

**Long-Range Plan of the Division of Humanities
Executive Summary**

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Long-Range Plan of the Division of Humanities

Executive Summary

The State of the Humanities

For a generation it has been commonplace within American higher education to say the humanities are in a state of crisis. The facts are well known: in the forties and fifties, prudent university administrators applied a funding and enrollment formula based on a 4:1 ratio between the Humanities and the Sciences. Until the early sixties, the Humanities represented 40 percent of enrollments at most research universities.

The massive intervention of the Federal Government in science funding after the launch of Sputnik began to erode this ratio, even though, initially at least, some efforts were made to preserve it. At the same time, as American society experienced the Cultural Revolution known as the Sixties, humanists and humanistically inclined social scientists found themselves thrust into the controversies of the epoch. University administrators, fearful of the reactions of their overseers on boards of trustees and in legislatures, froze the budgets of Humanities departments at a time when universities were rapidly growing.

Controversies did not abate throughout the seventies and eighties: ethnic studies; women's studies; multiculturalism; the so-called 'culture wars'; the nature of the canon; theory; cultural studies, all provoked much heat and even more smoke. By the time that both began to settle in the mid-nineties, the Humanities had shrunk, on most campuses, to 20 percent of enrollments, and an even lower share of funding. It should be noted that of this 20 percent, less than half corresponded to what was meant by the 'Humanities' in the forties and fifties. The other half was devoted to rhetoric and composition and to the new fields of study born out of the turbulence of the past twenty-five years.

Humanists may be forgiven for seeing the experience of their professional life in rather bleak terms. From being the major fraction of the campus they have shrunk to an almost marginal status, where they continue to be divided between the traditionalists and the modernizers, each group amounting to about 10 percent of a campus. They have seen brilliant graduate students fail to obtain permanent jobs and leave the profession altogether, and, increasingly, promising undergraduates forego it altogether. There is a genuine fear that the quality of future hiring pools is diminishing.

It is not the purpose of this document to rehearse this well-known history, nor to apportion blame. External and internal factors have both played significant roles. The turn toward professionalization, most evident in feminist and literary studies, has meant that humanists have been addressing each other in frequently opaque jargon rather than speaking to the rest of society. This in turn has meant that society has less and less understanding of what the Humanities are all about, and even more importantly, turns to other sources for what it used to receive from humanists.

This brief and almost caricatural historical sketch is especially apposite to a consideration of the Humanities at UCSC, whose brief history coincides, and espouses, this period of turmoil. There is no question that the remarkable early reputation of this nascent campus was due almost entirely to the Humanists who worked here. Many who enjoy international reputation

today got their start here (and it may be high time to wonder why they left). The Humanists on this campus were in the forefront of many of the debates, and some have paid a heavy price. 'Internal Exile' is a phrase often used to describe the attitude of battle-wearied German scholars of the Nazi era. It is not misused in describing the withdrawal from active community life that a significant number of Humanists on this campus have effected in the past fifteen years.

Subjectively, such a reaction may be perfectly understandable, but when it is correlated with the objective devastation of the division effected by VERIP, the results are staggering: loss of senior leadership; unduly heavy responsibilities placed on younger ranks of faculty, especially Associate Professors, at considerable personal career cost; loss of mentoring; under-representation in university councils; non-participation in professional societies, and so on. The contrario example of Linguistics is very telling in this respect: protected from the cuts by divisional leadership; active in university councils and governance; intellectually focused, this department has risen to an enviable position of visibility in its field. Resources do make a difference, and so does leadership.

The Future of the Humanities

The recent past may have been bleak, but there is no reason to believe that the future needs to be so as well. Societal demand for what the Humanities can provide is not diminishing. If anything it is dramatically increasing. It is not turning to academic humanities for answers because academic humanists are not addressing these demands by and large. A case in point: the cry for ethics is deafening, from business schools to medical centers. We need ethics for cloning, for health triage, for addressing the digital divide, for care for the elderly, for immigration policy, for reproduction rights, for self-determination in matters of gender and sexual orientation, for environmental stewardship, for access to social services, including higher education, and so on. But this cry for ethics must not be narrowly construed: what are demanded are not lofty and abstract discussions by practitioners of the philosophical sub-discipline known as 'Ethics'. Rather what is being called for is a critical examination of our current practices in all of these areas with a view to their improvement in the light of what has always been the paramount Humanist goal: a fuller, richer, and more differentiated life for all human beings. The call for 'ethics' is addressed to all Humanists, and not just to ethicists.

The transformations of lived experience brought on by the globalization of our economic, political, and cultural relations; by the shift from a text-based culture to a digital one; by the increasing ability to determine our bodily being; by the erasure of the boundaries between work, entertainment, leisure, and learning, between the private and the public spheres, and, at the same time, the reappearance of forms of authoritarianism, insecurity, exclusion, and violence, that we thought were relegated to the past, all contribute to what is being called: a crisis of meaning—a situation in which inherited values are felt to be inadequate to the tasks at hand, or may even have already been jettisoned as relics of the past. Such a situation calls for the Humanities, and when they fail to answer, some may turn to the blandishments of self-proclaimed religious solaces, to the escapism of drugs, or the predatory behavior of neo-Darwinism.

The need for the Humanities is as great as it has ever been, but we must concede that most Humanists do not presently address this societal demand.

Goals of the Ten Year Plan

It is the goal of the Division of the Humanities to arrest the decline of the Humanities on this campus, and to refocus the work of the division on the task of the Humanities in this new century. The Humanities cannot simply present themselves as defenders of a centuries old tradition; nor can they simply build on the innovations of the recent past. Both are important, to be sure, but they must be subsumed to the question of what are the tasks of the Humanities to be.

No dogmatic answer can be provided to this question. Rather, it is the question itself that must guide us. It is for this reason that the Institute for Humanities Research must play a leading role in the division in the years to come. Its task is to provide a forum where this central question can be addressed both with respect to societal demand and to the structures and practices of current Humanities disciplines and fields of endeavor. The Institute must rebuild the confidence and effectiveness of the faculty and help it recognize the role it must play in our immediate social environment as well as our broader intellectual milieu. Faculty development is thus its foremost task, both at the individual level and at the level of the structures within the division.

The current organization of the division must not be taken for granted. Departmental boundaries may well need to be redrawn, including across divisions. Some may have to be folded within larger and newer entities. A period of gestation may have to be provided for some initiatives by making appointments within the division at large so as not to preclude their final organizational disposition.

The division needs to rebuild a cadre of leaders who will play the role of mentors within it and represent the division within the councils, assemblies, and committees of the university. Some of these will have to be hired from the outside.

The staff of the division has paid a very heavy price during the period of retrenchments of the nineties. Humanities departments are understaffed, and staff are working under deplorable conditions. It is a major goal of this plan to redress this condition by increasing the number of staff, improving working conditions, adjusting remuneration, facilitating upward mobility, and integrating staff within the intellectual community of the campus.

The fundamental operative goal of the plan is that the Division of the Humanities ought to account for 24 percent of enrollments on campus in 2010-11. Although some divisions are presently growing at a more rapid rate than the Humanities, this is not an unrealistic goal provided the measures set out below are implemented. It may indeed be said that this goal is important not only to the division but also to the campus at large: it represents an important threshold for the intellectual life of a campus.

It is a further goal of the plan to more than double the current number of graduate students. This will require a concerted and sustained effort on the part of the campus, the division, and the faculty to ensure that funds are secured to attract and enroll outstanding graduate students and to sustain them through to graduation and placement.

All of these goals are fully consonant with the expressed goal of the campus-wide Ten Year Plan, which is to qualify UCSC for membership in the American Association of Universities (AAU). The division fully endorses this goal and is guided by it in this Plan.

Methodology

The division has conceived of the ten-year plan as an enrollment management strategy designed to support the campus goal of increasing the enrollment of graduate and undergraduate students. The strategy focuses on two variables: the student/faculty ratio and graduate enrollment.

Currently the division has a student/faculty ratio well below the campus average. This is due in some measure to the specificity of instruction in the division, notably in Writing and in Languages, but also to the nature of upper division seminars central to the Humanities. There is no desire to tamper with these seminars, and we fully recognize that the acquisition of writing skills and of foreign languages require small classes. Indeed ours are quite large by national standards. But we recognize that the specificity of these forms of instruction must be offset by large enrollment courses. Departments have been instructed to find the proper balance between the two and to plan their curricula accordingly. This significant increase in productivity will produce the latitude for supporting more graduate students.

At present the division finds it difficult to meet its goals in graduate student enrollment. A number of factors explain this situation, chief among them is the high cost of living in Santa Cruz and the low level of support available for graduate students. The division's plan boldly seeks to more than double current graduate enrollment. Support of graduate students, above and beyond that provided to the division by the campus and Graduate Division, will be provided initially by temporarily holding open some faculty provisions generated by growth or separation. The funds will be used to create both TA'ships and GSR'ships. The temporary funding will eventually be replaced by funds generated from two sources: extramural research and fundraising. Departments currently offering graduate programs were asked to indicate how they could accommodate a 100 percent increase in graduate students over ten years. Departments that do not presently have graduate programs (American Studies, Women's Studies) were asked to develop plans for their creation.

Departments were further asked to estimate the number of separations that may occur during the course of the plan. A metric was then created that took into account the gains in productivity obtained through the increased student/faculty ratio and the projected graduate enrollments, yielding the total workload enrollment the division can take on in each year of the Ten Year Plan. The derived workload enrollment was then used to calculate the number of faculty positions that would be generated by the new enrollments assuming the marginal allocation ratio remains 18.7:1.

A limited number of the faculty provisions generated by the projected growth were set aside to support departmental growth and development with the balance being retained centrally by the division. The centrally held provisions are needed to provide faculty for new programs as well as provide funds to temporarily support graduate students or meet other critical divisional needs, including staffing.

New Programs

The division is proposing that eight new programs be initiated over the next ten years. The division anticipates the need temporarily to hold open some growth-generated faculty provisions initially to hire staff, provide temporary support for graduate students entering these new programs, and cover program overhead expenses. -When growth funds generated by the new programs become available to the division the funds will be released back to the open provisions. The new programs under consideration are as follows:

1. Science, Medicine, and Technology Studies An inter-divisional program housed in the Humanities Division that brings an interdisciplinary perspective to the study of science, medicine and technology. The program is conceived of as consisting of an undergraduate major and minor together with a significant doctoral program. It will have a small core faculty, funded by the division, and a large collaborating faculty from all of the divisions. The division is reserving 5 faculty provisions for this program, one of which is to be temporarily held open for staffing and one temporarily held open for graduate student support. It is expected that undergraduate enrollments will grow to 40 majors at the end of the decade, and that the doctoral program will admit 8 students annually, for a total number of 40 graduate enrollees.
2. Master in Public Humanities. A two-year program leading to careers within the public or private sectors in the management and promotion of cultural events, their interpretation and celebration. Students will receive a thorough grounding in advanced analytical skills in the Humanities so as to be able to interpret cultural trends and organize events around them, as well as management skills in areas of budgeting and staff supervision. This unique program will enroll 30 students per year for a total of 60. It will be housed in Stevenson College and the enrollees will be called Stevenson Fellows. Significant private support is expected for this program. The division will temporarily set aside two faculty provisions for this initiative to fund the position of director, provide staffing, and meet the program's overhead expenses.
3. Major and M.A. in Liberal Arts. The revitalization of the Humanities requires the creation of a broad new Liberal Arts major. Such a major must prepare the graduate for a full and rich intellectual and professional life and for responsible local, national, and global citizenship. The proposed major will include exposure to world cultures, to science and technology, to critical legal studies, to the analysis and interpretation of historical and artistic artifacts, and it will train students in the full range of contemporary communicative skills. Although the major will be primarily divisional, it will include significant course work in other divisions. Two faculty provisions will be temporarily held open to cover the administrative and overhead costs of the program. It should have 100 majors by the end of the decade.

A Master of Advanced Studies in Liberal Arts will also be included for those individuals who wish to round out their education. A one-year program for holders of a UCSC B.A., it will require two years for other students. It is expected to enroll a total of 50 students. Two faculty provisions will temporarily be held open to cover the administrative and overhead costs of the program.

4. Doctoral Program in Global Studies. This program is being developed as a consortium effort of several universities around the world (Oxford, the Chinese

- University of Hong Kong, the University of Cape Town, the University of Avignon, the PUC University of Rio de Janeiro, the University of St Petersburg, and M.I.T.) to create an innovative interdisciplinary doctoral program that focuses on introducing students to the variety of research cultures around the world. It is premature to anticipate the size of this program at this time.
5. Human Health Major. In collaboration with the Divisions of Natural Sciences and Social Sciences, the Humanities Division is planning to introduce a major in Human Health. Each of the divisions will have its own major but they will share some courses as part of a common core. The Humanities will focus on historical and ethical issues and have a special concern with issues of women's health. One faculty provision will be held temporarily open to cover the administrative and overhead costs of the program.
 6. Center for Mind and Language. The division endorses the efforts of faculty in Linguistics and Philosophy to create such a Center, to be housed within the IHR. One FTE will be reserved for the support of the Center.
 7. Religious Studies. The division takes note of the desire of several faculty across the campus to consider the creation of a program for the study of religion. It is too early to assess this proposal. The division does welcome this expression of interest and will encourage a full consideration of the expressed desire. The division reiterates its strong support for the existing Jewish Studies Program and is prepared to inject at least one FTE in its support
 8. South Asian Studies Center. The next ten years should see the transformation of the current South Asian Studies Initiative into a full-fledged interdivisional center. The Divisions of the Arts, Humanities, and Social Sciences, have pledged 1 FTE each to the creation of such a center. The Division of the Humanities is prepared to add another FTE to it.

Silicon Valley Center

The Division of Humanities supports the development of the Silicon Valley Center (SVC) and is prepared to be active in it. In the absence of a campus-wide set of objectives for the Center, the division can only record its readiness to explore the venue as a site for instruction and research. At present, the division can envision instruction in Languages, in ethics, and in language and technology on the site. It is also expected that the proposed department of Science, Medicine, and Technology Studies would want to have a significant presence there, especially for research on the technologies created in Silicon Valley. This interest may include the creation of an archive where firms will be encouraged to deposit their own historical documents and artifacts. Among divisional programs under consideration are the following:

- Linguistics for Industry: The Department of Linguistics is considering an initiative to offer a series of four courses designed to provide a foundation in Linguistics for professionals in high-tech industries dealing with language. The courses would provide introductions, geared to the interests of the high-tech professional (whether manager, programmer, designers, etc) in phonetics and phonology, syntax, semantics and pragmatics.

- Faculty in the division are exploring the possibility of developing a program that would grant an M.A. in Modernism, Culture and Technology (MCT). The program would help cultivate higher levels of aesthetic and ethical reflection in a wide range of “knowledge workers” in today’s most forward looking economic sectors, from designers to team leaders to entrepreneurs concerned with innovative products and new thinking about work.
- The Writing Program is considering a program that would grant a graduate certificate or M.A. in the teaching of writing as well as an MAS program for professional journalists.

Summer Term

The division currently offers 25-30 courses during summer session serving 550 to 600 students (60 to 65 student FTE). The division believes that as early as 2002-03 it could generate an additional 100 student FTE during summer session.

- Writing Program. The Writing Program has expressed a keen interest in providing Writing 1 as well as Subject A instruction during the summer quarter (subject to discussions with the AFT). It might also be possible to receive state support for Subject A instruction if it could be integrated within specially designated Writing 1 sections. This is similar to what is now done with subject A in the college core course. In this way the state would continue to fund Subject A instruction while reducing, but not completely removing, this burden from the college Core course. This proposed instruction might be delivered in one or more innovative ways. For example, this instruction might be delivered in Silicon Valley as part of an outreach effort or as an in-residence instructional program on campus similar to the summer language institute offered in the past at UCSC. There could be many positive effects from combining Writing 1 and Subject A instruction and offering it during the summer. First, this would positively affect the availability of classrooms during winter and spring quarters. Second, students would receive writing instruction prior to entering in fall quarter. There would be no net gain in student FTE generated by the division since students enrolling in Writing 1 during the summer would not be enrolled in Writing 1 during the academic year. This initiative would not affect the number of students enrolled in college Core courses since this would still be required. The campus GE requirements would not need to be significantly altered to accommodate this initiative. The Writing Program will be asked to develop a proposal to deliver a summer curriculum.
- Language Program. In the past the campus offered a residential-based intensive program in language instruction. It may be possible to revive this program and scale-up for instruction by as early as the summer 2002-03. The program might serve approximately 45 student FTE. Instruction might consist of a five week residential-based program that would provide each student with 15 units of course credit. This would basically replace the first year of language instruction (1-3). Because the program potentially might appeal to non-UCSC students the student FTE generated could represent an overall increase in campus instructional workload. Even without non-UCSC students this program could generate additional instructional workload as students who might not otherwise enroll in language courses might find the summer residential option attractive.

- Literature and American Studies. Literature and American Studies have expressed an interest and willingness to offer one or more moderate sized lecture courses during the summer. If each of these two departments offered a course for 100 students this would add 22 student FTE.
- Other Departments. The division's other departments have also expressed an interest in the expansion of their curriculum into the summer. Summer session offers several challenges and opportunities not the least of which is summer support for graduate students.
- Contributions from New Programs. It is certain that several, if not all, of the new programs will offer part of their curriculum during the summer quarter. It may well be 2-3 years before these programs make a recognizable contribution. The proposed Masters of Advanced Studies certainly has the potential to make a significant contribution to both the summer term and the SVC.

Facilities

The division's programs, its faculty, graduate students and staff are dispersed across almost every college with the highest concentrations residing in Cowell, Kresge, Oakes, Stevenson, Merrill, and Crown. As a result, the division has no physical center and lacks a clearly identifiable presence on campus. The division's two goals in this area, to aggregate faculty into their departments and to consolidate divisional programs on the eastside of campus, will be greatly advanced by the construction of Academic Building I.

The growth envisaged in this plan will require significant additional instructional and research space—11,000 asf by 2005-06 and an additional 11,000 asf by 2010-11. The actual need for space could be even greater for several reasons. First, the division plans to be larger than the size used to calculate these estimates (23% versus 21%). Second, the division plan assumes a significant expansion of extramurally funded research and other scholarly activities that will require space (special collections, home for professional journals, institutes and the like). Included in this category are offices for faculty, staff, and graduate students as well as space to house new programs and to support research in the humanities. Third, the division will also require specialized I&R facilities for such things as an instructional lab for language instruction; a video/film screening room; a phonetics lab; and an instructional development lab for faculty. Finally, the proposed increase in graduate students will affect the calculation of CPEC standards.

Given the division's dominant instructional pedagogy together with the necessity of offering more large classes, there is an urgent need for more classrooms seating 30 or fewer students as well a need for several larger classrooms to accommodate classes of 150 or more students. There is also a need, both for the campus and the division, to have an auditorium or large lecture hall that can accommodate upwards of 600. Such an auditorium is desperately needed to support academic and professional conferences.

The construction of Academic Building I is an essential element of the plan to arrest the decline of the Humanities at UCSC and to refocus the work of the division on the task of the Humanities in this new century. The building will provide the division with a center for its activities as well as a visible presence on campus both of which it presently lacks. The building will house the IHR and several other research initiatives.

The Division of Humanities is not the only academic division that will benefit from the construction of this building. The building will provide 25,000 asf of desperately needed space for the Division of Social Sciences as humanities will release to Social Sciences nearly 20,000 asf in Oakes, Merrill, and Crown. The remaining 5,000 asf for Social Sciences will be located in the new building. Under the existing plan, the Division of the Arts too will receive additional space in Porter as Humanities releases space there. Finally, the reassignment of space in the colleges made possible by the new building will foster a more coherent alignment of the colleges with the academic divisions.

A major concern to the Humanities is the state of the library and its limited collection. Put simply, the library is currently inadequate to support world class research and study in the humanities. The situation will only become worse as the campus grows. Attracting faculty and graduate students in the Humanities is difficult under these circumstances and may become impossible in the very near future: it is equivalent to telling a scientist that there are only undergraduate laboratories, or an artist that there are no studios.

Given the current state of the library, it will become increasingly difficult to undertake the quality of humanistic research necessary for the division to contribute to the attainment of AAU status for the campus. Several of the indices used by the AAU correlate to the size and quality of the library. A significant investment in the library must come soon if we hope to hire faculty of the quality and stature necessary to ensure UCSC's future as a world class research institution. The expansion of the library and of its collection must be a foremost goal of the campus.

Continuing the Planning Process

The division plans to respond to the departmental plans in April 2001. Departments will be asked to refine their plans and to submit revisions to the division in late June. The division will analyze these revisions and then hold a retreat in September with the Council of Chairs in order to finalize its own plan. It will expect to consult and discuss the plan with appropriate campus-wide committees and administrators.

Summary of Departmental Plans

Following is a brief synopsis of the plans submitted by the various division's departments and the Institute for Humanities Research.

American Studies

The American Studies program at UCSC is committed to a self-critical and historically grounded examination of the United States and its diverse people, viewed within both a domestic and transnational context.

- Over the next decade American Studies is proposing to organize its academic program around four themes: 1) political economy, 2) comparative race, ethnicity and Diaspora studies, 3) cultural representation and practice, and 4) power and agency.
- The department plans to increase its enrollment of undergraduate student FTE by 65 percent by 2010-11. It plans to do this by offering more large classes and reducing the number of independent studies. The student/faculty ratio will rise from the current 21:1 to 24:1 by 2010-11.

- The department is planning to develop a Ph.D. program in comparative American Studies organized around two research clusters: 1) representation and social production and 2) social power and human agency. The department is planning to enroll its first graduate students by as early as 2002-03. The goal is to enroll a graduate population of approximately 23 students.
- In order to support the above proposals the department is proposing to increase its faculty from 9 to 14 by 2010-11. The additional faculty plus projected retirements and separations will generate a need to initiate nine new recruitments during this period.

History

Throughout most of the 1990s the department struggled to maintain the quality of its undergraduate program and mount a new graduate program, in a context of stagnant or declining resources. They have made important progress as a center for the study and teaching of history and currently offer three undergraduate majors; History, Classical Studies and German Studies.

- History is proposing to build upon its existing strength in three areas: 1) gender history, 2) European history, and 3) history of race and colonialism. The plan calls for improving its standing in four areas: 1) pre-modern histories, 2) world and environmental history, 3) history of science and technology, and 4) regional history (U.S., Africa, Asia, and Latin America).
- The department is proposing to increase the number of undergraduate FTE it serves by 80 percent by 2010-11 while increasing the student-faculty ratio from approximately 16:1 to 22:1 by the end of the planning period. The program proposes to capture additional undergraduate enrollments by creating a new series of lower division history courses oriented toward non-majors. The department will require all history majors to take one of several two-quarter lower division sequence courses.
- History is proposing to expand its graduate program by more than 200 percent. It proposes to accomplish this by introducing an MA degree and by tripling the number of Ph.D. students. By 2010-11 History is proposing to enroll 107 graduate students.
- The department is proposing to increase its ladder faculty from 21 to 29 by 2010-11. The additional faculty plus projected retirements and separations will generate a need to initiate seventeen new recruitments during this period.

History of Consciousness

Planning within History of Consciousness (HOC) has been driven by several key faculty resource needs: the departure of almost the entire faculty within a comparatively short span of time; the desire to add faculty positions to the department; and the desirability of hiring faculty in clusters.

- The department has proposed three broad thematic areas for research and instruction: 1) science, society, and technology; 2) social movements, and 3) semiotic and psychoanalytic theories and rhetorical analysis of image.
- HOC is planning to more than triple the undergraduate FTE it serves by 2010-11. Given the high demand among undergraduate students for HOC courses the departmental plan does not anticipate any difficulty achieving this level of increase.

The proposed rise in undergraduate students served will increase the department's student-faculty ratio from the current 12:1 to 22:1 by 2010-11.

- HOC plans to increase its graduate student population by approximately 65 percent by 2010-11 while stabilizing the ratio of graduate students to faculty at 8:1.
- The department is proposing to increase its ladder faculty from 8 to 11 by 2010-11. The additional faculty plus projected retirements and separations will generate a need to initiate ten new recruitments during this period.

Languages

The Language Program currently offers instruction in Chinese, French, German, Hebrew, Japanese, Portuguese, Russian, Spanish and Italian. The program successfully attracts students interested in language to further their academic goals, and students who take language courses for cultural or communicative purposes.

- The program is projecting three types of growth over the next ten years: 1) the expansion of existing language instruction to accommodate new enrollments associated with campus growth; 2) the addition of instruction in languages not currently offered; and 3) the creation of a limited number of new courses both in specialized professional areas and courses in translation.
- As a result of this, the Language program anticipates increasing its undergraduate enrollment by 50 percent by 2010-11 while increasing its student-faculty ratio from 18:1 to 22:1.
- The Language program plays a vital role in providing opportunities for graduate students to gain valuable experience with language instruction. With the projected growth in graduate students the Language program will continue to play a central role in supporting campus and divisional growth.
- In order to accommodate the projected growth in student enrollment the Language program anticipates the need to add 35 to 45 additional sections of language instruction. This will result in the need to hire additional instructional staff and provide opportunities for additional graduate support.
- The Language Program continues to face significant challenges. While some departments and individual faculty place great importance on the role of second language acquisition in the ideal undergraduate education, this is not evenly reflected in curricular requirements for campus majors. The 1997 Language Program Closure Report acknowledges that the establishment of new majors and ties to existing majors would help to end the isolation of the Language program, a long-standing issue on campus. Planning within the division and within the Language program is predicated upon establishing markers to determine how the program should grow and establishing measures to gauge success in the context of campus growth and campus priorities. This approach is key to resolving the central problem that has plagued the Language program for many years: the lack of an articulated campus-wide vision for the role language instruction should play in the curriculum and the resulting less than optimal connection between the program and the campus.

Linguistics

The Linguistics department is a relatively small department with a focus in theoretical linguistics. In 1995 the department was recognized by the National Research Council as

one of the top ten linguistics graduate programs in the U.S. in scholarly quality and in effectiveness of training Ph.D. candidates. The division is committed to maintaining the high profile and quality of both the graduate and undergraduate programs.

- The department does not plan to grow to a much larger size. Linguistics has an articulated curriculum with multi-quarter course sequences of phonology, semantics, and syntax at both the undergraduate and graduate level. The department supports two undergraduate programs (Linguistics and Language Studies).
- The department proposes to increase its undergraduate enrollment by 35 percent while increasing its student/faculty ratio from 12:1 to 22:1 by 2010-11. It is in the area of general education service that the department sees the potential for realizing a significant increase in undergraduate enrollment.
- The Linguistics department supports two graduate programs (the M.A. program and the Ph.D. program in theoretical Linguistics). The graduate program consists of 2 M.A. students and 23 Ph.D. students. The department's goal is to increase its graduate population by 50 percent by the end of the planning period. The increase will mainly come from M.A. students so that the overall M.A. population will be about 10. The Ph.D. program will expand to approximately 30 students.
- The departmental plan calls for adding two additional ladder positions increasing from the present level of ten to twelve by 2008-09. The department has not recruited a new ladder position for almost a decade resulting in a majority of senior faculty. This raises several problems: 1) the potential loss of research momentum; 2) the growing age difference between faculty and graduate students; and 3) most of the existing faculty will need to be replaced in rapid succession possibly adversely affecting the coherence and quality of the graduate and undergraduate programs. The department is proposing a proactive strategy to recruit in anticipation of future retirements and branching out in new directions. Possible areas for recruitment include; 1) semantics/pragmatics, 2) phonetics, 3) psycholinguistics, and 4) computational linguistics.

Literature

The Literature department offers a broad curriculum in English, in classical and modern languages, and in a wide variety of interdisciplinary topics. Rather than dividing along national literary and cultural traditions, the department offers a unique forum for research and teaching across linguistic, disciplinary, and geopolitical lines.

- The department has particularly strong faculty clusters in Anglophone, Europeanist, Hispanic, Francophone, Literature of the Americas, and Asia-Pacific. Areas of interdisciplinary distinction include postcolonial and ethnic literatures, feminist and queer theory, Pre- and Early Modern Studies, Cultural Studies, Victorian Studies, Modernist Studies, and Jewish Studies. The department received a working proposal to establish a Creative Writing concentration within the existing Masters degree program in Literature.
- Planning within the department seeks to balance growth of undergraduate enrollment with a sustained commitment to quality. Undergraduate enrollment is projected to double by 2010-11 with the student/faculty ratio increasing from its current level of 13:1 to 22:1 by as early as 2007-08. Since the mid-1990s the department has successfully streamlined its undergraduate curriculum. Further curricular reorganization is anticipated during the planning period. Five areas of

potential growth in undergraduate enrollment have been identified. These include: 1) new offerings to fulfill the General Education requirements; 2) the expansion of lower-division offerings, especially through structural changes involving the elimination of TA sections for some courses; 3) increased TA sections for existing courses; 4) the expansion of oversubscribed lower-division creative writing sections through the institution of the Creative Writing concentration in the Literature M.A.; and 5) special targeting of high enrollment areas such as Shakespeare, film, and contemporary literature for course development.

- At the graduate level the department is planning significantly to increase enrollment by 75 percent. This will help recruit and retain the best faculty as well as help to meet the rising enrollment of undergraduate students. The department is also taking steps to improve time to degree. The growth of the graduate program will be supported by the following initiatives. First, improving the financial and academic support of graduate students together with improving the mentorship of graduate students. Second, developing the recently instituted M.A. program into an integral part of the department's graduate program. Third, proposing a new Creative Writing concentration within the Literature M.A. which has the potential of attracting 8-12 additional graduate students per year. Fourth, recruiting Ph.D. applicants more intensively. Fifth, pursuing outside grants and other funding possibilities more aggressively. Sixth, targeting graduate professional development and placement as priorities.
- In support of these initiatives the department plans to increase its ladder faculty from 37 to 44 by the end of the planning period. The additional faculty plus projected retirements and separations will generate a need to initiate twenty-one new recruitments during this period.

Philosophy

After the budget crisis reduced faculty by over 40 percent, the department is well along in the rebuilding process, including the hiring of women and minority faculty who will continue to draw increased numbers of women and minority students into their classes. The principal aim of the department continues to be rebuilding itself to its former size of 12 faculty FTE and to build a graduate program.

- The research focus the department has chosen for itself is called "Mind and Meaning." Research under this rubric involves the investigation of fundamental questions about both consciousness and agency. It includes two basic yet interconnected areas: 1) the philosophy of mind and 2) moral philosophy.
- Philosophy is planning to increase its undergraduate enrollment by 70 percent while increasing its student/faculty ratio from 18:1 to 22:1 by the end of the planning period.
- The graduate program, which will enroll its first students this coming fall, will grow to 15 by 2003-04 and remain at this size through the end of the planning period. An important feature of the department's graduate program was its intention to have strength in both analytic and continental philosophy.
- The department is proposing to increase its ladder faculty from the current 11 provision to 13 by 2010-11. The additional faculty, plus projected retirements and separations, will generate a need to initiate five new recruitments during this period. Among the areas of concentration for new hires are: 1) Continental Philosophy, 2) Philosophy and History of Science, 3) Philosophy of Language, 4)

Philosophy of Biology and/or Bioethics, 5) Moral Epistemology, and 6) History of Philosophy.

Women's Studies

The department is recognized as one of the premier Women's Studies departments in the United States.

- The department's faculty includes three historians, two of whom specialize in comparative international studies of women, gender, race, and sexuality. Two new appointments were made in 1999-2000. One specializes in Victorian literature and culture, postcolonial literature, feminist theory, queer studies, and transnational studies. The other specializes in the history of migration law and formations of the modern state, feminist theory, critical race studies, and Marxist, postcolonial, and poststructuralist history. The addition of an internationalist approach to feminist studies represents a new and much-needed emphasis in the department. A third senior appointment is currently pending. The department is supported by a rich concentration of feminist faculty in other departments across the campus.
- The department plans to launch a graduate program (M.A. and Ph.D) in Feminist Studies in 2004-05 with three to five new students entering that year. Since 1993 the department has offered a notation for graduate students in five cooperating departments: Anthropology, History, History of Consciousness, Literature, and Sociology. The department plans to enroll 27 graduate students by the year 2010-11.
- The department plans to increase its undergraduate enrollment just over 80 percent by 2010-11. Already carrying a student/faculty ratio of 21:1 the planned increase in undergraduate enrollment will be accompanied by an increase in the student/faculty ratio to 22:1.
- The department is proposing to increase its ladder faculty from the current 6 provisions (one is currently in recruitment) to 10 by 2010-11. The additional faculty plus projected retirements and separations will generate a need to initiate five new recruitments during this period. Areas which the department has identified for future faculty recruitment include: 1) Science and Technology Studies, 2) Political Theory, Feminist Legal Studies, and Feminist Economics, 3) Popular Culture with emphasis on international comparative areas, and 4) African American Feminism.

Writing

The mission of the Writing Program is to provide a curriculum of writing courses for undergraduate students, especially freshmen. The program consists of three subprograms: 1) the freshman curriculum including the Subject A requirement and UCSC's General Education composition (C) requirement; 2) the Journalism minor, and 3) the Rhetoric and Communication minor. In addition the Writing Program supports the college core course, Writing Across the Curriculum, and is involved in outreach efforts in K-12.

- Departmental planning has been hampered by several significant uncertainties. First, should the Writing Program commence planning to become a department that will offer a major in Communications and Rhetoric? Second, what will happen if the college Core courses are abolished or no longer are appropriate sites for the teaching of writing? Third, what role can or should the Writing Program play in relation to Writing Across the Curriculum? Finally, what role should the Writing Program play in outreach to the schools? Until these questions are answered the

Writing Program cannot fully develop its plan, nevertheless, there are several issues that can be addressed at this time.

- The division is negotiating with the Writing Program to stabilize funding for the next three years (2002-03 to 2004-05). The successful completion of these negotiations will provide both the Writing Program and the Division with the predictability and stability each needs. Of crucial importance in the next year will be the identification of a source of on-going funding for the minor in Rhetoric and Communication that was launched by the Writing Program this year using the department's reserve of soft funds.
- The Writing Program anticipates the need to add the FTE equivalent of four new lecturers in the next five years to support the freshman curriculum. The individuals hired will need expertise in four areas: 1) teaching bilingual and ESL students; 2) teaching in the rhetoric of the natural sciences and engineering; 3) teaching in the rhetoric of electronic communication and the application of technology to writing instruction; and 4) teaching in public and professional writing. In the subsequent five years the Writing Program anticipates the need to add the FTE equivalent of two more lecturers. The new hires will need experience in composition pedagogy, rhetoric, literacy studies, and K-12 outreach.
- The Journalism minor is expected to grow by one-third by 2010-11. The Writing Program is exploring the possibilities of 1) creating an MAS program for professional journalists at the Silicon Valley Center (SVC), 2) developing a quarter-long journalism internship at the SVC, expanding its outreach program, 3) collaborating with the proposed Digital Media Center, and 4) expanding course offerings to include the critical study of radio.
- The new Rhetoric and Communications minor, now in its second quarter of existence, must undergo a determination of its sustainability. Like the Language Program, the Writing Program provides significant opportunities for graduate students to gain valuable experience teaching undergraduate students to write. This source of graduate support will continue to play a significant role in financially supporting graduate students in the Humanities.

Institute for Humanities Research

The Institute for Humanities Research (IHR) was established to enhance the environment for humanities research at UCSC. Now in its second year of operation, the Institute has initiated a faculty research and travel fund; a Dissertation Fellowship; a graduate student research support fund; three Research Units (PEMS, Mind and Meaning, and the Feminist Studies Research Unit); a Special Events fund; the Humanities Research Faculty Fellowship (which provides course relief and a modest research fund for one term to Humanities faculty); and a Distinguished Lecturer Series.

- Over the next 5-10 years the IHR plans to stabilize and expand these programs and to initiate new ones. Possible new Research Units include those focussing on Mediterranean Studies, Jewish Studies, Modernist and Avant -Garde Studies, and South Asia Studies. The IHR will stabilize the Humanities Research Fellowship program and increase the number of course reliefs provided to faculty for research support. The Institute will expand the scope of the Distinguished Lecturer Series by inviting visitors for a longer stay and having them conduct graduate student /faculty seminars in addition to large public lectures, possibly in community venues.

- The IHR plans to increase its support for graduate students. Currently it allocates nearly \$70,000, or roughly 28% of its programming dollars, to graduate support. This amount will be increased primarily by changing the current one-quarter Dissertation Fellowship to a full-year award. The IHR may also inaugurate a fellowship program for stage-one graduate students. The IHR will sponsor a new two-day Graduate Student Development Workshop that will focus on preparing for the job market, grant-writing, and manuscript preparation for publication. It will also design programs for incoming Dean's Fellows, to foster their membership in the Humanities-wide community. The IHR may also offer to incoming graduate students interested in Humanities-wide interdisciplinarity joint 2-year fellowship packages with departments. These students would spend one of their first two years as affiliates of the IHR, which would sponsor team-taught, multiple-term interdepartmental Humanities graduate seminars for them. Also affiliated with the IHR will be the UC Faculty Fellows (supported by Graduate Division-awarded postdocs), who may teach courses in Humanities departments. The IHR may host a national postdoctoral fellowship program.
- The IHR has set a goal of establishing a \$5 million endowment by 2005-06, and has received very modest initial gifts for this purpose. In addition, the CCS directors have obtained foundation funds for special programs. The IHR/CS unit and I are discussing strategies for increasing fundraising for the division, and will discuss the advantages of becoming an ORU once a new streamlined administrative structure is in place.

Accountability Milestones

The division has established two primary accountability milestones and several derivative or secondary milestones. The two primary milestones are 1) the student/faculty ratio and 2) graduate enrollment. These two milestones were selected because they drive, either directly or indirectly, several key resource allocation formulae used by the state and the university. By meeting these milestones the division will earn resources for the campus and resources for its own programs. See Figure 1.

A secondary set of accountability milestones, while important measures of quality in their own right, are to a large degree derivative of the resources generated by the primary milestones. A total of 21 derivative milestones have been identified of which 16 are indices used by the AAU to assess institutions for membership. The derivative milestones include the following:

1. Number of published books per faculty FTE
2. Number of refereed publications per faculty FTE
3. Private funds and gifts received/pledged per faculty FTE
4. External grants, contracts, and fellowships per faculty FTE
5. Undergraduate credit hours per faculty FTE (workload)
6. Graduate credit hours per faculty FTE
7. Undergraduate majors per faculty FTE
8. Graduate majors per faculty FTE
9. Number of Ph.D. students per faculty FTE
10. BA/BS degrees awarded per faculty FTE
11. MA/MS degrees awarded per faculty FTE
12. Ph.D. degrees awarded per faculty FTE

13. Number of applicants to graduate program per faculty FTE
14. Number of graduate students offered admission per faculty FTE
15. Number of graduate students accepting admission per faculty FTE
16. Mean GRE Verbal/Quantitative scores of enrolled graduate students
17. Diversity of faculty and graduate students
18. Graduate time to degree and placement
19. Faculty membership and participation in professional organizations
20. Professional conferences taking place at UCSC
21. Faculty serving as editors of professional journals

Conclusion

The overarching objective of the ten-year plan—to arrest the decline of the Humanities and to refocus the work of the division on the task of the Humanities in this century—should not be understood as criticism of the division, its faculty, staff, and students. There is a very strong foundation of quality upon which this plan seeks to build. As noted earlier, several of the programs are internationally recognized for their intellectual quality. The faculty is universally recognized as accomplished scholars and teachers deeply devoted to their professions. Were it not for the strong foundation that exists in the Humanities the ambitious goals set out in this plan might not be attainable.

The division and its faculty have accomplished much in the last several years. The faculty have been successful in applying for fellowships, grants, and have earned several important professional honors.

- Fellowships. Members of the faculty have been awarded several important fellowships. From 1991 to the present faculty in the division has received 65 fellowships including 1 Guggenheim Fellowship; 6 NEH Fellowships; 10 American Council of Learned Society Fellowships; 11 UC President's Fellowships in the Humanities; 2 Stanford Humanities Center Fellowships; 1 Stanford Center for Behavioral Studies Fellowship; 1 Lyndhurst Prize; 5 American Association of University Women Fellowships; 6 Fulbright Fellowships; and 3 NSF Fellowships. Sixteen of the faculty received HRI Presidential Fellowships in the Humanities.
- Grants. Members of the faculty have been quite successful in being awarded the diminishing number of grants in the Humanities. From 1991 to 2001 faculty in the division have received a total of 169 grants totaling \$4.5 million and received an average of \$2.75 in grants for every \$1 of seed funds expended.
- Professional Honors. Major honors bestowed upon faculty in the division include the UC Presidential Chair, Howard R. Marraro Prize and the Aldo and Jeanne Scaglione Prize, the Pavis Scholar, Bode-Pearson Prize, American Book Award, National Book Critics Circle Award, Wayne Morse Chair of Law and Politics, Howard Foundation Fellowship, Lavan Younger Poet Award, Elliot Rudwick Prize, Joan Kelly Memorial Prize in Women's History, Whiting Writer's Award, Jeanne Farr McDonnell Book Award, Robert G. Athearn Award, National Book Award in History, Association of Asian American Studies, the Chevalier dans l'Ordre des Palmes Academiques and an appointed member of National Council, National Endowment for the Humanities.

The faculty in the division has developed a number of important highly visible research programs in the Humanities. Among them are the Center for Cultural Studies; the Dickens Project; the Linguistics Research Center; and the Satyajit Ray Film and Study Collection. The Humanities faculty has also played a central role in supporting K-12 outreach efforts.

Programs that have been extensively involved in outreach efforts include the Dickens Project and the Central California Writing Project. Faculty and students in Literature and Writing have also been very active in outreach efforts.

The division has been successful in its fundraising efforts. Although a much greater effort needs to be undertaken in development, the division has a strong base of endowments upon which it can build. Major endowments within the division include:

1. Neufeld-Levin Endowed Chair in Holocaust Studies
2. Diller Endowment for Jewish Studies
3. Bhandari Endowed Endowed Chair in South Asia Studies
4. J.H. Silverman Memorial Scholarship Endowment
5. Neufeld-Levin family Scholarship Endowment
6. Ray (Satyajit) Honorary Fund Endowment
7. Puknat Literary Studies Endowment
8. Drazin Classics Endowment
9. Sain Creative Writing Endowment
10. Tom Gentle Endowment
11. Humanities Undergraduate Research Endowment
12. Friends of Dickens
13. Nee Fund in Asian Studies

The division has been active in responding to the challenges of the past several years. Among the major accomplishments are the founding of the IHR and the establishment of the graduate program in Philosophy. The departments have been rebuilt by filling the open provisions created by VERIP. The decline in undergraduate enrollment that plagued the division in the early 1990s has been stemmed. Over the past three years undergraduate enrollments in the division have been increasing albeit at only one-third the rate of the campus growth rate. A significant portion of the reserve created by the VERIP induced open provisions was judiciously used to shelter the academic departments and programs from more severe budget cuts while the division's expenditures were brought into line with its allocations. The remainder of the reserve was invested in critical initiatives. The division has annually invested \$135,000 of its reserve in the direct support of graduate students. Significant investments have been made in the division's physical infrastructure and in equipment, especially computing equipment and ergonomic improvements to faculty and staff work stations. The division invests in supporting faculty fellowships by covering the portion of faculty salaries not provided by fellowships. The division successfully transferred soft funds from its reserve to the departments, providing them with greater autonomy and flexibility. For the past three years the division has augmented each faculty start-up by \$5,000. Several staff remuneration and classification issues have been successfully addressed. The division has established several policies to support faculty research. For example, faculty may elect to teach a "light" quarter upon return from certain patterns of sabbatical leave.

Many challenges remain. The division's budget is out of balance by approximately \$250,000. Only by temporarily holding open faculty provisions and annually setting aside funds generated by faculty leaves has the division been able to stave-off insolvency. With the exhaustion of the Division's reserve at the end of 2000-01, the imbalance will need to be more directly addressed. Planned campus growth will challenge the Division. Over the next four years there will be more pressure on the Division's space. Additional undergraduate students will need to be served. The Division's curriculum will need to be reviewed and

possibly reformed. The specificity of instruction within the Division must be offset by large classes. Additional staff will need to be hired and outstanding remuneration and classification issues will need to be addressed. With more undergraduate students will come more graduate students. Graduate support, especially during the summer, will need to be provided. TA'ships will help but more effort must go into creating additional GSR'ships. The Division will need to allocate funds to support graduate travel and research. Faculty will need to be hired and mentored. Additional start-up funds for new faculty must be provided. Additional support must be provided to assist faculty with their instruction and research. The faculty need additional computing equipment especially portable computers. Computing support is one area where additional investment is much needed.

How the division—its faculty and staff—responds to these challenges will determine the course of the Humanities at UCSC for a generation or more.

FIGURE 1										
Projected Growth in UG Workload, Graduate Headcount, and Faculty										
2001-02 to 2010-11										
Division of Humanities										
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Category	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Undergraduate Workload FTE	2347	2596	2881	3107	3350	3509	3709	3820	3758	3871
Masters-First Stage	123	147	164	188	218	233	260	282	309	336
Ph.D.-Second Stage	70	71	86	92	107	122	139	165	190	195
Total Graduate Headcount	193	218	250	280	325	355	399	447	499	531
Ladder Faculty Headcount	100	105	114	118	124	128	137	140	139	142
Payroll Faculty FTE	50	50	53	57	60	62	61	63	61	62
Total Faculty	150	155	167	175	184	190	198	203	200	204
Student/Faculty Ratio	16.9	18.1	18.8	19.4	20.0	20.3	20.7	21.0	21.3	21.6
Note: Figures include existing and new programs										