities fairs, and attendance at lectures and symposia; and improve career development.

5. GRADUATE LEARNING

We encourage integration of graduate students into the Humanities Commons through temporary residencies and research opportunities as well as the piloting of a limited "cohort model" for graduate admissions around School-wide themes.

We encourage shortening time to degree by both building more summer funding into graduate packages and rethinking the shape of the dissertation in ways that are appropriate to individual disciplines.

We encourage creative thinking, programming and professional development around diverse career trajectories for Humanities Ph.D.'s., including sustained work with instructional technology, Digital Humanities, and Public Humanities in order to better equip our graduates with the skills needed to flourish in both academic and non-academic workplaces.

We encourage the development of opportunities for graduate students to share their research across the School and campus and with publics, including dissertation defenses.

With these aims in mind, we encourage experimentation with forms of graduate education other than the traditional seminar.

6. FACULTY WORKLOAD AND ASSESSMENT

Because many of these ideas require serious investment of faculty time in extended conversations, course development, and new programming, we urge departments and the Dean's Office to think creatively and capaciously about how workloads are calculated (including team teaching) and how collaborative research, innovative pedagogy, public programming, and program building are credited in the personnel process.

CHARGE

The Task Force on Reconstituting the School of Humanities was charged with determining:

1) how we might develop a more innovative, effective, and dynamic research infrastructure for the Humanities at UCI;

2) given that we are already the largest school at UCI in terms of faculty FTE, how we might find better ways to deploy the resources of the faculty to meet wider School objectives and priorities;

3) how we might devise better ways to incentivize faculty involvement not just in teaching and research but also in program building and developing collaborative initiatives both across the School and in conjunction with other schools at UCI and beyond;

4) what we should treat as our key priorities for the Humanities in the education of young people today, and so as our pedagogical aims and aspirations for both graduate and undergraduate programs.

We were asked to identify synergies between and among the School's academic departments, academic programs, and research units, as well as with academic departments, programs, and units across the other UCI schools, which present opportunities to reduce costs while preserving or improving instruction. We were specifically requested to find productive ways to overcome the tendency of units to isolate themselves, as well as to consider productive economies of scale that would in turn provide greater flexibility and opportunities for new initiatives at the school-wide level.

In short, we were asked to imagine what, were we to be engaged in building from scratch, we would want the School to look like for our times, what we think students should know and what kind of research infrastructure would support the best work for the widest range of constituencies. Given our responses to this charge, we were asked also to consider how what now exists within the School would map onto the dream vision in a way that would allow the School to achieve the structures envisaged.

We were encouraged, in considering what the Humanities should be, to consider campus needs regarding basic Humanities offerings today, being mindful of the challenges regarding specializations already existing on other UC campuses. In a word, we were implored to attend not only to how we might meet general pedagogical needs, but also to what does and what would make UCI Humanities distinctive and uniquely appealing.

CONTEXT

The University of California, Irvine was founded in 1965, with the School of Humanities as a founding pillar. In the second half of the 1980s, forward-looking administrators recognized the opportunity to establish what would quickly become a globally recognized focus and faculty in critical theory. Internationally prominent humanists were hired, such as J. Hillis Miller, supplementing prominent faculty already in place. In turn, the School managed to attract as faculty leading international critical theorists such as Jacques Derrida, Jean-Francois Lyotard, Gayatri Spivak, Wolfgang Iser, and Etienne Balibar. Irvine became renowned for its leading contributions to critical theory, including the Critical Theory Institute,[1] the Critical Theory Emphasis,[2] the Wellek and Koehn Lectures, and the Critical Theory Archive.

Fueled in part by broader social and educational forces, the School of Humanities has grown through the late twentieth century to include various languages and literature departments, history, philosophy, and classics, interdisciplinary ethnic and area studies, sexuality and gender studies, visual studies, and media studies. In 1987, UCI successfully won the UC-wide bid to host the systemwide University of California Humanities Research Institute,[3] which has contributed to leading initiatives in the Humanities on the campus and across the system for the past quarter century. The School added creative pedagogical innovations such as Humanities Core, which provides a theme-driven, content-rich, interdisciplinary integration of first year writing and general Humanities.[4] The School was a relatively early adopter of digital contributions to Humanities in the form of HumaniTech, as well as the founding campus for the national network HASTAC interfacing Humanities and the digital.[5] And the School notably initiated the nationally recognized Public Humanities and high school Humanities training and teaching program, Humanities Out There (HOT), which in conjunction with the California History Social Science Project provided intensive service learning opportunities for undergraduates and expanded academic skills and networks for graduate students.[6] The repeated rounds of budget reductions to the UC budget over the past two decades, and especially in the last five years alongside the doubling of undergraduate tuition have deeply impacted support for the Humanities at UC Irvine, leading to program amalgamations and cuts, and the retrenchment and scaling back of some programs and centers. It is in this context that we have been invited to rethink the longer term conception and organization of the School of Humanities.

At the same time there has been considerable discussion, nationally and internationally, about the state of the Humanities and about what is valuable and distinctive about them. We are less concerned about claims that the Humanities are or are not in crisis than with the structural shifts facing the academy and social arrangements more generally, with the changing academic and non-academic workplaces, and with how best to think about the place of the Humanities in the face of these shifts. One of the issues before the School is the future of critical theory, which has become more deeply integrated into the practice of scholarship as such while also becoming far more variegated in its sources and aspirations.

1   Critical Theory Institute: www.humanities.uci.edu/critical
2   Critical Theory Emphasis: www.hnet.uci.edu/cte
3   University of California Humanities Research Institute: www.uchri.org
4   Humanities Core: hcc.humanities.uci.edu/humcore/Student/index.html
5   HASTAC: www.hastac.org
6   Humanities Out There: www.humanities.uci.edu/hot

Despite or perhaps because of these adaptations and migrations, theory continues to draw graduate students to our programs, while events that address broader methodological and philosophical problems tend to attract a lively and diverse set of interlocutors from the School and the campus. We take the view that the most complex and scholarly elements of Humanities scholarship have as much, or more, value today as in the heydey of Humanities growth. At the same time, we recognise the need to create new formats of collaboration and exchange, and to open up, rather than close down, the spaces of experimentation and rigorous scholarship and pedagogy.

Our reflections on the capacities and contributions of the Humanities are made with the view to offering creative ways to support exciting humanistic pedagogy, creative learning, and powerful research, drawing on the rich tradition and current strengths of the "greater Humanities," which includes the social sciences, arts, informatics, and related fields at the University of California, Irvine. [7]

Public Humanities events, focused for example on public writing, creative writing, creative and cultural industries, performance traditions, and urban and post-urban spaces, draw groups that include students, staff, colleagues from other Schools, and publics more broadly.[8] At the same time, practices are emerging under the rubric of Public Humanities that are project- and not just event-driven, engaging communities through centers, museums, libraries, and cultural organizations.[9]

ANIMATING VALUES

Regarding the organization of research, teaching and learning, and public presence in and across the Humanities, we identify a number of **key animating values**: [10]

- Collaborating, within, across, and beyond disciplines;
- Building creative, agile, collaborative and sustainable institutional sites;
- In place of competitive hierarchy among departments, a commitment to co-thinking, co-writing, and co-working among affinity groups within and across departments and programs as the default practice of humanists;
- Innovation and creativity;
- Upholding the highest academic standards and cultivating deep learning;
- Encouraging resilience, resourcefulness and conditions of sustainability both individually and institutionally;
- Developing capacities for civic virtue, connection, and engagement in increasingly global contexts;
- Fostering academic community and communication, dissemination, and contribution in relation to diverse publics.

7   James Clifford, "The Greater Humanities," 2013, available at http://4Humanities.org/2011/03/the-Humanities-we-are-for

8   See, for example, the Key Words series hosted by Gender and Sexuality Studies, the Poetics | History | Theory series curated by the Chair of Rhetoric and Communication, the Conversations on Writing and Public Life organized by History and Literary Journalism, and the broad-based programming of the Humanities Collective in areas around public space and creative economies.

9   See, for example, Cal Humanities: www.calhum.org

10 Compare "Essential Learning Outcomes" developed by the Association of American Colleges and Universities for liberal arts education: www.aacu.org/leap/vision.cfm.

UC Irvine's School of Humanities is committed to:

- Preparing students and faculty to be thoughtful, critical, engaged interlocutors and contributors to diverse worlds;
- Establishing, preserving, and sharing global and local archives for learning, research, creative composition and curation, engagement and exchange;
- Meeting the thought, learning, and communication needs of a 21st Century university education.

PORTABLE CAPACITIES

The Humanities have a very long tradition in crafting a range of student "literacies" or "fluencies." These are not skills in the straightforward sense of a set of trained practices acquired through repetition common to STEM disciplines. Rather, we take them as a set of capacities interactively shaped and cultivated, acquired and refined in practice and through dialogue with demanding bodies of material that often differ from students' immediate temporal, geographical, cultural, and/or linguistic frames of reference. Their application involves the refinement of judgment and distinction. They are capacities applicable across a wide range of scenarios in life and work. These include:

- **Reading.** How to read slowly, carefully, and critically;
- **Understanding.** How to comprehend texts, ideas, images, artifacts, sounds, histories, languages, and cultures;
- **Composing.** How to compose arguments and theories and tell compelling stories in multiple media (writing, speech, audio, visual , digital and media technologies-to-come).
- **Analyzing.** How to understand arguments and think clearly and critically;
- **Valuing.** How to formulate and express principles, values, and commitments;
- **Judging.** How to exercise intellectual and emotional flexibility and wise and critical judgment;
- **Distinguishing.** Comprehending how at different historical moments we have fashioned the human, the non-human, and the extra-human, and understanding how these distinctions are articulated culturally, socially, politically, and legally;
- **Translating.** How humans have translated themselves to themselves, intellectually, culturally, legally, politically, scientifically, technologically; how to translate between cultures, past and present (and imagined futures);
- **Recognizing ambiguity and contingency.** How to recognize and negotiate ambiguity and contradiction, contingent circumstance and alternate articulations, from one set of cultural expressions/compositions to another;
- **Historical analysis.** How to draw on and from historical example and record, both to comprehend the past and to understand the impact of the past on its futures;
- **Experimenting.** How to engage in experimentation in/across/beyond the Humanities;
- **Collaborating.** How to do collaborative work in/across/beyond the Humanities;
- **Learning from Failing.** What failure means in humanistic work, and how to learn from failure and put this learning to productive purpose;
- **Persistence.** How to forge sustained problem solving in the face of challenging circumstances by tapping the range of human adaptation, inventiveness and creativity across time and space;
- **Resourcefulness**. How to be critically and thoughtfully resourceful in sustaining ourselves in increasingly unsettled, challenging, critical worlds by cultivating the humanistic arts of imagination, memory, expression, analysis, and argument.

Traditionally, the Humanities have been committed to our own 3 "R"s: reading, writing, reasoning. Today, these accordingly can be generalized to include more fine-grained fluencies, which are best developed through sustained interaction with complex, unfamiliar, and engaging materials from a range of temporal and geographical locations:

- **Viewing:** Seeing/Looking/Making Visible;
- Voicing/Articulating: Listening/Hearing/Making Audible;
- **Reasoning:** Analysing/Interpreting/Comprehending (concepts, beliefs, arguments, relations, networks);
- **Attending:** Paying attention/Attending closely to/Close observation/Close reading;
- **Expressing:** Opining/Arguing/Debating/Narrating;
- **Critiquing:** Attending to the limits and possibilities as well as the conditions of limitation and possibility in world-making;
- **Theorizing:** Composing theories about the human in all its relational configurations, about the world, worlds, and world-making, about pasts, presents and future possible conditions;
- **Cultural Connecting:** Engaging and relating (to) global cultures/Living and buried Heritage/Worldings and world-makings/Remaking ourselves;
- **Making:** Composing multimedia (designing/de-signing; writing; remixing);
- **Curation:** Digital archives, composition.

The Humanities encourage us to read closely and carefully, to attend to language and argument, to listen intently, to compose creatively and theoretically, to appreciate historical antecedent, articulations, and impacts, and to assess critically, mindful of nuance and implication, possibilities and limitations. The Humanities take seriously and with sensitivity cultural distinction and different ways of being in the world, comprehending different modes of expression and the limits of translatability and literalness. And the Humanities seek to understand both what has value and how value is made and made manifest, what is human and what are our limits, how to live with and treat with dignity all other beings, both those close as kin and those as distant as strangers or other species. The Humanities are concerned with comprehending all matters of meaning, value, and significance, of interpreting all representation, of critically considering all expression in the spirit of assessing the most desirable modes of living well together across differences.

Today, these considerations are all under considerable pressure. What it means to be human now is fast shifting in biological and technological terms, with profound cultural, social, and political implications. The boundaries between the human and non-human and among social groupings are much less distinct than they were once thought to be. The media and means by which we express ourselves have dramatically transformed. And in transforming they have remade how we interact and communicate with each other, how we make and remake things, compose words, images, and sounds, and produce new meaning and value. No longer are the Humanities so readily or dominantly concerned only with the written text, as multi-media composition and expression grow, spread and change. The Humanities are challenged to reconsider what have always been done in their name, to make critical sense of these changes in modes of expression, representation, and indeed their value and assessment in relation to both traditional and emerging bodies of knowledge.

RESEARCH

We recommend that a Humanities knowledge exchange at UC Irvine take the form of a "center of centers." This *Humanities Commons* would gather under its umbrella a number of currently existing discrete centers of research activity—the Humanities Center, the International Center for Writing and Translation, the Critical Theory Institute, the Samuel B. Jordan Persian Studies Center, and the Thesaurus Lingua Graecae as well as new research clusters and groups—into a common physical space and unifying administrative umbrella. The Humanities Commons could also liaise with cross-school centers, such as the Center for Asian Studies, that are housed administratively in other schools. The Humanities Commons would provide the platform to enable hosting public events, working group meetings, School-wide seminars, and research-related activities of all kinds, offering at once a site for intellectual and cultural engagement, administrative support, and campus-wide and public outreach and engagement. Humanities Labs (on the model of the Haiti Lab at Duke's Franklin Humanities Institute[11]) or Humanities Studios (along the lines of the UC-wide Religion and Diaspora Studios[12]) would develop for various themes of research interest to School faculty and students, and be housed and administered through the Humanities Commons.

The aim is to establish a vibrant site in which faculty, students, and publics would be drawn into generative contact and collaborative production with each other. This Commons would support the work of group projects, in-house residencies, and campus and public projects, events, and series. It would support the development and administration of external grant pursuits, provide a forum for timely response to pressing cultural and social issues of the day, reflect on the significance and interplay of a range of ideas, historical legacies and traditions, and build the infrastructure to support and promote collaborative interdisciplinary and cross-campus activities as well as multi-media publication. As resources become available, it would be both a training site for the use of digital technologies and platforms to support the work of faculty and students, and a forum for thinking critically and creatively about the production of humanistic scholarship and the generative role of technology in its enablement.

The Humanities Commons would help to foster collaborative working relationships cross- and post-disciplinarily across the School, campus, the UC system, nationally and globally. Fueled by a selected uniting and timely theme each year, the Commons would encourage and promote engagements with media contributors, including journalists, filmmakers, creative writers, and cultural workers concerning work central and germane to humanistic interests. It would host a Humanities Forum or Fair twice or three times a year. These day long events are intended both to share ongoing work among colleagues in the School and to demo the work of the Humanities—through public presentations, poster sessions, etc—on campus and more broadly. Scheduled on a day in each quarter on which no classes are to meet, the expectation is that these exchanges would draw all the School's faculty, students, and staff into a common engagement. One such day might focus on faculty or graduate students sharing their work with each other, perhaps in critical working groups, getting to know each other's work across the School more intimately; another might focus on creative forms of workforce development career paths across a range of alternative possibilities, and still another might contribute to ways of interacting intellectually more deeply with colleagues across the University in thematically driven forums.

11 Duke's Franklin Humanities Institute: www.fhi.duke.edu
12 UCHRI Religions in Diaspora Studios: http://ridaga.uchri.org

These conversations might involve philosophers and neuroscientists; critical humanists of the law, legal scholars, legal philosophers, and socio-legal analysts; historians and philosophers of science and technology scholars with informatics, anthropological, and computer science colleagues; literary scholars working on historical themes such as dissent, creativity, authorship, secularization, beauty, performance, or commodification with their counterparts in political science, business, drama, or law; eco-critics in the Humanities with hydrologists and earth scientists; or humanists thinking about the history and future of the human with medical and bio-scientists working at the frontiers of the sciences of the body. Such exchanges would not only be interesting in themselves; they would open up new analytic objects as well as enable collaborative grant applications that would be mutually beneficial. A central concern here would be to forge a campus climate fueled by humanistic interest in which colleagues across the University address together critical issues currently facing us collectively.

There has been national discussion recently regarding the relative dearth of public intellectuals, most notably emerging out of and sustained by the university. Public intellectuals today, however, cannot be conceived as they were in the 1950s or 1960s. New media and new global imaginaries demand a different set of conversations. The Humanities Commons as we are conceiving it would be centrally committed to enabling a forum for public engagement, interaction, and intervention for our times, across the range of pressing human concerns and cultural interests that confront and surround us today. At heart these would concern what it means to be human in all our heterogeneous complexities, how knowledge is and has been produced, consumed, sustained, and transformed, and how we engage socially in critical, creative, and productive ways. This would include concerns around translational Humanities, around ontological, epistemological, cultural, temporal, and political heterogeneities, around the makings of worlds across all differences and relations, and across historical and geographical distinctions.

The School of Humanities is well placed to take up these issues through the Humanities Commons, drawing on the interactive expertise and resources in the School regarding Critical Theory, the Center for Asian Studies, the Persian Studies Center, the Thesaurus Linguae Graecae, the International Center for Writing and Translation, and the Center for Excellence in Writing and Communication, as well as innovative series such as Conversations on Writing and Public Life and established research communities such as the Group for the Study of Early Cultures, among others. Partnerships with the School of the Arts, in the form of Humanities lectures and seminars that support performances and exhibitions in drama, dance, music, and the visual arts, are one tested way of building broader audiences for our work and can be further developed through more systematic planning and strategic fundraising.[13] We see the opportunity for the Humanities Commons to become the site for developing laboratories and studios for collaborative, thematic and problem-based work in the Humanities, and from the Humanities outward.

Humanities are being urged today to institutionalize Digital Humanities. Perhaps most legible to the sciences and technological disciplines on campus, Digital Humanities holds out the promise of grant funding, of cross-disciplinary collaborations, and of publicly visible projects. But not all Digital Humanities projects are equal, in terms of promise and product, institutionalization and impact. Those Digital Humanities centers that have stressed computing and technology in the absence of complex Humanities historiography and theory have tended to produce less interesting humanistic projects. They tend to be expensive to

13 Successful recent examples include pre-performance seminars for the New Swan Shakespeare Festival; the Queer Manifestos event held in concert with UCI's production of Angels in America; collaborations between Jewish Studies and Music around "Lost Voices"; and collaborations around diversity developed by the Department of Drama with Humanities graduate students.

run and sustain because of technical and labor needs, and consumed by externally fundable grant projects. They also tend to run aground on problems seen, simplistically, as "cultural difference" or global stages of growth. The more compelling developments in Digital Humanities centers and programs (including the emergence of undergraduate majors, notably at UCLA) are those that take their lead from compelling projects in the Humanities. Some of the most productive projects in Digital Humanities have recently been in collaboration with those in Informatics, Computer Sciences, and the qualitative Social Sciences, in which rigorous attention to methods and insights from the Humanities has been built in from the beginning. The Thesaurus Linguae Graecae, founded by members of the Classics department at UCI, and now a research center, is an archive that has had considerable impact on the field nationally and internationally.[14] Patricia Seed (History) has developed a key project to digitize all the extant original Portuguese maps of West Africa from the 1460s to the 1530s, in the process transforming histories of colonization and the slave trade as well as making key advances in cartography and its history.[15] These projects point to the importance of investing in infrastructure to support digital enhancement across the Humanities curriculum and research needs, not simply as a discrete disciplinary commitment.

We urge the development of digital resources to support teaching and scholarship in terms of database and archive development, compositional facility and curation, multimedia production, design, and dissemination. The development of a robust digital infrastructure to support innovative teaching and research across the School will encourage collaborative work engagements with campus colleagues in Informatics and Computer Science, Anthropology and Science and Technology Studies, the Business School, Arts, and Continuing Education, on both research projects and on new majors such as "Communications, Technology, and Society." [16]

The School of Humanities, and UCI more generally, already includes energetic engagement regarding critical and theoretical reflection upon the affordances and challenges of the digital turn. Interests cut across English, Literary Journalism, History, Comparative Literature, Film and Media Studies and the foreign languages, and intersect with those in other schools, including Informatics and Anthropology. The School of Humanities might also coordinate development of something like critical internet studies to cohere existing interests across UCI Schools. We see this as an undertaking to comprehend the representational, social, political, and cultural implications of developing digital technologies as well as their impact on learning, teaching, and research.

Developing digital resources to support faculty and student pedagogy and research would build on and extend the sort of significant existing efforts mentioned above, while making possible new ventures, for instance, renewing efforts to build a digital Critical Theory Archive drawing on the existing significant material archive in Special Collections of the Langson Library, or catalyzing efforts such as the blogging venture "China Beat" (now "Asia Beat"). The point, in other words, is not to "digitize" everything we do, but to look for ways to enhance, challenge, expand, and transform the most creative work we do in the Humanities, in collaboration with practitioners from different spheres.

Humanities is the only School that no longer has a cafe kiosk at hand. We urge the provision of a cafe kiosk in the public space of the Humanities Plaza that includes refreshments and seating where faculty, staff, and students would be able easily to interact and exchange ideas.

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14 Thesaurus Linguae Graecae: www.tlg.uci.edu
15 Patricia Seed on mapping Africa: www.neh.gov/Humanities/2008/januaryfebruary/feature/the-cone-africa-took-shape-in-lisbon
16 Currently under development with Social Sciences, Information and Computer Sciences, and Humanities.

UNDERGRADUATE LEARNING

UCI's School of Humanities has a record as a leading division on campus for teaching excellence. Faculty are often recognized across the University for teaching quality. The School perennially ranks among divisions at UCI teaching the highest number of students. Humanities Core—the freshman intensive sequence—is a well-tested model, and School students have competed very well for University prizes, competitive funding in their graduate school admissions, and ultimately in academic and non-academic job placements. A recent study by the American Association of Colleges and Universities indicates that students who major in the liberal arts "fare very well in terms of both earnings and long-term career success," especially over the medium and longer terms. Yet this knowledge cuts against current perceptions among students, parents, faculty, and the general public, as well as university executives.[17] It is imperative that we reaffirm the values, virtues, and advantages of education in the Humanities both across the University and more publicly.

Lecturers at UCI already play a major role in pedagogical innovation, including the adoption of new technology. Their contributions to the life of the School should also be actively cultivated and properly acknowledged and rewarded. We recommend a more energetic and inclusive integration of lecturers into all relevant activities of the School.

At the same time, especially undergraduate modes of learning and interests are changing rapidly. Digital technology is transforming how students are learning, and could be learning more effectively, as well as both what and how we teach. There has been lively discussion across the Humanities nationally about the impact of digital technologies on knowledge production, learning, and pedagogy. And there is a growing body of evidence that students learn better interactively with each other, guided by teaching faculty rather than sitting passively listening to the expert instructor. The notion of "connected learning" stresses first and foremost these sorts of interactive peer-to-peer learning capacities the possibilities of which are expanded by digital technology though not defined by or reduced to it.[18]

We recommend thoughtful consideration of new and "hybrid" teaching and learning models, and their adoption where relevant and effective. Along with tools such as lecture capture (recorded lectures that students can review later), online quizzes, and i-Clicker, faculty might experiment with "flipped classrooms." While the notion of the flipped classroom has garnered some justifiable criticism, not least from humanists, we find virtue in thinking anew about what makes for effective student learning. There is growing evidence that learning is effectively enabled where faculty serve as curators of student peer-to-peer interactive experiences rather than as conductors. Here, students contribute to setting topics, engage in peer-to-peer exercises and studio-style work, with classroom time based on pre-class virtual lectures or blogging on readings and online peer discussion. (These alternative formats could be introduced once or twice a quarter, as a supplement to traditional teaching, as is already happening in the School, or more broadly as subject-matter, learning success, and faculty comfort with the new method make evident.[19]) An array of well-

17   *How Liberal Arts and Sciences Majors Fare in Employment: A Report on Earnings and Long-Term Career Paths* (AACU, 2014): http://secure2.aacu.org/store/detail.aspx?id=E-LASCIEMPL); Thomas Friedman, "How to Get a Job at Google," *The New York Sunday Times*, February 22, 2014. www.nytimes.com/2014/02/23/opinion/sunday/friedman-how-to-get-a-job-at-google.html

18   Connected Learning Report. http://dmlhub.net/sites/default/files/Connected_Learning_report.pdf

19   For example, WS168b: "The Politics of Style," in which instructor Priya Shah produces media-rich lectures for use at home as a substitute for class meetings 1-2 times a quarter. Based on interview, 2-26-14.

conceived and well-executed courses in both traditional and experimental formats can be explored in order to achieve best possible learning practices and outcomes for students.

We assume that these and other experimental modes of teaching and learning will be adopted not simply for their own sake but in order to engage problems that are addressed less well by conventional disciplines or even pre-established clusters of methods. A problem-focused approach to learning can enable students (1) to understand the deep relevance of their Humanities education while appreciating humanistic contribution to collaborative problem-solving; and (2) to see more transparently the connections between seemingly disparate fields. We also encourage that such experimental teaching opportunities embrace both historical and global implications of local or contemporary problems. The Humanities Commons and the themes generated from research projects would be an ideal incubator. Experimental teaching modules can also have variable half-lives, with some offered for no more than one or two years, and others continuing indefinitely, with ongoing adjustment and retooling. We encourage both the Dean and central administration to contribute resources, perhaps competitively, to promote the best learning practices whether technologically enabled and supplemented or not.

Discussions of Digital Humanities have focused almost exclusively on research and knowledge production by faculty, and to a much less significant extent on graduate student and undergraduate learning in the Humanities. The School might consider crafting an undergraduate major in interdisciplinary Humanities with a track in Digital Humanities. This might appeal to students as a second major, a minor, or a certificate program. Students who are "digital natives" would be drawn to developing the technological proficiency in creative knowledge creation that would supplement their content knowledge in a Humanities discipline and prepare them to compete effectively for employment. UCLA has developed a well-crafted undergraduate program in Digital Humanities, and we recommend designing a comparable program in Digital Humanities drawing on local UCI faculty expertise, resources, and interests (including theoretical and critical engagement concerning the digital).

As modes of teaching and learning have shifted, there has also been a call to reconsider standard modes of student assessment. Pressure has built especially with widening recognition that standard forms of grading and feedback are failing our students. Other campuses and organizations have experimented with digital badging. The Agricultural Sustainability and Food Systems program at UC Davis has developed an innovative digital badging credentialing system to supplement the University's traditional system of assessment and credentialing. Digital badging enables the possibility of identifying, tracking, and rewarding student learning pathways and not just outcomes as with conventional modes of assessment.[20]

We recommend that the School consider efforts like those at UC Davis to develop workable experimental and innovative supplementary models for assessment and credentialing in the Humanities that students will find motivating. An open source stable infrastructure to support badging as an assessment ecosystem has been developed by the Mozilla Foundation,[21] and professional social media platforms like LinkedIn are increasingly showing an openness to their uptake. These new systems of crediting student work might be linked to internships, outreach and service learning, undergraduate participation in scholarly events, employment, and other activities that happen outside the classroom and are difficult to capture in a traditional transcript yet are increasingly important features of a twenty-first century Humanities education.

20   www.insidehighered.com/news/2014/01/03/uc-daviss-groundbreaking-digital-badge-system-new-sustainable-agriculture-program

21   For Mozilla's Open Badge Infrastructure (OBI), see http://openbadges.org; more broadly, see the Badge Alliance: http://badgealliance.org

Humanities coursework for undergraduates across the University of California follows the conventional distinction between lower division and upper division curricula, so we will address each of these areas separately.

LOWER DIVISION RECOMMENDATIONS

All students at UCI are required to take at least two quarters of lower division writing as well as a number of General Education and diversity courses. The School of Humanities plays a major but not an exclusive role in each of these GE categories, through a plethora of course offerings. These offerings serve majors, attract new majors, and (above all) meet the general education needs of the campus. Most of these courses perform well by various indicators, including student evaluations. Currently, however, there is almost no systematic communication, pedagogical exchange, or shared assessment among instructors for these courses (which include ladder rank faculty, lecturers, and graduate students) around the aims of the GE requirements that these courses meet, let alone about any School-specific goals that we might want to set for ourselves.

Given the importance of these courses to the well-being of our majors, departments, and programs as well as to our pedagogical mission on campus, we make a number of recommendations concerning lower-division teaching in the Humanities.

Strengthen Humanities Core

Humanities Core remains the School's flagship lower-division course, and one in which a large if not fully representative number of faculty and graduate students as well as departments participate. Its enrollments, however, have softened in recent years, in part as a consequence of GE requirements that no longer require students to complete their courses in a single sequence, and in part as a consequence of the "extra" quarter of writing built into Core's bundled unit structure. Given the expressed interest by both graduate programs and employers of university graduates in the capacity of graduate students and employees to write well, we think the stress on writing competence and deep learning should remain a crucial component of Humanities Core. The University clearly has a compelling interest to continue fully to support a robust and effective set of writing offerings in course work, and Core represents the best of this. We also recommend that Core's service to the General Education Multi-Cultural Requirement (GE VII) be greatly enhanced through deeper engagement of Interdisciplinary Program faculty (African American Studies, Asian American Studies, Women Studies) in the planning and teaching of the course.

Freshman Faculty / First Years Faculty

Even with a strengthened Humanities Core, many non-majors will continue to fulfill their lower-division writing requirements through a combination of courses selected from Arts and Humanities. We recommend that the School give new attention to these lower-division courses by encouraging and incentivizing departments to have their best teaching faculty develop and lead these courses. We recommend the formation of a "Freshman Faculty" or "First Years Faculty" composed of all instructors teaching lower-division lecture courses in a particular year. Ideally these instructors would have demonstrated excellence in the classroom and dedication to undergraduate teaching.[22] They would meet quarterly to discuss common goals, share best practices, and participate in shared assessment projects. Service in this group should be considered an honor and a privilege; lower-

division teaching could be recognized, for example, in the personnel process, and faculty teaching these courses could be eligible for new teaching awards honoring achievement in general education. As the recognized master teaching corps in the School, they would be looked to as a resource and inspiration for continuing to ensure Humanities as the campus leaders in pedagogical dedication and innovation.

Foreign languages

The School provides language training for majors and non-majors, with advanced requirements for Humanities majors. In addition to traditional language instruction, we recommend exploring alternative arrangements. There is considerable evidence that language is best learned in immersive lived environments. We suggest, for example, placing language instruction in a learning environment embedded in the Humanities student residence hall (or other residence halls where feasible for non-majors) supplemented by frequent but short instruction modules, ongoing contact with native speakers, highly interactive and student-sensitive online training, and intense, short-term study abroad (one quarter or one summer session). This, we believe, would create conditions in which students would learn more quickly and efficiently, and initial success would breed longer term enthusiasm and commitment. At the same time, we should continue to develop opportunities for students to meet the language requirement by proficiency testing, especially in the many heritage languages that California students tend to bring from their home environments.

UPPER DIVISION RECOMMENDATIONS

Upper division coursework allows students to develop a degree of mastery in a field of specialization: their major, and in a more limited way in minors too. At the upper division level, the School's role is to encourage effective interdisciplinary engagement while maintaining and indeed enhancing disciplinary definition, integrity, renewal, and innovation. We recommend that departments share best practices for cultivating student academic growth as well as their sense of institutional place and affiliation and their post-graduate horizons. We suggest developing awards or other incentives to promote and showcase both innovations and ongoing efforts in upper-division instruction, mentoring, and career development.

Joint Majors

There is beginning to emerge an interest in jointly conceived majors—in addition to double majors—not just within the Humanities but between humanistic disciplines and those in the sciences and applied sciences, social sciences, and the arts. Stanford has just announced a joint degree between Computer Science and English or Music.[23] UCI is in the process of developing a major in communications, technology, and society between the Schools of Social Sciences, Information and Computing Sciences, and the Humanities. Requirements for the degree as well as coursework are jointly conceived, advising shared across units. We recommend, first, surveying interest across the University for joint degrees, and where there is interest to develop robust joint degrees in, say, Humanities and Informatics, Humanities and Life Sciences (for example, in science fiction writing or science journalism), in Humanities and Biosciences, in Medicine and Humanities, in urban ecologies and environmental studies, in global culture, in Humanities, Social Science, and Law, etc.

Class Size

We encourage departments and programs to reconsider their upper-division class sizes. The 45 student course is arguably much less effective pedagogically than either smaller or larger course formats. We encourage departments and programs to move toward a two-tier model of instruction, making some upper division courses larger (80 students or more, with TA support) while teaching others in a seminar format (20 students). This reconfigured model might be an effective way to experiment with innovative pedagogy, multi-media formats, and the development of topics likely to be of broad appeal to students while preserving intellectual integrity and student driven learning.

Transfer Students

We recommend that resources and time be committed to studying and improving the integration of transfer students, assistance with the intellectual challenges of the transition, and support for the development of more effective communication and practices with "feeder" community colleges to UCI. We encourage the key stakeholders in lower-division education, including the Campus Writing Coordinator, the Dean of Undergraduate Education, the Director of Composition, and the Director of Undergraduate Study of SOH coordinate via committee to develop a comprehensive plan to build a robust program of integration for transfer students enrolled at UCI, as well as critical contacts with community college leaders, who will perform the instructional work necessary to prepare students to transfer here. We strongly encourage Directors of Graduate Study in Ph.D. programs and the Associate Dean to identify advanced graduate students or recent Ph.D.'s interested in community college pedagogy who might serve as paid researchers to interface with and develop programs with community colleges.

Research Experience

The various projects designed to increase dialogue across the School at the level of research can also feed into course work and co-curricular opportunities for majors, maximizing and distributing the impact of School efforts for several constituencies. For example, School-wide research themes initiated through the Humanities Commons can be adapted for targeted upper-division seminars mounted by individual departments and by the Honors program. The Humanities Forums or Fairs should be set up to encourage undergraduate attendance at panels, lectures, and screenings while also providing platforms for sharing undergraduate work (such as poster presentations exhibiting the efforts and innovations of individual classes across the School).

In addition, undergraduates might be involved in research teams, following the Humanities Lab model developed at Duke's Franklin Institute, perhaps under the direct mentorship of graduate students with supervision by sponsoring faculty members. Students in Film and Media Studies could collaborate with UCI Medicine's outreach center on communications projects. Public Health represents another area where students in the Humanities could exercise the public potential of their education. UROP and UTeach are effective forums to be engaged more assiduously as opportunities for our most ambitious undergraduates to deepen their research skills and apply their knowledge. The annual undergraduate Critical Theory conference is an excellent model for vertical integration among undergraduates, graduates, and faculty; similar conferences might be mounted by individual departments, perhaps as part of a year-end celebration for their graduating seniors.

Many events take place in the School each week. Undergraduates should be encouraged

more readily to attend academic lectures and symposia through a passport/badging portfolio program. Students attending a certain number and range of events could earn a title such as "Humanities Commons Scholar."

Internships

Internships for undergraduate students offer expanded learning opportunities for students: they provide on the job training in areas often outside of narrowly academic scope, translating theoretical knowledge into practical skills while nuancing critical insight; they encourage time management in relation to both school work and employment experience; they provide experience in negotiating complex elements of the workplace; they provide opportunities to develop collaborative working relationships with coworkers; and they develop lasting networks of professional relations that will potentially accompany individuals long into their professional careers.

We encourage the School to explore models for re-instituting a serious program of internships for as many of our undergraduates as is feasible, perhaps selecting a particular department to pilot such a program. (Literary Journalism and Film and Media Studies already provide internships for their students; History is developing one as well.[24]) Humanities Out There used to provide a service-learning experience for as many as two hundred undergraduates each year, and is currently under redesign towards public history projects. We urge the School to explore opportunities for placing our undergraduates in local schools and afterschool programs as tutors and academic coaches. We should also continue to develop internship opportunities here at UCI, at the Writing Center and in Humanities Core (as peer tutors and mentors), or in academic departments and centers.

The English and History Departments have recently instituted tracks within their majors for students interested in teaching careers; their efforts can be supported and highlighted through School-wide co-curricular activities for future teachers. Through these and other mechanisms, we encourage the School to think about how to engage more forcefully with K-12 schools, whether through involving teachers in events on campus (around ethnoracial/gender studies, for example) or by finding ways to bolster formerly traditional fields (Philosophy, Classics, language learning) as well as developing an interdisciplinary presence in high schools. We urge the development of an enabling administrative infrastructure to support internships for undergraduates, which might also expand alternative academic opportunities for graduate students (as interns themselves or as mentors for undergraduate interns).

Summer "boot camps" or Humanities "THATcamps"[25] in which Humanities majors explore the skills needed to succeed in a range of business, communications, and public service settings would improve career development for our students. Such week long training camps might include focus on Critical Theory, Digital Humanities, methodological training across the Humanities, multi-media composition and curation, and so on. They might offer occasions for student projects, in which undergraduates and graduate students could work together in ways unique to the Humanities. They would also be a way of providing summer employment and funding for graduate students as well as the potential to develop teaching experience.

24   Internships in Film and Media Studies: www.gumanities.uci.edu/filmstudies/undergrad/interns.php Internships in Literary Journalism: www.humanities.uci.edu/litjourn/internships
25   THATcamps encourage Humanities and technology training: http://thatcamp.org
     Liberal arts boot camps encourage interface with business, for example: www.rit.edu/emcs/oce/student/liberal-arts-boot-camp

Global Study

A full humanistic education ideally includes sustained international, transnational, and cross-cultural exposure. Traditional study abroad offers one model that should continue to be supported; the Olive Tree Initiative local to the UCI campus is another.[26] The School should also explore other models of transnational and cross-cultural experience that do not involve travel but are still intellectually serious and culturally responsible, which may include internships with organizations and groups local to Southern California that nevertheless have global reach, experience, or impact. Another way is to engage global learning networks like Virtual Exchange 2.0. Virtual Exchange is a network of organizations such as iEarn, Soliya, and Global Nomads connecting young learners in different parts of the world to engage in connected learning about globally differentiated conditions and cultures.[27] Another way might be to institutionalize internships connected to global organizations such as Global Voices or World Press Photo (for example, for those students in literary journalism or in the developing major of communications, technology and society, or potentially in a major such as Global Cultures).[28]

Capstone Course

Most departments now have capstone experiences, but we have little collective knowledge about the quality or goals of these courses.[29] In a School-wide "Capstone Conversation," departments could share best practices and explore challenges. Instructors should be encouraged to link their syllabi to the humanistic capacities that we hope as a School to cultivate in our students and to discuss those capacities openly with their students. Instructors might also explore alternative assignments and assessments (beyond the long paper) for building those capacities, including multimedia projects. Some capstone courses might be fashioned in response to School-wide themes; those courses could then be encouraged to showcase their work at a Humanities Forum or Fair. We encourage the creation of interdepartmental and interschool capstone courses that invite small groups of students (4-6) to put together final projects that are collaboratively conceived, executed, and presented. Topics might range from water quality to global performance traditions to pre-modern conceptions of animal life, among many others.[30] We might experiment with hybrid versions, combining both major-specific and School-wide foci in such courses. There would be much to learn from these experiences. We suggest accordingly that all capstone courses incorporate an exit survey that captures student responses to their time at UCI so that we can assess the value, impact, and potential of these courses; experimental capstones should be documented, evaluated, and publicized, their lessons feeding back into effective course revisions and reformulations.

We recommend that the Dean's office invite faculty members and/or departments to submit any "best practices" that encourage the development of a sense of increased capacity, cohort belonging, lifelong affiliation, and career-readiness for their majors. Such practices might include undergraduate conferences; awards and exit ceremonies; co-curricular panels and events; departmental advising; new kinds of assignments; alumni engagement for career development; clubs for majors; and cohort or cross-cohort collaborative learning engagements. These practices can become the basis for School-wide discussion in the future.

26 www.olivetreeinitiative.org
27 http://exchange2point0.org; www.us.iearn.org; www.soliya.net/?q=node/218/; http://gng.org
28 http://globalvoicesonline.org; www.worldpressphoto.org
29 See special issue of *Peer Review*, published by the Association of American Colleges and Universities, on "Capstones and Integrative Learning," (Fall 2013). www.aacu.org/peerreview
30 http://diversityinmedicine.uci.edu is an example of a collaborative student project with pedagogical innovation built in.

GRADUATE LEARNING

We recognize that those recently graduating with Ph.D.s are facing very different employment and career prospects today than even half a decade ago, and certainly than those a generation ago. The University has also expressed an interest in creating revenue generating M.A. programs. Our suggestions regarding graduate programs are emphatically intended as supplementary to existing graduate curricula and in no way seek to undermine disciplinary integrity. We recognise that multiple pathways must be created for students to enter professional life. New forms of work mean that all of us are increasingly occupying hybrid or mixed careers and workplaces over our lifetimes, and this is especially true for new Ph.D.s. Graduate training should better cultivate the diverse skills that we all bring to bear in these evolving work places, and should better reflect the fact that the Ph.D. and M.A. are not simply valuable for the university but also for society at large.

Graduate education is crucial in the research life of the School of Humanities as well. The suggestions we make offer experimental openings through which graduate education may engage with existing and new research agendas at UCI. We urge that newly formed inter-, multi- and transdisciplinary interests and projects should also flow back, via graduate student interests, into departmental discussions and research trajectories. In reconstituting the School of Humanities, graduate education accordingly is crucial in every respect.

We view graduate students not simply as reproducers of disciplinary knowledge and established disciplinary formations but as active shapers of our intellectual and political worlds. We hope to draw their insights into conversation with scholars, activists, and public intellectuals of the day, within and beyond their immediate departmental, school, and national horizons. In time, we envision robust graduate student participation in Humanities Commons projects contributing to disciplinary conversations in the form of insights, methods, and ideas that travel back with them, reshaping their own departmental and disciplinary foci over time.

In addition to regular departmental/program graduate admissions, then, we propose that a small subset of graduate students be admitted in cohorts, shaped over three- to five-year cycles in accord with selected Humanities Commons themes. Students would apply to a specific department, but the student or the department might propose the candidate as a cohort admittee for ongoing collaborative engagement over a selected topic's period. While graduate admissions would otherwise proceed as usual, additional fellowship supplements (for example, in the form of summer funding) could be offered by the Dean's Office through the Humanities Commons, in order to recruit students whose research plans speak directly to the theme for the year in which they seek admission. If successful in its experimental phase, such a program might be expanded over time.

In response to tendencies of disciplinary "siloization," students should be encouraged to learn to communicate their research to audiences outside their disciplines, to other departments and schools, and, indeed, outside of academia, as "global citizens" engaged in public writing and debate at local, national, and international levels. Our hope is that experimental, collaborative forms of exchange will contribute to the making of a sustained intellectual school and culture that works to (a) mitigate the sense of isolation that students often feel during their dissertation years, (b) invigorate the public sphere across the University, by bringing critical Humanities methods into dialogue with other disciplinary modes, and (c) link faculty research to the life of the University by creating contexts for the sustained overlap of mentorship and research conversations.

We likewise recommend integrating faculty research with innovations in graduate education. The Humanities Commons can enhance existing research in the School of Humanities and enable exploratory research agendas that move research into networks beyond the School's boundaries. Energized collaboration through the Humanities Commons will facilitate faculty and graduate research collaborations, as well as filter back into shaping departmental research agendas over time. The research foci of the Humanities Commons, as described earlier in this document, will arise from the interests of the School of Humanities faculty and graduate students. While various interdisciplinary efforts already characterize current research activities across the School, we find that active research faculty often need networking, support, and infrastructural assistance for expanding or deepening their interdisciplinary research and pedagogy. The Humanities Commons should build in openness to graduate-student-led projects and directions.

In order to encourage un- or less conventional forms of research and inquiry, as well as to support "mixed" career tracks (discussed below), we suggest the creation of non-standard forms of credit. As a supplement or in some instances a replacement for the standard dissertation exit requirement, departments should consider, where appropriate, adopting a revised dissertation format for Ph.D.s, such as the "three-paper option" that is common in many philosophy departments. (At MIT and Harvard, the Philosophy Departments accept three professionally publishable papers—often on a common theme—rather than a single long-form dissertation.) Where appropriate, other Humanities departments might find ways of moving away from the book model towards a more mixed model of submissions and practices to meet exit requirements for the degree. And by way of offering "public sphere credit," we recommend that graduate students have options for receiving credit for internships for relevant work that is articulated with a Humanities Commons theme. The Humanities Commons or Office of Graduate Study might also create or coordinate a Certificate in Teaching that recognises specialized preparation and training for teaching in contexts other than R1 universities.

UCI Humanities graduate programs have a solid placement record in the academy. (In one recent cohort, 40% of Ph.D.s found tenure-track appointments within three years.[31] Some national averages are considerably lower.) Nevertheless, the fact that a significant majority of Ph.D.s are either not ultimately finding full-time, stable academic jobs or opting for non-academic careers suggests that departments should pay careful attention to enrollment size. After years of sustained cuts in times of repeated and sustained budgetary crises, we are aware of ongoing discussions concerning sustainability and placement in determining future enrollments. Instead of presuming that we are in a position to read the tea leaves of near and further future job market demand as well as of University budgets, we recommend shifting the terms of the debate away from the question of absolute enrollments and tenure-track placement towards a larger discussion about the place of research scholarship in the global public sphere and how we might support mixed or hybrid careers including non-academic career pathways (of which more below). This may help to mitigate the problem of the rise of adjunct academic labor, which partly reflects ways that the social role of the Humanities Ph.D. have been too narrowly conceived.

TIME TO DEGREE

We agree with the emerging consensus that the conventional time to Ph.D. degree in the Humanities—7 or 8 years—is far too long. We advocate for all Ph.D. programs to move to a 5 or 6-year normative time-to-degree. Of course, such a shift will require a dramatic rethinking in what constitutes an appropriate level of preparation to demonstrate breadth of fields and methods, as well as deep engagement with a final doctoral project.

31 Source: UCI Graduate Division, re: cohort 2008-2010

We also recognize that moving toward a shortened normative time-to-degree requires a recalibration of the temporality of graduate study. One of the factors extending time to degree in the Humanities concerns relative lack of summer funding opportunities. We strongly recommend expanding available summer research funding opportunities for graduate students to further their academic work. Such funding can take the form of stipends to enable preparation for major examinations, field work related to research, or internships that can bridge doctoral work with future employment or career options, supplemented with meaningful summer school teaching and/or paid internships. Such opportunities would both likely shorten time to degree and extend and intensify professional preparation and experience, thus also increasing student job marketability.

EXPERIMENTAL TEACHING AND SUPERVISION

We encourage departments to be less wedded to the conventional (e.g. 10-student) departmental seminar in favor of (or at least supplemented by) more experimental, collaborative, project-oriented arrangements and forms of interaction. Faculty could receive credit hours based on the total number of students supervised in various capacities. Possible modes of instruction might include: (1) team-taught courses, (2) cross-departmental courses, (3) inter-school seminars (perhaps for variable credit, according to meeting hours), (4) reading groups and writing-support groups, (5) experimental classrooms, in which groups of students work on a common theme and project, shaped or facilitated by teams or pairs of faculty, (6) or other thematically or problem driven learning structures and environments.

More generally, we invite departments to reconsider the range of outcomes for a twenty-first century Ph.D. in the Humanities and then consider the kinds of learning experiences that will best lead to those outcomes. If the Ph.D. should never have been only about the instrumental reproduction of the professoriate, but also in good measure about the expression of new ideas that work to transform the underpinnings of society, then it is imperative that curricula and advising be designed at every stage of a program to cultivate these multiply possible social impacts. We invite programs to reconceive core courses, non-conventional modes of pedagogy, qualifying exams, and final doctoral projects to encourage several forms of flourishing.

Although some Humanities departments currently require a Ph.D. defense, many do not. The dissertation is likely to remain a—if not the single—substantial exit requirement for Ph.D. programs in the Humanities. We strongly recommend that, where relevant, all departments/programs institute a public or semi-public dissertation defense, in the presence of the full committee and any interested faculty, graduate students, or members of the larger community. The defense publicly honors the student's work, providing an acknowledged culmination to the dissertation and degree experience. Beyond the sharing and discussion of the defending student's research, faculty have the opportunity to ask for revisions and to provide comments and guidance for the student's future research and career development. While systems and deadlines for timely submission, comments, presentation, defense, revision, approval, and submission should ideally be worked out by departments and programs, we suggest that some such "exit requirement" be standardized school wide. Where other exit requirements than a dissertation are implemented, we suggest putting in place comparable public or semi-public exit experiences.

MIXED OR HYBRID CAREER OPTIONS

We stress continuing to focus on improving quality of training for professional placement, as well as placement in research positions. These remain one of our gold standards in the Humanities, and we uphold the value of conventional (and indeed unfashionable) research. At the same time we urge departments and programs to fashion creative resources for students who may pursue mixed or hybrid careers, much as is now common in STEM fields as well as in the social sciences, for instance, in government service. (In the graduate student survey conducted during the School Academic Program Review, only 50% rated the School as "good" or better in "providing assistance with finding employment after degree completion.")

As a matter of ethos, we can uphold the highest standards of academic training without presuming that conventional University research and teaching are the only or the most important ways of using graduate degree training. Instead of (perhaps implicitly or sub-consciously) affirming the exclusive importance of traditional Humanities research and teaching, we can encourage and support mixed and hybrid career options. While comprehensive datasets and clearly-defined job markets are still elusive in hybrid domains, we suggest a new set of discussions about how we might not only alleviate the problem of hyper-exploitation of under-paid Ph.D.s in the growing adjunct market, but also move beyond a hierarchical set of academic employment options and create an overlapping and equivalently-valued playing field of many possible forms of engagement.

We can, for example, support careers in foundations, museums, research libraries, NGOs and non-profits, think tanks, government, public writing, journalism, unions, corporations, consulting, school teaching and administration, and so pursue a richer and more varied view of the social value of the Ph.D. Working towards a Ph.D. hones students' intellectual rigor, improves their ability to be effectively open to new ideas, and habituates them to learning from and sharing knowledge with peers. Applying research to cultural, social and political issues, and re-orienting scholars' focus toward broader social worlds can deepen their understanding of their fields without diluting the rigor of their scholarship. Students also learn a range of less-often-lauded skills: self-direction, lucid communication, a facility with translating specialized ideas into everyday language, translating across different national and cultural contexts with sensitivity, insight, and respect, communicating with multiple audiences, and the ability to forge creative approaches to public issues and problems. Although these skills give Humanities Ph.D.s opportunities to thrive (not just survive) in the global domain, students hoping to pursue them find the road difficult. We recommend that the Humanities Commons open up ways of making this option more viable for students to explore, investigate, and dip their toes into, while affirming that mixed or hybrid paths are of equal value to conventional forms of academic employment. We might view many different "tracks" as overlapping spheres with many common aspects that profit from humanistic training.

Upon entry to the programs, a cohort of students might be admitted for training with mixed careers in view, given some appropriate focus of study (e.g., Public Humanities). Fellowships might be specified to this end, perhaps for study in conjunction with current Humanities Commons research themes. Upon leaving the programs, funding and infrastructural support might be provided for one- to three-year positions for graduate students close to or after receiving their Ph.D.s. This can serve as a stop-gap during their job searches, as a springboard to alternative administrative careers, or as extended training in the various kinds of skills required of future R1 tenure-track faculty. For example, students in such hybrid positions might work with the Campus Writing Center Director in outreach to com-

munity colleges, in developing K-12 extension programs, or in shaping cross-school curricula. They might work to develop, expand, and manage networks of potential employers or subscribers to research services that a cohort of Humanities graduates might develop under faculty guidance and supervision. In addition to providing graduate students with valuable professionalization experience, this layer of funding will assist faculty, staff, and administrators in designing and coordinating experimental initiatives across schools and departments.

We recommend the creation of post-doctoral funding to facilitate a culture of research activity that brings new scholars into dialogue with research themes at the Humanities Commons. Post-docs will be competitively awarded, and bring to campus scholars who assist in teaching, training, mentoring, and seeding research activity across departments and schools. We also imagine that a cohort of hybrid scholars might pursue an extended set of courses around managing cultural organizations. Just as Museum Studies has courses on curation and museum management, so something like Humanities Studies might develop a set of courses around cultural and research institutions that include policy setting, program management, grant writing, and the like for such organizations.

GENERAL CONSIDERATIONS

WORKLOAD AND ASSESSMENT

Many of the suggestions outlined in this document will require faculty to reconsider how they teach (designing new kinds of assignments and learning environments and calibrating syllabi to identified capacities) or how they conduct research (by seeking out more dialogue and exchange as well as concrete collaboration with colleagues in and outside the School). Rigid interpretations of the personnel process can hinder such experimentation, and we urge the Dean's Office to work with departments to think creatively and proactively about how work in the Humanities is evaluated. Entrenched ways of assessing scholarly accomplishment, especially in monograph-dominated fields such as English and History, can be broadened to include a greater appreciation for public scholarship, Digital Humanities, translational scholarship, and collaborative research.

Faculty investing substantial time in rethinking their teaching practices, especially in modes that can have impact across the School, should be recognized for this labor in the personnel process. Team teaching, one of the most proven forms of collaborative research in the Humanities, should be encouraged and rewarded, by, for example, lifting or substantially lowering the current team-teaching enrollment minimums. There is also a substantial service dimension associated with activities such as Humanities fairs, internship supervision, and work with K-12 schools and community colleges. We need as a School to develop both an administrative infrastructure and a rewards system that will make this work viable and indeed attractive to faculty and staff. And to the extent that implementing these systemic changes to the School demands creativity in both conception and execution, we would encourage the evaluation of participation in these endeavors as intellectual exercises, as much research activity as they may be service to the School and University. We encourage the Dean's office to collaborate with departments to develop a set of guidelines under which the three pillars of the work of our colleagues—teaching, research, service—might be more broadly and capaciously construed.

Staff and lecturers will play a major role in any new initiatives. It is crucial that their workloads and job classifications as well as their own professional development be acknowledged and accounted for as new projects emerge. It is clear that additional funds and additional staff would be needed to implement many of the ideas proposed. A strategy to develop additional funding streams was not in the scope of the charge; however, we support the School's expanded emphasis on fundraising and grant development, including engagement of recent Ph.D.s in new forms of work.

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The UCI School of Humanities is committed to creating and sustaining a vibrant intellectual, cultural, and creative environment in order to promote enticing and exciting critical knowledge formation and acquisition across the Humanities and between the Humanities and other knowledge domains. Central to this role for the Humanities is the forging of a vibrant institutional space for intellectual engagement, co-making, and exchange among faculty and students across the Humanities, with other knowledge formations, and with publics.