

**Changing the Face of Knowledge:
The 2018 Humanities Task Force Report**

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Our 2023 Goal

Our ambition is to fortify the distinctive humanities ecosystem we have at Illinois and make it mission-central to the university as a whole. We seek to embed humanities research, teaching and public activity in the heart of the land-grant campus in order to model what a truly comprehensive public research university in the 21st century looks like. Our commitment to diversity, equity and inclusion is matched by the expertise of our faculty in these areas of inquiry. The work of the humanities in all its breadth and depth is critical to imagining just, productive and innovative futures for all.

Unlike other Task Forces, what is at stake in the humanities in 2018 is not building from scratch, but building upon the people, the institutional assets and the global reputation we already have to guarantee that the future is grounded in education shaped by the study of the human condition, in all its limits and possibilities. Faculty and students in the humanities can and should be leaders in “Changing the Face of Knowledge” at Illinois.

Methods and Context

Our Task Force was commissioned in late October of 2017. We held half a dozen F2F committee meetings between November 2017 and February 2018. Antoinette Burton presented at the January 26, 2018 Strategic Planning Retreat. She shared the outline of that presentation with the Humanities Council shortly thereafter. There were two Open Forums held in mid-February. These sessions were advertised via the IPRH listserv and the HC list. They were convened to present the preliminary draft Report and elicit feedback from the broader humanities community. In addition to the data-gathering they did, Task Force committee members drew on the OVCR's Humanities Working Group Report of 2015; on data gathered for and presented at the IPRH Humanities Retreat in August 2017; and on feedback from the January Strategic Planning Retreat provided by the Provost's Office. Our Task Force report was finalized in the middle of campus-wide conversations about graduate education and the GEO strike.

Premises of Strategic Thinking for the Humanities in 2017-18

- The **exceptional faculty research excellence** we have in core and emerging areas is the basis for a vibrant ecosystem of international humanities expertise and innovation at Illinois;
- For that ecosystem to thrive and grow, campus must recognize that strong links between **research and education in the humanities** are essential for our students' **present and future training, civic identity and well-being**;
- The persistence of both **misinformation and skepticism** about the viability of undergraduate humanities majors in the job market is a serious impediment to our **collective** institutional future (i.e., not just in the humanities);
- The challenges we face, on campus and nationally, in making the case for humanities scholarship and teaching as **urgently necessary but unevenly funded** are ongoing and require new conversations at Illinois about mission, value, resources and metrics;
- The impact of the steady **erosion of campus support for graduate education** in the humanities on our research capabilities and excellence is not visible to campus administration, yet it threatens the very future of the humanities ecosystem;
- Our commitment to the **centrality of diversity, equity, inclusion, access and campus climate** to all aspects of the humanities at Illinois AND the unique role humanities scholarship are **institutional assets**, key to everything Illinois aspires to be;
- A key mechanism for supporting humanities enterprise at Illinois – **Advancement** – is not working for us; this takes a high toll on humanities units and represents missed opportunities across all quarters of humanities endeavor, including diversity, equity and access;
- We are committed to **institutional culture change** at Illinois that ensures that the humanities are **fully embedded** in research, education and public activity, through **the combination of core, emerging and new arenas of humanities inquiry**;
- The distinguished, interdisciplinary and diverse ecosystem of humanities research, education and public activity is central to “**Changing the Face of Knowledge**” at Illinois in the next decades of the 21st century.

I. Defining the Humanities Now

“The humanities” is a complex of multi-disciplinary fields and methods with deep roots in higher education. Today, the humanities have become synonymous with the study and teaching of everything related to the human experience in its past, present and future forms. This broad remit allows scholars and teachers in these fields to take topics as diverse as Roman poetry, Bollywood, the arts of resistance, metaphysics, multiracial democracy, medieval history, cultures of technology and medicine, world music, queer citizenship, prison education, human-animal relations and the global environment as their objects of study.

History, Philosophy, English, Religion, Art History – alongside French and Italian, Spanish and Portuguese, Gender and Women’s Studies, Latina/o Studies, Communication, and Media and Cinema Studies – are just some of the departments that make up the humanities ecosystem at Illinois. While the majority of humanities practitioners have appointments in the College of Liberal Arts and Sciences, we are to be found all over the university, including the iSchool, the College of Education, the College of Media and the College of Fine and Applied Arts. Though humanists are often urged to be interdisciplinary and to collaborate, the truth is that we already do so, in concert with partners near and far.

Illinois’ vibrant humanities ecosystem allows students to develop diverse modes of thinking, to identify problems, to analyze evidence, to make arguments and to grasp complexity through a range of topics that are routinely boundary-crossing. They learn to make sense of vast bodies of knowledge; to do original research; and to participate in shaping the future of old and new fields of inquiry. These are indispensable capacities for navigating and leading in our rapidly changing world. Study in the humanities serves as a wide-angle lens for investigating the whole of human experience, local and global -- and for grappling with the limits of a human-centric vision as well.

The humanities are heterogeneous and ever-evolving. The earliest National Endowment for the Humanities awards on our campus in the 1970s were for projects on Sumerian clay tablets and Lincoln’s political thought. The 2017 cohort of Illinois NEH awardees includes a scholar of eastern European musical traditions; of race, class and the body in American fiction; of mechanical literacy in British culture; of historic preservation in the Old South; of an Egyptian slave-queen and the built environment she created; and of the links between the classics and indigenous knowledge.¹

¹ For details see <https://news.illinois.edu/view/6367/589303>. 2017 was the third year in the last four years that Urbana garnered more Fellowship awards than any single institution. The funding rate for the program is 7%.

The purpose of a public research university in the 21st century is to spark and sustain the production of vibrant, questioning and innovative knowledge in conjunction with local, national and international communities. In a land-grant institution, our obligation is to make this knowledge affordable and to ensure that students from all walks of life have access to what the university has to offer. Whether curiosity-driven or applied, the vital work produced by humanists at Illinois fosters these commitments by continuing to change the face of knowledge both in our fields and in the diverse arenas of inquiry with which we engage.

II. What the Humanities at Illinois Are Doing

We are changing the face of knowledge via research that is recognized by the most prestigious awards in the field: In 2018, humanities research at Illinois is uncommonly energetic and innovative. Our proven excellence and award-winning scholarship inform our teaching and public engagement in ways that help to shape the reputation of the campus as an extraordinary testing ground for ideas that can change the world. We have a critical mass of NEH, ACLS, Guggenheim and other grant winners virtually unparalleled among our peers. And we lead the Big Ten Academic Alliance in Andrew W. Mellon Foundation awards. Though it is rarely cited, these external funding sources have brought millions of dollars to Illinois in support both of individual research and thematic areas like Bio-humanities and Environmental Humanities. They also help to develop new methods of inquiry and new models of interdisciplinary collaboration (*See Appendices A1-3*).

We are shaping undergraduate education across the whole campus: We know that employers in all sectors of the economy are seeking employees who can think beyond the technological fix. At Illinois, the humanities contribute to vocational education in its most urgent and expansive sense. Employers repeatedly say that the critical reading, writing and thinking skills we teach are key for training students in essential workplace competencies.² We also help students develop conceptual and imaginative capacities that bring humanities knowledge to bear on every question of the day, whether it be climate change, globalization, digital technology, inequality or the very question of the human itself. At Illinois, students should graduate with the conviction that contemporary challenges must be met by a combination of approaches which not only include, but can be driven by, humanities expertise and methods. For all these reasons, humanities teaching and learning are critical to meeting the University's overall learning outcome goals and to its ambition to remain a competitive world-class research university.

We are advocating for diversity and equity in word and deed: Humanities departments and the interdisciplinary units with which they affiliate at Illinois are the locus of some of the best scholarship produced by unrepresented minority faculty on campus and beyond. Many of these faculty have globally recognized expertise on issues of diversity, equality, inclusion and campus climate. Acknowledging their work and

² There is a wealth of information on this point. See Dan Berrett, "The Idea that Launched a Thousand Strategic Plans," *The Chronicle of Higher Education*, January 22, 2017 (especially the section "The Ideal Candidate"); JM Olejarz, "Liberal Arts in the Data Age," *Harvard Business Review* July-August 2017; Valerie Strauss, "The Surprising Thing Google Learned about its Employees -- and What It Means for Today's Students," *The Washington Post*, December 20, 2107.

embedding it in the very fabric of the university's identity and mission is critical to the future of the campus, the region, the state and the nation. The humanities remain at the core of this untapped potential, whether it pertains to US minority cultures or global diversity issues. We also serve as an important bridge to social science and STEM projects that share these intellectual and institutional commitments via collaborative research, funding opportunities and institutional leadership. The combination of humanities commitment to and expertise in diversity and equity is a campus asset with tremendous power for educational change and institutional transformation at Illinois.

We are educating students for life as well as for jobs: Regardless of what career path humanities students take, they leave Illinois equipped to engage a rapidly changing world. That world is increasingly dominated by technological innovations and the limits and possibilities that arise from them. Humanities lecture halls, seminar rooms, museum galleries, libraries, international speaker series and lively program offerings provide opportunities both to engage the questions of the day and to think about subjects and problems that are unrelated to this time or this place. That double vision and the flexibility of mind it cultivates are distinctive characteristics of humanities methods and training. If the core mission of Illinois remains education, the humanities -- of today and of the future -- is foundational to that mission. The role of our humanities ecosystem in making Illinois a recognized leader in the global 21st century must be acknowledged and resourced accordingly.

We are advancing national debates about community engagement and Public Humanities: The humanities at Illinois have long been public-facing. We are experienced at convening diverse audiences and developing strategies for creating genuinely reciprocal relationships with communities and stakeholders beyond the quad. At a historical moment when the idea of education as a public good can seem as though it is collapsing under the weight of market values, humanities educators are at the forefront of local, national and international discussions of what is at stake for the public research university. Historically elite institutions like Illinois need to be change-makers in collective conversations about the meaning and very future of "public goods" in today's dynamic environment. Humanities faculty and students must be recognized and empowered as leaders in that process.

III. Imperatives for the Next Five Years and Beyond

Embed the Humanities at Illinois: By 2023, we want the humanities, in all its diversity and excellence, to be more fully embedded in the fabric of the university's identity and global mission, both symbolically and structurally. Whether you are seeing Illinois from afar or from the ground up, we want you to understand how the institution relies on, and values, the research, teaching and public-facing work that humanists do. Indeed, Illinois' future as an engine of innovation, responsive and responsible to the society it wishes to help shape, depends on a vibrant, well-resourced humanities ecosystem that is at the forefront of institutional identity and priorities. Our faculty and students are the face of changing knowledge at Illinois.

Create the Future(s) of Humanities Research: Resources need to be redirected and further enhanced to guarantee that we will be able to draw on core and emergent areas of strength AND push toward new horizons of humanities research and graduate training. Some more recent fields (Digital and Public Humanities) are established nationally but still nascent institutionally at Illinois. Others (Bio-humanities and Environmental Humanities) are in development, offering real opportunities for Illinois humanities faculty to lead the national conversation. Still other horizons are as yet unforeseen and in need of space and resources to germinate or move them forward. Some humanities research serves as a bridge to STEM fields; some humanities research will link to the arts; and some will draw on humanities' own global and interdisciplinary strengths. In addition to the external funding we routinely win, we seek campus support for investments that will grow these diverse arenas in recognition that the excellence of the whole university depends on them.

Strengthen the Humanities PhD of the Future: As with STEM, the arts and other fields, when it comes to the production of new knowledges and ways of thinking, the humanities share a deep dependence upon vibrant, sustainable graduate programs. Yet the relationship between humanities research and graduate education is also unique. And in the current moment, with humanities PhD programs cut to the bone, both doctoral education in our fields *and* the humanities ecosystem itself are at serious risk. With institutional commitment, resources and will, the Illinois Humanities PhD of the future can be strengthened in ways that both continue excellence and innovation in humanities research and embrace the value of diverse career options for those who pursue the degree. This will require campus attention to the gradual de-funding of graduate programs and the limits of revenue-generation initiatives in these fields. Strategizing in concert and consultation with faculty and graduate students in humanities units is critical. Changing the culture of departments to adjust to the prospect of career diversity beyond academe is also key to this imperative.

Promote the REAL facts about the relationship of humanities degrees to jobs:

The biggest myth about undergraduates with humanities majors is that they are unemployable in the “real-world.” Statistics nationally and from our own campus reveal the opposite: graduates with a BA from humanities units possess a unique set of skills that are valued in today’s workplaces. Humanities graduates are highly sought after and earn competitive salaries. Recent studies show they are also happier in their careers and poised to face the shifting ground of the contemporary job market with more flexibility and confidence because of their training.³ The humanities are historically powerful pathways through higher education for under-served and underrepresented minority students and communities. Illinois, with its unique mix of excellence in STEM and humanities fields, should be leading with this message in high schools across the state and in the national conversation as well.

Grow the Pie through Advancement: We require resources commensurate with our needs for attracting alumni and other donors and partners who recognize the return on investment that humanities research and education bring to Illinois and the worlds it seeks to impact. We are behind our peers in this area. Given the relatively narrow band of external funders available to humanities researchers, the shrinking state revenue for public higher education **and** the momentum of the sesquicentennial campaign, it is imperative that the lack of Advancement personnel and structure in the humanities units be redressed. This is not a fix which will see benefits in the immediate term. But a much bigger commitment to Advancement in the humanities now will help to guarantee that our financial situation at Illinois looks very different in the decades to come.

Account for the Critical Advantages of Diversity, Equity, Inclusion and Access: Humanities and related departments at Illinois have a critical mass of faculty of color and scholars whose research and teaching focuses on issues of concern to underrepresented minority populations -- more so than many units on campus. Though we must continue to improve in this area, we know that excellence and diversity are mutually constitutive and that research and teaching in these arenas is key to the realization of every other aspiration Illinois has for making its mark on the world.⁴ In addition to prizing demographic metrics, the institution must recognize and rely more on this often humanities-based expertise as we navigate the terrain of both higher education and today’s debates about the state, global culture, economic disparity, cultural difference, immigration and much more. Like the humanities itself, commitments to diversity, equity, access and inclusion -- and the scholars and teachers who advance them -- should be embedded in every aspect of university life.

³ Scott Jaschik, “Shocker: Humanities Grads Gainfully Employed and Happy,” *Inside Higher Ed*, February 7, 2018.

⁴ See C. Herring and L. Henderson, *Diversity in Organizations: A Critical Examination* (Routledge, 2014), chapter 11, “Diversity Success on Campus.”

IV. Challenges and Opportunities

Problem: Misinformation (“fake news”) about the value of undergraduate education in the Humanities

Diagnosis: Despite the availability of studies and statistics about the success of humanities BA holders in the job market, the myth that our majors are somehow fatal to employment possibilities remains powerful among campus leaders, state legislators, parents and students themselves. This is a national problem, born of a return-on-investment mentality that is short on facts.

Solutions:

- Inventory, advertise and regularly consult **Humanities Indicators** (<https://www.humanitiesindicators.org/>) and our own internal data from **Illini Success** (<https://illinisuccess.illinois.edu>) on employment and earnings for humanities graduates
- Aggressively market undergraduate humanities degrees as part of wider messaging about the distinctiveness of an Illinois education wherever we promote our value to stakeholders
- Develop targeted career services for humanities BA seekers that combines employment opportunities with the chance to recognize the portability of their skills in multiple workspaces (see Investment for Growth proposal from LAS now under review in *Appendix B*)
- Create a stronger pipeline of humanities students from Illinois high schools, with special emphasis on making underrepresented minority and first-in-family students a campus priority with commensurate resources
- Support interdisciplinary minors like the one in STS emerging from History (in addition to CS+ types); make the pursuit of dual degrees (esp. across colleges) less burdensome and daunting
- Identify resources to fund humanities units so they can develop infrastructure at the department level for systematically cultivating alumni/other workplace connections for undergraduates
- Offer pathways in humanities units to paid internships for undergraduates in the public and private sectors
- Encourage leadership in ALL colleges to valorize humanities general education courses and to promote courses in emerging and extant certificates (Bio-humanities; Environmental Writing; Education Justice Project) to their students

Problem: Depletion of resources and declining institutional support for doctoral training and education in the Humanities

The budgetary climate at the University of Illinois is having a substantial impact on the ability of humanities programs to 1) maintain high program effectiveness, 2) provide adequate funding for doctoral candidates and 3) compete with peers for top graduate students. The absence of campus and college-level strategic planning based on long-term thinking about department size and resource-needs is producing a crisis in graduate education reflected in declining faculty size and shrinking Ph.D. applications and enrollments. Diversity in these programs is directly challenged by declining enrollments overall and a campus climate that is considered hostile by many underrepresented students.

Diagnosis: there is a lack of recognition at the campus level of the relationship between a) graduate training in the humanities and b) the sustainability of excellence in humanities research. This, together with the paucity of external funders for humanities graduate education, campus focus on revenue generation for graduated education that the humanities cannot easily capitalize on, and the ongoing ramifications of the Chief and Salaita for recruitment and retention especially of underrepresented students, has us out of alignment with our peers and on a collision course with the future.

Solutions:

- Establish a **Humanities Advisory Council** in the Provost's Office that strategizes in the short and long term about how to secure the connections between humanities research and education and increase campus resources for humanities doctoral education.⁵
- Fund a campus-wide humanities graduate fellowship program designed to support the recruitment of the most distinguished graduate applicants
- Increase the IPRH budget to allow for competitive graduate Fellowships (\$60k more a year needed)
- Commission a Task Force (or a subcommittee of the above Council) to address short- and long-term impact of campus budget models for humanities graduate education and related challenges (survival of programs; diverse cohorts; collaborative models; realistic revenue generating projects)
- Radically rethink Block Grant funding; the one-size-fits all policy, together with dramatic allocations, needs to be addressed immediately

⁵ This might replace the LAS Humanities Council; if not, that body should have a 3-year chair rotation, a robust charge, by-laws and a regular monthly meeting mandate.

- Develop a plan for sustainable doctoral education in the humanities in consultation with humanities faculty and students; hold TA allocations harmless in budget recision mandates
- Bring back and retool/reframe an associate dean of the Graduate College dedicated to doctoral education issues in the humanities, including diversity in recruitment and URM retention
- Focus Advancement efforts on fellowships and research support for doctoral students, including students of color and first-generation PhDs in conjunction with unit priorities
- Pursue grant funding to support new models of interdisciplinary graduate training (see Mellon planning grant proposal for “Interseminars” pilot)
- Support ongoing development of interdisciplinary joint MA programs (History+ ISchool)
- Commit institutional resources to support Title VI Centers because of the crucial linguistic and interdisciplinary area studies training they provide to PhD students esp. via FLAS (Foreign Language and Area Studies grants); see also below
- Support ongoing and future efforts to diversify career pathways for humanities PhDs (see Humanities without Walls and Graduate College efforts); this is an arena ripe for public-private partnerships in connection with but not limited to the Discovery Partners Institute (DPI)

Problem: How to continue to cultivate innovative research in the Humanities in core and emerging areas, and beyond?

Diagnosis: There are various forms of institutional support for research in core and emerging areas available to humanities faculty (IPRH; the Unit for Criticism; the Research Board [including Humanities Release Time]; CAS). We are also very successful at major grant-getting thanks in large part to the office of Grant-seeking and Research Development in the Humanities, Arts, and Social Sciences in the OVCR and Foundation Relations in the OVCIA. More challenging is support for new and embryonic projects that bring a wider variety of collaborators into conversation and jump-start new research and innovation projects.

Solutions:

- Continue to fund IPRH, the Unit, CAS, The Research Board (and HRT) – all units that support humanities research -- at the same or enhanced levels
- Continue robustly to fund the OVCR's office of Grant-seeking and Research Development in the Humanities, Arts, and Social Sciences
- Enhance HASS funding for current recipients (now at \$1500/year)
- Continue to provide institutional cost-share when federal and foundation grants or humanities funding applications require it
- Create a campus fund for topping up humanities faculty salaries when they are awarded external grants so they can maximize research and writing time
- Commit resources to a purposeful intergenerational cluster hiring plan, designed to refresh our faculty ranks with professors who are pushing the boundaries of humanities scholarship and teaching; ideally, they complement our strengths as well (this initiative could be designed by the **Provost's Humanities Advisory Council**; see above)
- Prioritize support for the work of faculty of color and/or research on diversity, equity and social justice, especially that which has application for institutional climate and policy at Illinois
- Aggressively target alums and others who can endow professorships and fellowships and scholarships for faculty/students to support humanities research, inclusive of imperatives for topics related to diversity, equity, and access
- Create and resource a Humanities Commons open space⁶ (possible links with the Library's Scholarly Commons and "Collaboratory" plans; see *Appendix C1-2*)
- Incentivize collaborative teaching across departments and colleges to bring faculty and students into conversation and debate about key themes and diverse methods; remove barriers to this kind of work; build on lessons learned in the Grand Challenge Learning pilot
- Make the IPRH New Horizons summer fellowship money a permanent budget item (it's now a three-year pilot @30K a year)

⁶ This issue was also raised in the OVCR Humanities Working Group Report of 2015.

Problem: Lack of institutional commitment to Advancement for Humanities units' needs and priorities

Diagnosis: There is simply insufficient Advancement staff for humanities units, especially in LAS. The last gift officer for the humanities had 20+ units to cover. This is a huge disadvantage that, when measured in the loss of compound interest alone, is staggering – especially during a big campaign effort like the one we are in now.

Solutions:

- Hire an ensemble of 5-10 Advancement staff to act on behalf of all humanities units and programs and projects campus-wide. Educate them about our particular needs and do what it takes inside the extant structure to get us in front of alums and donors so we can spread the news about all we do and accomplish. We are a huge asset to Illinois and we are both under-used and under-served when it comes to fundraising
- Get humanities research and teaching accomplishments into every 150th campaign brochure and marketing device there is. We need to be central to the campus “brand” in this context as in all others
- Make Advancement a priority for the **Provost’s Humanities Advisory Council**
- Meet annually as a humanities faculty with Advancement staff so that they hear directly about our needs and concerns
- Inventory current projects that need alum and donor support
- Prioritize fundraising for faculty chairs and research money, graduate fellowships and undergraduate internship and research opportunities, always with underrepresented minorities and issues of diversity, equity, access and inclusion in mind

Problem: Lack of a critical mass of Humanities leadership at the campus level⁷

Diagnosis: for a host of reasons we have little data on, humanities faculty either do not seek or do not get positions of leadership at the highest levels at Illinois compared to their STEM colleagues. Humanities faculty are therefore not institutionally well-positioned to routinely participate in and influence day-to-day policy discussions, propose big initiatives, and implement strategic plans at the campus level. The humanities will never be fully embedded or deeply valued until this is the case.

Solutions:

- Establish a **Humanities Advisory Council** in the Office of the Provost which prioritizes humanities research and education, together, in all campus academic decision-making (see calls for the same, above)
- Bring back and retool/reframe an associate dean of the Graduate College dedicated to doctoral education issue in the humanities, including diversity in recruitment and URM retention (see same recommendation, above)
- Create a Vice Provost for Humanities to oversee all aspects of humanities teaching, research and engagement
- Create an Associate Provost in Humanities and Arts Education position under the Vice Provost for Undergraduate Education to oversee the health and vitality of humanities curriculum for ALL students; humanities enrollments; and humanities contributions to US minority culture requirements; and new trends in humanities-based teaching and learning

⁷ This issue was raised in the OVCR Humanities Working Group Report of 2015.

Problem: How do we keep diversity, equity, access, inclusion and campus climate at the forefront?

Diagnosis: Racism, Islamophobia, anti-immigrant sentiment, sexual harassment and micro-aggressions of all kinds are campus-wide problems. Despite our comparative strength in numbers of faculty of color in the humanities, scholars and teachers in the humanities who engage these questions in their work are underfunded and unrecognized, whether they are in ethnic and gender studies units or in more traditional departments. As well, humanists continue to face the ongoing ramifications of the Salaita case. Its impact on American Indian Studies and on the well-being of faculty and students of color more generally remains palpable.

Solutions:

- Make sure that this priority runs through all other Action Items – and across ALL other Task Force Reports
- Prioritize these issues in **the Provost’s Humanities Advisory Council**
- Fund a dedicated space on campus where diversity knowledge, expertise and innovation is visible and accessible as a scholarly and educational resource, grounded in ethnic and gender and women’s studies units, perhaps conjunction with in Multiracial Democracy initiative of the Campus Research Board and the Diversity Science Initiative (Psychology) and related projects
- Reinvigorate, with the necessary funds, an active TOP/Excellence hiring initiative that will embed humanists with diversity and equity research agendas in departments and programs across the university
- Engage/embed humanities scholars of color in institutional discussions of campus climate and make intentional use of their scholarship to educate stakeholders across campus about the indisputable link between diversity, excellence and innovation
- Enhance support for ethnic and gender/women’s studies units, whose research and teaching have greater capacity to do the institutional work needed to address these issues and advance institutional change;⁸
- Provide enhanced TA funding to units whose faculty will serve the US Minority Cultures requirement beginning fall 2018⁹

⁸ Issues related specifically to the underfunding of ethnic and gender/women’s studies units were addressed in the OVCR Humanities Working Group Report of 2015.

⁹ LAS estimates that the increase in cost of instruction **for campus**, which would be *recurring* and which would commence in 2019-2020, is about **\$560K/year** total. Of that, about **\$400K/year will be needed in LAS**, since the College offers 60% of the current USM seats. These figures are assuming that the proportional increase (~1500-2000 seats campus wide, per the CORE Senate report) will remain relatively constant. Thanks to LAS Associate Dean for Curricula and Academic Policy, Kelly Ritter, for these numbers.

Problem: What form should Public Humanities take at Illinois now?

Diagnosis: Though many humanities faculty practice forms of public-facing scholarship and activity, Illinois has no signature Public Humanities profile – unlike many of its peers in the Big Ten Academic Alliance (Wisconsin, Iowa and Michigan come immediately to mind).

Solutions:

- Fund a 3-year Working Group that builds off CAS/IPRH Learning Publics initiative and its takeaways, charged with carrying on with that work and developing grant applications for long-term sustainability
- Inventory current Public Humanities work and plans for institutionalization either in IPRH or outside it (a Public Humanities Working Group task, via the extant public engagement portal)
- Connect Public Humanities initiatives to current campus priorities and projects (Ethnography of the University, land grant legacy) and develop new ones (like Humanities and Arts “Experiment Stations” in partnership with local communities)
- Renew and enhance the Provost’s Office funding for the Odyssey Project (<http://www.iprh.illinois.edu/community/odyssey.html>), a decade-long program in partnership with Illinois Humanities (<https://www.ilhumanities.org/>) which serves income-eligible community members seeking pathways to higher education and employment (now at \$45k/year)
- Aggressively target alumni and other support for Public Humanities research and teaching/learning projects, including those that focus on diversity equity, inclusion and access
- Consider a certificate, a BA and/or an MA degree in Public Humanities in order to guarantee that it becomes a curricular priority going forward; this should be linked to the new US Minority Culture requirement for undergraduates
- Commit to prioritizing diversity, equity, inclusion, access and campus climate in all Public Humanities projects, initiatives and community engagement practices
- Look toward the Discovery Partners Institute (DPI) in Chicago as a space for developing Public Humanities projects that link Urbana faculty and students with the metro-land area

Problem: How do we ensure that humanities at Illinois continue to contribute fully to, and remain embedded in, the global mission and identity of the university in the 21st century?

Diagnosis: Illinois is world-famous for its diversity of regional, linguistic and cultural expertise. Its Thematic and Area Studies Centers have long been model clusters of interdisciplinary research and teaching, and have raised substantial monies in support of the University's mission from both public and private funders. These financial and intellectual resources—which both reflect and build upon the capabilities of humanists—power scholarship across campus. Recently, however, uncertain institutional commitment to providing HR, business, and grants and proposal management structures for the centers has begun to degrade their global reach and fundraising capacities. They also lack substantive commitments of advancement resources, imperiling their ability to develop their successful initiatives (which include BA, MA, and joint degree programs) further.

Solutions:

* Recognize that humanities faculty—along with colleagues in the social sciences—have played a central leadership role in building the area studies centers, precisely because the humanities as practiced at Illinois have always engaged the whole of the world. This interdisciplinary work stretches across campus units and disciplines, and helps integrate the physical, applied, information, and social sciences, as well as the arts

* Recognize too the urgency of strategic investment to maintain the scholarly communities and fundraising capabilities provided by the area studies centers.¹⁰ They provide the knowledge and skills that allow Illinois to aspire to be a truly international and global campus; they also sustain our ability to pursue curricular and financial development in areas of substantial public interest

* Make a firm commitment to housing the centers within an administrative structure that is committed to them. This will guarantee they can continue to play their current, vital role in research, teaching and public engagement across campus, including faculty in all major academic colleges and units. (For data on the monies raised by the Centers and the number of faculty and programs impacted by them, see Appendix D.)

* Develop targeted advancement strategies for the Centers, and commit commensurate resources to them. This will require gift officers with portfolios tailored to specific needs on the ground.

* Reinforce the capacity of the Area and Thematic Studies Centers to bring international and global academic experience to student learning across campus.

¹⁰ See Appendix D for discussion of the fundraising successes of the Centers over the past 10 years, raising over \$56 million dollars. In just AY 2017, the Centers raised the money for 60 AY graduate fellowships, totaling over \$900,000 in financial aid.

V. Summary of Major Action Items

- **Create** a Provost’s Humanities Advisory Council with a multi-year agenda based on this Report and the following action items
- **Enhance** existing humanities research support (via HRT/CRB, IPRH, the Unit for Criticism, the office of Grant-seeking and Research Development and HASS); at the very least hold these harmless in budget cuts and/or the new budget model
- **Fund** graduate education in the humanities via the restoration of Block Grant Funding; via creative solutions to **both** fellowship and TA support needs; and via sustained attention to, and greater resources to support, the links between humanities research excellence and teaching at all levels
- **Consult** with ethnic and gender/women’s studies departments and underrepresented minority humanities faculty to develop a sustainable futures plan for their interdisciplinary work, including funds for additional funds to support the teaching of the new US Minority Cultures curriculum
- **Fund** projects rooted in diversity research where humanities faculty and students are foundational partners
- **Prioritize** the real story of humanities students’ success in the job market and fund initiatives that support career services, career diversity and pipeline/recruitment issues
- **Develop** a long-term multi-year plan for intergenerational cluster hiring that targets core, emerging and new areas of research and teaching
- **Hire** a cluster of Advancement staff dedicated to humanities fund-raising and Donor giving in keeping with current and future strengths and needs
- **Fund** a Working Group on Public Humanities to create short- and long-term strategies for civic education and engagement
- **Renew and enhance** the Provost Office’s Odyssey Project funding

VI. Humanities Task Force Budget Items

Immediate: for 2018-19

Raise the HASS monies +500 per eligible faculty	+144,000 ¹¹
If +\$1000 per eligible faculty	+288,000
Increase IPRH funding for Graduate Fellowships	+\$70k/year ¹²
Fund a 3 year Public Humanities Working Group \$45k/year x 3 (nonrecurring)	\$150k
Renew and raise Odyssey Project funding, now at \$45K/year, to 120k/year	+75k/year ¹³
Fund campus-wide humanities department-based Advancement work, including area studies centers, for 3 years(non-recurring)	\$600k
Fund interdisciplinary research initiative for projects focused on diversity, inclusion and equity issues	+\$75k/year

¹¹ This is +25% of the FY 2017 allocation of \$438,000. Current per faculty HASS is \$1500/year.

¹² We currently award seven \$10k Graduate Fellowships. This would allow us to award seven \$20k Fellowships and take the burden off the humanities departments who have been carrying the difference when their students are awarded IPRH fellowships.

¹³ The Odyssey Project (<http://www.iprh.illinois.edu/community/odyssey.html>) is due for renewal in AY 19-20. The current appropriation from the Provost is \$50k/year (\$45k for Odyssey and \$5k for Illinois' institutional membership in Imagining America). Now in operation for over a decade here, Odyssey is in need of a staff member to facilitate campus oversight and enhanced services for students seeking higher education opportunities. This is a Public Humanities priority.

Mid-term:**1) for AY 2019-2020**

Restore Block grants to previous levels and/or provide stable funding to humanities units for doctoral education beyond distinguished fellowship plans		+\$TBD
Support an Associate Dean of Humanities in the Graduate College		+\$20k/year ¹⁴
Fund units which will serve US Minority Cultures with enhanced TA budgets, starting AY 2019-2020		
	Total Campus:	\$560k/year
	LAS:	\$400k/year
Make the IPRH New Horizons Summer Fellowship permanent (supports faculty research and undergraduate RA)		+\$30k/year

2) for AY 2020-21

Activate Cluster Hiring for Campus Humanities Advancement Team		+\$1million
Create a campus-wide recruitment and retention package fund for humanities hires that supports research money and course release		+300k/year (variable)

Long-term: by AY 2023-24

Intergenerational Research Cluster hire plan with competitive salaries, graduate fellowships + research monies attached		+\$4million
Establish endowed campus-level Humanities and Arts programming fund		+\$2million
Establish endowed campus-level Humanities and Arts Collaborative research Fund with graduate fellowships attached		+2million

¹⁴ Course release and administrative stipend costs.

VII. APPENDICES

Appendix A1.

(provided by Maria Gillombardo, External Funding Coordinator—Humanities, Arts, and Related Fields, office of Grantseeking and Research Development in the Humanities, Arts, and Social Sciences in the OVCR)

National Endowment for the Humanities (NEH)

University of Illinois at Urbana-Champaign

FY 2015 – FY 2018

Funding Total (as of 12/13/17): \$2,775,280

FY 2018 (July 1, 2017 – June 30, 2018)

Total (to date): \$336,000

Fellowships for University Teachers (\$50,400 x 5 = \$252,000 + \$33,600 = \$285,600)

<https://www.neh.gov/news/press-release/2017-12-13>

Donna Buchanan (Music)

Project Title: Bells in the Music and Culture of Bulgaria

Elizabeth Hoiem (School of Information Sciences)

Project Title: Mechanical Literacy in British Culture, 1762-1860

Candice Jenkins (English) [\$33,600]

Project Title: Race, Class, and Bodily Vulnerability in Contemporary American Fiction of the 1980s to 2000s

Paul Kapp (Architecture)

Project Title: Heritage and the Great Depression: How Historic Preservation Created the Old South

D. Fairchild Ruggles (Landscape Architecture)

Project Title: Tree of Pearls: The Extraordinary Architectural Patronage of the 13th-Century Egyptian Slave-Queen Shajar al-Durr

Craig Williams (Classics)

Project Title: Orpheus Crosses the Atlantic: Native American Knowledge of Ancient Greece and Rome

Public Scholar Program (\$50,400)

<https://www.neh.gov/news/press-release/2017-08-02>

John Lynn (*History, emeritus*)

Project Title: The Other Side of Victory: A History of Surrender from Medieval Combat to Modern Terrorism

FY 2017 (July 1, 2016 – June 30, 2017)

Total: \$1,124,962

Digging into Data (\$174,525 + \$199,982 = \$374,507)

<https://www.neh.gov/news/press-release/March2017Grants>

<https://www.neh.gov/news/press-release/diggingintodata>

Scott Althaus, Co-PI (*Political Science; Communication; Cline Center for Advanced Social Research*)

Project Title: A Global Comparative Analysis of News Coverage about Terrorism from 1945 to present

Project Description: A collaboration among scholars of media studies, communication, and political science to study the history of media coverage of terrorist attacks and to gain a better understanding of how such coverage can be done in a responsible manner that does not provide aid to terrorists.

<https://diggingintodata.org/awards/2016>

<https://diggingintodata.org/awards/2016/project/responsible-terrorism-coverage-resteco-global-comparative-analysis-news-coverage>

Award amount: \$174,525

Gabriel Solis, Co-PI (*Music; African American Studies; Anthropology*)

Project Title: Dig That Lick: Analyzing Large-scale Data for Melodic Patterns in Jazz Performances

Project Description: The study of influence and sharing among musicians through a computational analysis of jazz recordings and related resources.

Project cited in press release: “Collaboration by researchers from the University of Illinois, Urbana-Champaign and Columbia University with their peers in France, Germany, and the United Kingdom to analyze live and studio recordings in order to trace the evolution of jazz.” <https://www.neh.gov/news/press-release/March2017Grants>

<https://diggingintodata.org/awards/2016/project/dig-lick-analysing-large-scale-data-melodic-patterns-jazz-performances>

Award amount: \$199,982

Fellowships for University Teachers (\$50,400 x 2 = \$100,800)

<https://www.neh.gov/news/press-release/December2016Grants>

Erik McDuffie (*African American Studies; History*)

Project Title: Marcus Garvey and the American Heartland, 1920 – 1980

Carol Symes (*History; Medieval Studies*)

Project Title: Activating Texts: Mediated Documents and Their Makers in Medieval Europe
Humanities Collections and Reference Resources (\$49,973)

<https://www.neh.gov/news/press-release/March2017Grants>

Bethany Anderson (*University Library – UI Archives, Archival Reference and Operations Specialist*)

Project Title: The Cybernetics Thought Collective: A History of Science and Technology Portal Project

Museums, Libraries, and Cultural Organizations Implementation Grant (\$325,000)

<https://www.neh.gov/news/press-release/2016-08-09>

Exhibitions: Implementation Grant

Allyson Purpura (*Krannert Art Museum, Senior Curator & Curator of African Art*)

Sandy Prita Meier (*Art History; Center for African Studies*)

Project Title: World on the Horizon: Swahili Arts Across the Indian Ocean

Project Description: Implementation of a traveling museum about the complex arts of the Swahili Coast.

National Digital Newspaper Program (\$200,000)

<https://www.neh.gov/news/press-release/2016-08-09>

Kyle Rimkus (*University Library, Preservation Librarian*)

Project Title: Illinois Digital Newspaper Project, Phase Four

Project Description: Digitization of 100,000 pages of Illinois newspapers, dating from 1836 to 1922, as part of the National Digital Newspaper Program (NDNP).

Scholarly Editions and Translations (\$74,682)

<https://www.neh.gov/news/press-release/2016-08-09>

Craig Koslofsky (History; Germanic Languages and Literatures)

Project Title: Europe, Africa, and the Caribbean: The Travel Account and Biography of Johann Peter Oettinger, 1682-1696.

Project Description: Preparation for publication of a translation of the manuscript journal of Johann Peter Oettinger, a 17th-century German barber-surgeon, describing his travels in Germany, the Netherlands, the Caribbean, and Africa. (Roberto Zaugg, Co Project Director)

FY 2016 (July 1, 2015 – June 30, 2016)

Total: \$264,000.00

Fellowships for University Teachers (\$50,400 x 5 = \$252,000)

<https://www.neh.gov/news/press-release/2015-12-14>

Eugene Avrutin (History)

Project Title: The Velizh Affair: Jews and Christians in a 19th-Century Russian Border Town

Eric Calderwood (Comparative and World Literature)

Project Title: The Memory of Al-Andalus and Spanish Colonialism in Morocco, 1859 – 1956

Cara Finnegan (Communication)

Project title: American Presidents and the History of Photography from the Daguerreotype to the Digital Revolution

Gabriel Solis (Music)

Project Title: Music, Race, and Indigeneity in Australia and Papua New Guinea

Derrick Spires (English)

Project Title: Black Theories of Citizenship in the Early United States, 1787 - 1861

Summer Stipends (\$6,000 x 2 = \$12,000)

<https://www.neh.gov/news/press-release/2016-03-23>

Tamara Chaplin (History)

Project Title: Postwar French Media and the Struggle for Gay Rights

John Karam (Spanish and Portuguese)

Project Title: Arabs at a South American Border Remaking the Hemisphere

FY 2015 (July 1, 2014 – June 30, 2015)

Total: \$1,050,318.00

Collaborative Research Grants (\$303,545)

<http://www.neh.gov/news/press-release/2014-07-21>

Timothy Pauketat (Anthropology)

Project Title: Cahokia's Richland Farmers: Agricultural Expansion, Immigration, Ritual and the Foundations of Mississippian Civilization

Project Description: Laboratory testing and interpretive analysis of artifacts collected at the Cahokian Richland Complex in Collinsville, Illinois, and for the preparation for publication of monographs, an article, an edited volume, and an online website exhibit.

Digital Humanities Implementation Grants (\$324,841)

<http://www.neh.gov/news/press-release/2014-07-21>

J. Stephen Downie (School of Information Science; NCSA)

Project Title: Exploring the Billions and Billions of Words in the HathiTrust Corpus with Bookworm: HathiTrust + Bookworm Project

Project Description: The enhancement and integration of the Bookworm analytical tool with the HathiTrust Digital Library, which holds 3.9 billion pages of digitized materials. Scholars would be able to build individual collections of materials to be studied and to discover new textual use patterns across the corpus.

Fellowships for University Teachers (\$50,400 x 3 = \$151,200 + \$37,800 = \$189,000)

<http://www.neh.gov/news/press-release/2014-12-08>

Francois Proulx (French) [\$37,800]

Project Title: Reading and French Masculinity at the Fin de Siècle

Antoinette Burton (History)[declined]

Project Title: Wars Against Nature? Environmental Fictions of the First Anglo-Afghan Wars

Valeria Sobol (Slavic Languages and Literatures)

Project Title: Visions of Empire in Russian Gothic Literature, 1790 -1850

Robert Morrissey (History)

Project Title: The Illinois and the Edge Effect: Bison Algonquians in the Colonial Mississippi Valley

Timothy Pauketat (Anthropology)

Project Title: Spirits, Birds, and Luminous Beings: Reconceptualizing Ancient Urbanism

Museums, Libraries, and Cultural Organizations Planning Grant (\$59,999)

<http://www.neh.gov/news/press-release/2014-07-21>

Exhibitions: Planning Grant

Allyson Purpura (*Krannert Art Museum, Senior Curator & Curator of African Art*)

Sandy Prita Meier (*Art History; Center for African Studies*)

Project Title: World on the Horizon: Swahili Arts Across the Indian Ocean Museum

Project Description: Planning for a traveling exhibition, a catalog, and programming exploring the unique, transcultural aesthetic of Swahili art from the 16th century to the present.

Summer Institutes for College and University Teachers (\$172,933)

<http://www.neh.gov/news/press-release/2014-07-21>

D. Fairchild Ruggles (*Landscape Architecture*)

Oscar Vazquez (*Art History*)

Project Title: The Alhambra and Spain's Islamic Past

Project Description: A four-week institute for twenty-five college and university faculty to examine changing views of Spain's Islamic past through architectural, visual, and literary representations of the Alhambra.

Appendix A2.

(provided by Maria Gillombardo, External Funding Coordinator—Humanities, Arts, and Related Fields, office Grantseeking and Research Development in the Humanities, Arts and Social Sciences, OVCR)

**University of Illinois Faculty
John Simon Guggenheim Memorial Fellows
1998 - 2017
[* = no longer at University of Illinois]**

N.B.: this is a complete campus list; humanists are in red.

2017

Jonathan Ebel

University of Illinois professor of [religion](#) Jonathan Ebel has been awarded a 2017 [Guggenheim Foundation Fellowship](#). Ebel will use his fellowship tenure to complete work on a religious history of the Great Depression and the New Deal in agricultural California. He is studying the encounters between Dust Bowl refugees and New Deal officials.

2016

Dennis Baron

Baron is a professor of [English](#) and [linguistics](#) at Illinois. His research interests include language legislation, policy and reform; linguistic rights; the history of English usage; and language and gender. He'll use his fellowship to complete an eighth book, "Guns and Grammar: Understanding Language Law." Baron earned his Ph.D. from the University of Michigan.

Karin A. Dahmen

Dahmen, a professor of [physics](#), has wide-ranging interests in condensed matter physics and statistical physics, involving nonequilibrium dynamical systems, hysteresis, avalanches, earthquakes, population biology and disorder-induced critical behavior.

Craig Koslofsky

Koslofsky, a professor of [history](#) and [Germanic languages and literatures](#), specializes in early modern European and global history. His fellowship will support current research on skin in the early modern world (circa 1450-1750), in which he explores tattooing, cosmetics, branding, medicine, skin color and race.

Mei-Po Kwan

Kwan, a professor of [geography and geographic information](#), has made contributions to the discipline of geography in areas spanning health, social, transportation and environmental issues in cities through the application of innovative geographic information system methods.

Ralph W. Mathisen

Mathisen is a professor of [history](#), [classics](#) and [medieval studies](#), whose research has focused on the later centuries of the Roman Empire and the transition to what followed, otherwise known as late antiquity. ... His fellowship will support research challenging a common “rise and fall,” barbarians-versus-civilization narrative about the end of the western Roman Empire.

Rebecca Stumpf

Stumpf is a professor of [anthropology](#) whose research focuses on comparative primate behavior, physiology and microbiomes to explain patterns of variation across the Primate Order (including humans) and attain a greater understanding of primate behavioral ecology, reproductive biology, conservation and health.

2015***Wendy K. Tam Cho***

Cho conducts research on statistical and computational models for social science, looking for ways to advance social science in step with scientific and technological growth. Her political science research in recent years has included studies of political participation, voter migration, contextual influences on voting behavior, and redistricting.

Philip W. Phillips

Phillips works in theoretical condensed matter physics. He has developed various models of how electrons travel through superconductors containing copper and iron and how electrons interact at temperatures near absolute zero. He is known for devising the random dimer model, a 1-dimensional model that conducts electricity, thereby providing a concrete counterexample to Anderson's localization theorem.

2014***Asef Bayat***

Bayat is a professor of sociology and the Catherine C. and Bruce A. Bastian Professor in Global and Transnational Studies at Illinois. A native of Iran who taught at the American University in Cairo for 17 years, Bayat specializes in the study of social movements, urban politics and political Islam in the Middle East. His book “Life as Politics: How Ordinary

People Change the Middle East,” first published in 2009, in some ways anticipated the popular movements that would bring about the Arab Spring in 2011.

****Joy Harjo***

Harjo, a member of the Mvskoke Nation of Oklahoma, is a professor of American Indian studies and of English at Illinois, as well as an award-winning poet, composer, musician and author. Her teaching and research interests focus on indigenous literature, poetry, music and theater. She has published seven books of poetry and her honors include the William Carlos Williams Award from the Poetry Society of America.

Catherine Prendergast (University Scholar 2008)

Prendergast, a professor of English and an affiliate of the Russian, East European and Eurasian Center, researches cultural contested terrain, such as anxieties over the global spread of English, arguments over grammatical correctness and battles over multicultural literacy in the wake of school desegregation. ... Prendergast will use her Guggenheim Fellowship to complete her book, “Writer, Painter, Banker, Thief: The American Arts Colony in the Public Account.”

Stephen Taylor

Taylor, a professor of music composition and theory, and the director of the Illinois Modern Ensemble, composes music that incorporates both art and science. His first orchestral commission, “Unapproachable Light,” was inspired by images from the Hubble Space Telescope and the New Testament.

Deke Weaver

Weaver, a writer, performer, video artist and new media professor in the School of Art and Design, is best known for “The Unreliable Bestiary,” in which he focuses on one endangered animal species for each letter of the alphabet and develops an interdisciplinary multimedia performance around that animal (though not in alphabetical order).

2013

No recipients from University of Illinois

2012

Huimin Zhao (University Scholar 2008)

Zhao, the Centennial Chair Professor of Chemical and Biomolecular Engineering, focuses on developing and applying synthetic biology tools to address challenges in human health and in energy. His group works to engineer proteins and pathways for drug discovery and development, gene therapy, and industrial biotechnology and bioenergy.

2011****Anne Hedeman (University Scholar 2004)***

Hedeman, professor of art history and medieval studies, specializes in medieval manuscripts and the history of books, focusing on the role of visual imagery, or “illuminations,” in translating past or distant cultures for 15th century French readers. She is in the midst of writing a planned four-book series on the impact that French notaries and secretaries had in shaping the visual environment of the French court from 1365 to 1483.

Kenneth Suslick (University Scholar 1994)

Suslick, the Marvin T. Schmidt professor of chemistry, works at the forefront of chemical sensing. He developed an artificial “nose” capable of detecting harmful substances in the air.

2010***Antoinette Burton (University Scholar 2001)***

Burton, professor of history and the Bastian Professor of Global and Transnational Studies specializes in the history of Britain and the British Empire, as well as in the history of women and gender. She was awarded a fellowship to work on a book currently titled “Empire from Below: Resistance in the British Empire From the Opium Wars to Mau Mau.”

2009***George D. Gollin***

Gollin, a physics professor and Center for Advanced Study Associate will use his fellowship to design a linear accelerator-based calibration system for the “Mu2e” elementary particle physics experiment proposed for Fermilab. He also will use his fellowship to cover research expenses associated with a book on diploma mills.

Laura H. Greene

Greene, a Swanlund Professor and Center for Advanced Study Professor of Physics, is an experimentalist in condensed matter physics who studies strongly correlated electron systems and novel materials. Her research focuses on understanding the behavior of unconventional superconductors and the interfaces between metallic superconductors and compound-semiconductor heterostructures.

****Jabari Asim***

Asim, then scholar-in-residence in the Department of African American Studies and the Department of Journalism. Asim, a leading African American literary and cultural critic, is most recently author of *What Obama Means, For Our Culture, Our Politics, Our Future* (William Morrow, 2009)Asim will use his fellowship to work on a book about violence in

African American communities. He plans to look at the historical roots of violence in those communities, to examine various cultural treatments of that violence in literature, movies and other art forms, and to reflect on its implications for the future.

2008

***Yonggang Huang**, Mechanical Science and Engineering (through 2007); Northwestern University

2007

Mark Steinberg (*University Scholar 2000*)

Steinberg, a professor of modern Russian history, will write a book about St. Petersburg, Russia, in the “years of crisis” between two revolutions – those of 1905 and of 1917 – “as a site to explore Russian history in a critical era, but also to explore a particular location and instance of the modern age and how it was experienced, interpreted and negotiated,” he said.

2006

Brigit Pegeen Kelly (*University Scholar 1999*)

Kelly, a professor of English, will write a book of poetry (no further information available).

Diane Koenker

Koenker, a professor of history, will work on her project “Proletarian Tourism and Vacations in the U.S.S.R.” In exploring the practice of tourism and vacations over time, beginning with the Stalin period and continuing to the eras of Khrushchev and Brezhnev, Koenker’s study also will investigate the existence and reinforcement of social distinctions expressed through individuals’ choices of leisure travel.

Schuyler S. Korban

Korban, professor of molecular genetics and biotechnology, will be expanding on his current work on plant-based vaccines, exploring and developing new systems for gene expression as well as delivery of plant-based vaccines, including branching out to other human diseases for the purpose of developing vaccines in plants, “essentially using plants as production and delivery vehicles for vaccines.”

Harriet Murav

Harriet Murav is a professor of comparative and world literature and heads the Department of Slavic Languages and Literatures. Her project is “Music on a Speeding Train: Soviet-Yiddish and Russian-Jewish Literature of the 20th Century.”

***Robert Yelle**

Yelle is a postdoctoral fellow in the Illinois Program for Research in the Humanities and a professor in the Program for the Study of Religion. [After 2006, at University of Memphis.]

His project is “Disenchantment of Language: Protestant Literalism and the Discourse of Modernity from England to India.”

2005

Bruce Rhoads

Rhoads, the head of the U. of I. geography department, won for his project on fluvial dynamics of river confluences – his “longstanding research interest,” he said. He will pursue the fellowship while on sabbatical leave during the academic year 2005-2006.

2004

No recipients from University of Illinois

2003

Sheldon Jacobson

Jacobson, a professor of industrial engineering, a Willett Faculty Scholar and the director of the Simulation Optimization Laboratory, received the award for his work with aviation security problems and solutions.

Gene E. Robinson

Robinson, a professor of entomology and the director of the neuroscience program, was honored for his work with genes and social behavior.

2002

No recipients from University of Illinois

2001

Dale J. Van Harlingen (*University Scholar 1998*)

Van Harlingen is a professor of physics at the University of Illinois and a researcher at the Frederick Seitz Materials Research Laboratory. Van Harlingen will use his fellowship to explore phase coherence and dynamics in superconducting circuits – and their implications for quantum computation – in a sabbatical at the University of California at Berkeley next year.

2000

Lillian Hoddeson

Hoddeson, a professor of history, was nominated for her work chronicling the life and science of physicist John Bardeen, a two-time Nobel Prize winner and UI professor of physics and of electrical engineering from 1951 until his death in 1991.

1999

Peter Fritzsche

1998

Alma Gottlieb

1993

Tere O'Connor

1991

Renee Baillargeon

1987

May Berenbaum

1977

John Katzenellenbogen

1975

Nina Baym

Appendix A3.

Select list of grants in humanities, arts and related fields (compiled by Angeliki Tzanetou and Samantha Frost)

In the partial list below, granting agencies are listed by name, alphabetically, with number of grantees (if more than 1), years granted, and departmental affiliation of grantees.

Alexander von Humboldt Foundation, Short-term Fellowship (2) (2015, 2018) German

The Andrew W. Mellon Foundation Postdoctoral Fellows Program -- \$2,000,000

The Andrew W. Mellon Foundation Emerging Areas in the Humanities Grant (2016-2022)
Illinois Program for Research in the Humanities – \$2,050,000

The Andrew W. Mellon Foundation Humanities Without Walls Grant (2) Illinois Program
for Research in the Humanities -- \$7,200,000

American Council of Learned Societies (ACLS) (11) (2012, 2013, 2015, 2016, 2017)
Comparative World Literatures, History, Music, Landscape Architecture, History,
English, Anthropology/Music, Philosophy

American Theatre Critics Association (2) (2014, 2016) Theater

Australian Research Council Discovery Projects Grant (2016-2018) Latino/a Studies

British Council Research Grant (2016-2017) Linguistics

Camargo Foundation Fellowship (2016) History

Center for Advanced Study in the Visual Arts (CASVA), Senior Fellowships, National
Gallery of Art, Washington, DC (3) (2014-2015, 2017-2018, 2018-2019) Art History

Chevalier dans l'ordre des Palmes académiques Award, from the French Cultural Ministry
(French and Italian)

Creative Capital, New York, NY (2009-2012) New Media

Defense Advanced Research Projects Agency (DARPA) (2015-2020) with Stevens Institute
and University of Arizona New Media

Deutscher Akademischer Austauschdienst/German Exchange Service (DAAD) Fellowship (2)
(2016, 2017) German

Fulbright Foundation Fellowship (3) Latino/a Studies, Communication, Theater

Fulbright Foundation Summer Award (2016) History

Getty Research Institute, Los Angeles, CA. Postdoctoral Fellowship, (1) (2014-2015) Art History

Herzog August Bibliothek Senior Fellow (2) (2012, 2013) German

Humanities without Walls Consortium Grant—Andrew W. Mellon Foundation (4) (2014, 2015-2016, 2017) Latino/a Studies, New Media, Urban Planning, History

Illinois Arts Council Award, Individual Artist Project Grant (2013) New Media

Isle Royale National Park, Isle Royale, MI, Artist Residency (2012) New Media

The John Simon Guggenheim Foundation (see Appendix A.2)

Kress Foundation Award (2017) (shared with Director of Renaissance Center, Newberry Library, Chicago) German

The MacDowell Colony, Peterborough, NH, Fellowship (2015) New Media

National Endowment for the Humanities (see Appendix A.1)

National Geographic Grant Anthropology

National Multiple Sclerosis Society Research Grant (2015-2016, 2016-2018) Latino/a Studies

National Science Foundation (NSF) Research Grants (8) Linguistics, Anthropology, New Media

Open Society Foundation (2016-2017) Urban Planning

Social Sciences and Humanities Research Council of Canada (SSHRC) grant (2017) Urban Planning

Taft-Nicholson Environmental Humanities Educational Center, University of Utah, Centennial Valley, Montana, Artist in Residence, (2016) New Media

Ucross Foundation, Ucross, WY, Residency Fellowship (2015) New Media

Wenner-Gren Research Grant (2017-2019) Anthropology

Appendix B Investment for Growth Proposal submitted by LAS, 2018
 (provided by co-author Kirstin Wilcox, Director of Internships, English)

**Supporting and Promoting the Practical Value of a Humanities Education in the
 Twenty-First Century**

Program Description and Objectives

College graduates who have honed their intelligence on the study of complex texts, culture, and philosophy fill a present and growing need, as articles, interviews, and studies within the business world itself attest.¹⁵ The question “What do humanities majors DO after they graduate?” has a straightforward answer: they use the particular critical, analytical, and communication skills fostered by their humanities training to solve problems for every kind of industry, business, and organization. Every employment sector needs people who are good at working with complex qualitative information and can bring to bear an understanding of the relevant human and cultural contexts to help improve everything from data analysis to decision making. Yet one of the biggest problems the university faces is declining LAS humanities enrollments, which have nearly halved since 2007. The drop in enrollments is due at least in part to the increased focus on college education as vocational training and the myth that a humanities BA does not prepare students for jobs, even though the Illini Success data that Illinois has been collecting since 2014 shows otherwise (see Figure A). Necessarily modest, recent efforts by the Department of English to better position students for the job market and to connect potential employers with English majors have already produced striking results. Beginning in 2014, the department redirected certain existing resources (including a single specialized faculty line) to communications, career development, and internship programming. As a result, the placement rate for students jumped from 59% in 2014–15 to 85% the following year, an employment rate commensurate with that of programs in Engineering and Business. This 24% increase in job placement for English department majors demonstrates what can be accomplished across the humanities at Illinois with an adequate commitment of dedicated personnel and financial resources. The practical relevance of humanities training in an increasingly technological world can be at the forefront of the Illinois story.

Existing structures to promote the humanities as a path to success are limited in scope and resources, particularly as graduate study leading to an academic career in the humanities is not a dependable path in the current job market. Humanities students have excellent alternatives to graduate or professional school, but our institution offers them little help in discovering them. The Life + Career Design Lab encourages students to think broadly about the educational and co-curricular opportunities available to them as well as to design a path that optimizes their four years at Illinois but intentionally stops short of helping them with job attainment. Networking, career fairs, alumni mentoring, the specifics of job applications, and employer outreach lie beyond its purview. The Career Center, in serving all of campus, lacks the discipline-specific connections and knowledge to guide humanities students in recognizing their value in the workplace and articulating it to employers. Moreover, the decentralized nature of campus wide

¹⁵ See, e.g., Lee Ranie and Janna Anderson, *The Future of Jobs and Job Training*, A report by the Pew Research Center (Internet and Technology), May 3, 2017; Mark Cuban, interview by Cory Johnson, *Bloomberg Markets*, February 27, 2017; Christian Madsbjerg, *Sensemaking: The Power of Humanities in the Age of the Algorithm* (Hachette 2017), 168.

career services means that humanities students do not get the discipline-specific advocacy and corporate outreach that is available to students in STEM and preprofessional majors. Despite these challenges, our students do go on to find meaningful work in a wide range of occupations in all sectors. These success stories remain largely unknown, however, because LAS, the largest and most disciplinarily diverse of the university's colleges, has fewer resources per student devoted to marketing and communications than any of the others. Many humanities students already find their way into campus internships, service opportunities, and student organizations for career-relevant experiences, but even these highly motivated students are largely left to their own devices to match the specific skills they gain with post-graduation employment. Consequently, they have little reason to connect their career success to their Illinois education, which in turn limits our future pool of alumni donors. Moreover, the resources available to our humanities students lag behind those at our Big Ten Academic Alliance peers, where liberal-arts specific career programming (including branded centers like the LSA Opportunity Hub at Michigan or SuccessWorks at UW- Madison) is the norm.

Accordingly, we are seeking an investment to promote the practical value of a humanities education, enhance employment preparation and opportunities for humanities students, and thereby help make Illinois a leader in reversing the national trend of declining enrollments in humanities programs. Currently, Illinois, like many of its peer institutions, is losing money on programs that are essential to a comprehensive public land-grant university. We cannot hope to fulfill our educational mission or to maintain our ranking and preeminence among national public universities without vibrant and successful humanities programs, whose value and service extend beyond LAS to the entire university population and to the state of Illinois.

The heart of the proposed initiative is a Humanities Professional Resources Center (HPRC). HPRC will provide a landing point for employers and corporate partners seeking students with the particular skill sets fostered by training in the humanities. This program will build on the curricular and career exploration work of the existing LAS Life + Career Design Lab and serve students whose needs are not met by the campus-wide focus of the Career Center. We will extend to all humanities majors the career programs that have already been shown to increase the employment rate of English and Creative Writing majors and create additional resources to further increase these students' employability:

- individual humanities-specific career advising and job-hunting support (e.g., strategy sessions on demonstrating content creation skills via social media, workshops on developing writing samples and portfolios)
- guidance regarding existing – and future – certificate programs in LAS and throughout the university (e.g., Biohumanities, Data Sciences, Informatics, Public Relations, etc.)
- programming to introduce humanities majors to the many career paths open to them (talks by professionals, field trips to relevant businesses, workshops to demystify fields like tech support, recruiting, sales, project management, client services, human resources, nonprofit management)
- employer outreach and corporate engagement targeted to companies in need of the critical, analytical, and communication skills associated with a humanities education;
- career fair opportunities and coaching to help humanities students take better advantage of the university's corporate partnerships;

- alumni mentoring programs and an annual speakers' series to bring five distinguished humanities alumni back to campus (developed in concert with LAS Advancement); and
- a visible presence for the Illinois humanities on Handshake and Hire Illini, two online platforms that connect employers to Illinois students.

The Humanities Professional Resources Center will also coordinate expanded internship opportunities. Humanities majors who acquire additional career-specific skills in the course of their liberal arts education can double the number of job openings available to them.¹⁶ Multiple pathways exist for students to acquire these proficiencies, including internships, campus paraprofessional programs, research, and certificate programs. The Department of English has already begun to do this kind of work for its own majors, placing 10–20 students per semester in paid or unpaid internships in settings that include faculty-edited academic journals, the Rare Book and Manuscript Library, and the Beckman Institute for Advanced Science and Technology, as well as with companies affiliated with the university's Research Park. The HPRC will curate and promote such opportunities across all humanities majors, coach students through the application process, and leverage these existing relationships to create new, additional opportunities. As one part of this endeavor, we propose an expansion of the existing ATLAS internship program, which provides training and supervision for students to gain skills related to content strategy, project management, documentation, and website development. We will expand the ATLAS program to create additional opportunities for students to gain teamwork and managerial skills, in addition to technological competencies. ATLAS has already begun reaching out to local employers and community partners to place interns, and the coordinators for this program will help to turn these internships into a conduit for corporate partnerships and employer relations. We are also requesting money to offer stipends and hourly wage to student interns, in order to make these professionalizing opportunities available to all students regardless of SES.

The truth about the skills humanities students develop and their success has to be communicated to prospective students, their families, donors, alumni, and corporate partners. The Humanities Professional Resources Center will coordinate with an additional LAS marketing and communications professional to promote the skill-building rigor of humanities classes, convey the innovative teaching and research that inculcate these habits of mind, demonstrate the professionalizing experiences available to our students, and tell the success stories of recent alumni. Expanded LAS communications and marketing will demonstrate across multiple platforms and to many stakeholders that Illinois humanities are crucial to success, not only for the students who choose to major in them here, but also for business, technology, social services, education, media, the arts, government, and entrepreneurship, within Illinois and beyond.

¹⁶Viviane Giang, "Liberal Arts Majors Need These 8 Skills to Get Ahead" *Business Insider*, Aug. 29, 2013; Burning Glass Technologies, [The Art of Employment: How Liberal Arts Graduates Can Improve their Labor Market Prospects](#) (report) August 2013.

Need for the initiative and impact on the units, college, and university.

Despite shrinking faculty numbers in the humanities, the cost of instruction has risen steadily because of even steeper declines in the number of majors. That increased cost is borne entirely by LAS: in effect, the decline means that higher enrollments in other LAS units must make up for the increased costs for humanities units, at a time when the LAS budget as a whole is being cut every year. The entire campus, however, depends on the courses offered by LAS in general and to a large extent by its humanities units in particular. The entire campus likewise stands to benefit if the teaching capacity of those units is used more efficiently. Moreover, as noted above, both the university's educational mission and its national rankings depend upon maintaining vibrant and successful humanities programs. Reducing faculty numbers to the point where humanities units cease to be viable is not an acceptable option. A more effective strategy for the units, the college, and the university is to increase humanities enrollments. Prospective students are frequently deterred from majoring in the humanities because they mistakenly believe these fields will not prepare them for employment. At present the university does almost nothing to counter this belief. Compared to other units, LAS in general, and the humanities in particular, are starved for resources to convey their value (see figures B and C). The families of prospective students are given no clear and persuasive picture of an Illinois path to success that builds on their strengths. Employers miss out on access to desirable interns and employees, because at present Illinois offers no conduit to connect them to students whose aptitudes and interests have led them to major in the humanities.

Sustainability

The three years of IG funding will create momentum that can be sustained at lower cost in subsequent years. Key to that sustained success will be the Humanities Professional Resources Center. In recognition of that fact, LAS has agreed to commit the income from any net gain in humanities majors (currently \$2.5K is allocated to the college per major) to cover the cost of operating the HPRC. If that additional income exceeds those operating costs, some of the surplus could be used to support other components of the proposed initiative, as needed.

We anticipate that these programs will yield increased enrollments and new revenue streams. During the funded years, ATLAS staff will continue to extend its internship client base into private industries, modeling a similar expansion of the LAS communications internship program. These programs will create a pathway for corporate engagement, as we explore new forms of financial support and propose that companies fund these programs as early training ground for students prior to corporate internship and rotational management programs. We expect the internship component of this program to become self-supporting. We also expect that humanities-specific employer and alumni outreach will generate new opportunities for corporate partners to invest in our career development programs, through career fair fees, employer events, and other kinds of sponsorships. In the longer term, we can expect the effort we expend now to yield results in greater alumni giving, as our humanities alumni credit their years at Illinois for their professional success.

Budget and return on investment (see detailed budget attached)

1. For the Humanities Professional Resources Center:

\$210K for an AP to serve as HPRC Director.

\$150K for an additional, full-time career counseling specialist. (The departments to be served by the HPRC have agreed to jointly bear the annual costs of an HPRC office support specialist.)

\$20K to set up and furnish dedicated space for the HPRC.

\$62K to promote humanities career programs to students, employers, and alumni (including administrative access to Handshake).

\$15K for professional development activities (conferences, etc.).

2. Additional monies for internships:

\$150K for an ATLAS internship coordinator.

\$135K for hourly wages for ATLAS intern team leaders.

\$180K for stipends to make initial (and otherwise unpaid) internships available to low SES students.

3. Additional monies for marketing the humanities:

\$150K for one additional full-time (and humanities-focused) staff member in LAS Marketing and Communications, in order to help showcase exciting and innovative work in the humanities and to change the narrative about the utility of a humanities degree across multiple marketing platforms.

As noted above, the Department of English has already pointed the way toward what can be accomplished in these regards. These pilot efforts indicate that a more comprehensive investment of resources into career services for humanities majors would extend that rate of employment to students in other humanities majors, while also producing results that would put the practical relevance of humanities training in an increasingly technological world at the forefront of the Illinois story. We also know intimately the consequences of continuing as we are. If no revenue is invested in promoting humanities majors as a fulfilling path to a successful life, we can expect our current decline in majors to continue. Investing in this initiative in order to reverse those enrollment trends would maximize the instructional impact of our first-rate humanities faculty while preparing the university to meet the anticipated growth in jobs for graduates whose skills cannot be automated and sustaining our stature as a comprehensive land-grant institution.

Fig. A: # of undergraduates naming “employment” as first destination in Illini Success survey 2015–2016

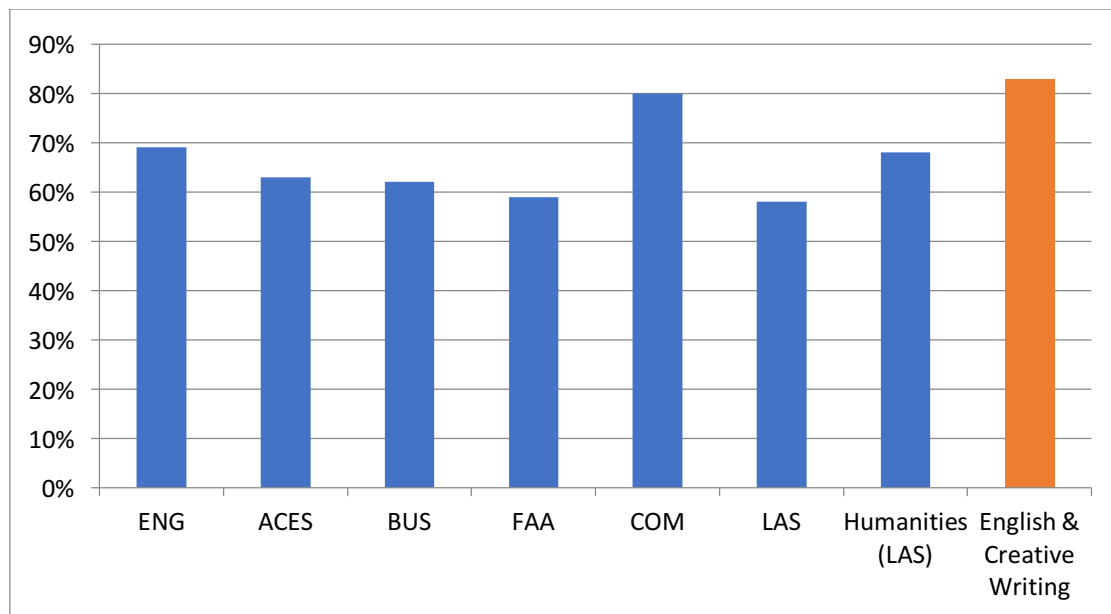


Fig. B: # of UGs for each full-time career services staff person at college level

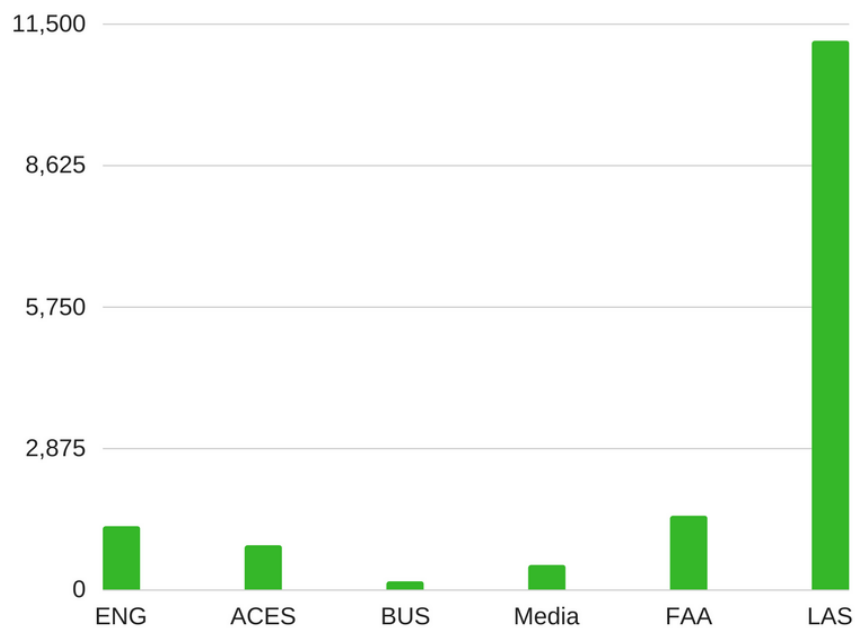
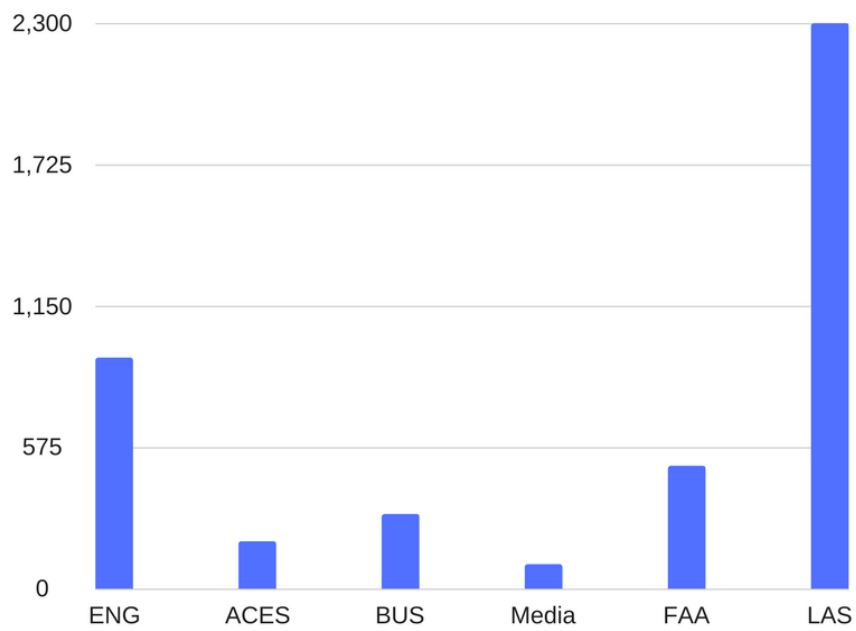


Fig. C: # of UGs for each full-time communications staff person at college level



Budget

	Total	Per year for 3 years	
Start-up costs	\$10,000		signage, logos, and promotion of humanities career services to current students
	\$20,000		marketing/promotions push for prospective students
	\$20,000		marketing/promotions push for employers, corporate partners, donors
	\$20,000		setting up physical space for the humanities career services
Humanities Professional Resources Center	\$0* (LAS will provide any stipend associated with this position.)	\$0	Faculty Director
	\$210,000	\$70,000	Director (AP)
	\$150,000	\$50,000	Humanities career counseling specialist (reports to Director)
	\$0* (The cost for this position will be shared among the humanities units to be served by the HPRC.)	\$35,000	Office support specialist (reports to Director)
	\$4,500	\$1,500	Handshake buy-in
	\$15,000	\$5,000	professional development and conference travel for Hub director
	\$7,500	\$2,500	food and venues for programming, alumni events, student outreach
Internships	\$150,000	\$50,000	ATLAS internship coordinator (visiting AP, reports to ATLAS)

	\$180,000	\$60,000	\$1000 stipends for 60 first-time interns each year
	\$135,000	\$45,000	\$10/hr for approx. 15 hours/week/semester for 10 ATLAS intern team leaders
Humanities Communications/Marketing	\$150,000	\$50,000	LAS Humanities Marketing Specialist for recruitment and fundraising (AP, reports to LAS Communications)

Appendix C1.

The University Library's Scholarly Commons: A Summary

(provided by Harriett Green, University Library)

Over the past seven years, the mission of the University Library's Scholarly Commons has been twofold: to help researchers using digital methods by providing software, training, and consultations, and to catalyze a campus-wide community of digital scholars that bridges colleges and departments. Events sponsored by or hosted by the Scholarly Commons include invited lectures by leading figures Ariel Waldman, Edward Ayers, and Juan Pablo Alperin; and co-sponsored Critical Digital Humanities workshops at the Illinois Program for Research in the Humanities.

These services and events are provided using a "hub and spoke" model, where the administrative unit called the Scholarly Commons is a "hub" that maintains infrastructure for providing services, and the "spokes" are partners in the library and across campus who have expertise that is useful in digital scholarship and are willing to work with us. Some services—including data discovery and access services, geographic information systems (GIS), undergraduate research support, and digital humanities—have their center of gravity in the current Scholarly Commons administrative unit. Others—such as research data management, social media analytics, copyright, scholarly communications, grant writing, and survey research—are supported by separate Library or campus partners located elsewhere. In many cases, the Scholarly Commons acts as a concierge to determine who can best help the researchers, as well as providing walk-in help.

The Scholarly Commons now looks to expand its cross-disciplinary model into innovative forms of services in a new space, working with even more library and campus partners in an open, vibrant space where scholarship can be visible in multiple ways, and where researchers can gather at events sponsored by the Library, or informally in interdisciplinary research groups. Librarians and campus partners will hold office hours and events in this new space, and these partnerships will be a critical factor in making it a service-rich as well as technology-rich part of the Library. We envision a space full of researchers and library staff collaborating, learning, and networking around issues of digital scholarship. They will be writing on whiteboard walls, plugging their laptops into large-scale digital displays so they can share and collaborate around their work, participating in and attending cross-disciplinary events, and reconfiguring furniture to create the spaces they need at the moment.

This newly expanded Scholarly Commons, we ultimately envision, will be a 'collaboratory' that promotes disciplinary as well as interdisciplinary collaboration in the humanities, social sciences, and related disciplines. The focal point of this collaboratory will be access to a network of experts from within the Library as well as partner programs on campus, state-of-the-art tools and technologies, and collections that together create a powerful environment for scholarship.

Appendix C2. The University Library's Collaboratory Planning Group Report

FINAL REPORT: The Humanities and Interdisciplinary Scholars Collaboratory Strategy and Planning Group

*Submitted by: Karen Hogenboom and Harriett Green, co-chairs
May 15, 2017*

INTRODUCTION

Many research libraries have responded to the increasingly digital nature of research by opening digital scholarship centers where campus researchers can get help with technologically intensive methods, finding data, and can connect with other researchers interested in the methods they are using.¹⁷ The Library was an early adopter in this area, opening the Scholarly Commons in 2010. In 2012, the Scholarly Commons moved into Main Library 306 and has been gradually expanding its services since then. At the time it opened, there were only a few digital scholarship centers in libraries, and the main exemplar was the Scholar's Lab at University of Virginia.¹⁸ Now there are over a hundred digital scholarship centers in North American libraries.

The mission of the Scholarly Commons has always been twofold: to help researchers using digital methods by providing software, training, and consultations, and to create a community of digital scholars across campus regardless of college or department. The latter goal has been challenging in Room 306 because it is too small for event or exhibit

¹⁷ Gilbert, H. & White, J. eds. (2016). *Laying the Foundation: Digital Humanities in Academic Libraries*. Lafayette, IN: Purdue University Press; Goldenberg-Hart, Diane. Report of a CNI-ARL Workshop: Planning a Digital Scholarship Center 2016. Washington, DC: Coalition of Networked Information, 2016. <https://www.cni.org/wp-content/uploads/2016/08/report-DSCW16.pdf>; Lippencott, J. & D. Goldenberg-Hart. (2014). *Digital Scholarship Centers: Trends and Good Practice*. Washington, D.C.: Coalition of Networked Information. http://www.cni.org/wpcontent/uploads/2014/11/CNI-Digital-Schol.-Centers-report-2014.web_.pdf; Maron, N. L., & Pickle, S. (2014). *Sustaining the Digital Humanities: Host Institution Support Beyond the Start-Up Phase*. New York: Ithaka S+R. <http://www.sr.ithaka.org/publications/sustaining-the-digital-humanities/>; Mulligan, R. (2016). *SPEC Kit 350: Supporting Digital Scholarship*. Washington, DC: Association for Research Libraries. <http://publications.arl.org/Supporting-Digital-Scholarship-SPEC-Kit-350/>; Vinopal, J. & McCormick, M. (2013). Supporting digital scholarship in research libraries: Scalability and sustainability. *Journal of Library Administration* 53(1), 27-42.

¹⁸ Bryson, T., M. Posner, A. St. Pierre, & S. Varner. (2011). *SPEC Kit 326: Digital Humanities*. Washington, D.C.: Association for Research Libraries. <http://publications.arl.org/Digital-Humanities-SPEC-Kit-326/>; Zorich, D. (2008). A Survey of Digital Humanities Centers in the United States. Washington, D.C.: Council of Library and Information Resources. <http://www.clir.org/pubs/reports/pub143/pub143.pdf>.

space, but there are events all over campus sponsored by or hosted by the Scholarly Commons, including invited lectures by Heather Piwowar, Ariel Waldman, and Juan Pablo Alperin; the exhibitions for the Image of Research competitions; and co-sponsored Critical Digital Humanities workshops at the Illinois Program for Research in the Humanities. These services and events are provided using a hub and spoke model, where the administrative unit called the Scholarly Commons is only a hub and maintains infrastructure for providing services, and the "spokes" are partners in the library and across campus who have expertise that is useful in digital scholarship and are willing to work with us. Some services, specifically data discovery, geographic information systems (GIS), workshops, undergraduate research support, and digital humanities, have their center of gravity in the current Scholarly Commons administrative unit. Others, like qualitative data analysis, social media analytics, copyright, scholarly communications, data management, grant writing, survey research, and data analysis, are supported by Library or campus partners located elsewhere. In many cases, the Scholarly Commons acts as a concierge to determine who can best help the researchers who contact us, as well as providing walk-in help.

The Scholarly Commons is poised to become something new in a new space, working with even more library and campus partners in an open, vibrant space where scholarship can be visible in multiple ways, and where researchers can gather at events sponsored by the Library, or informally in interdisciplinary research groups. Librarians and campus partners will be able to have office hours and events in this new space, and these partnerships will be a critical factor in making it a service-rich as well as technology-rich part of the Library.¹⁹ We envision a space full of researchers and library staff collaborating, learning, and networking around issues of digital scholarship. They will be writing on whiteboard walls, plugging their laptops into large-scale digital displays so they can share and collaborate around their work, participating in and attending cross-disciplinary events, and reconfiguring furniture to create the spaces they need at the moment.

The Humanities and Interdisciplinary Scholars Collaboratory Strategy and Planning Group was charged to examine ways to advance the campus community's efforts and initiatives in new and innovative forms of data-driven research by providing spaces, tools, and services that researchers and students need to pursue innovative research approaches and discovery. Specifically, the group is charged to implement a vision of a digital scholarship "collaboratory" in 220 Library with inviting and flexible spaces promoting disciplinary as well as interdisciplinary collaboration in the humanities, social sciences, and related disciplines. The Library's Scholarly Commons portfolio of programs will move from the third floor to this space, and will form the foundation upon which the Library intends to build new services and programs, in concert with other units in the Library and on campus. The focal point of this collaboratory will be access to a network of experts from within the Library as well as partner programs on campus, state-of-the-art tools and

¹⁹ Throughout this report, "collaboratory" is used to refer to the space and services in Main Library 220, while "Scholarly Commons" is used to refer to the current space and services in Main Library 306.

technologies, and collections that together create a powerful environment for scholarship. This is an exciting opportunity to transform a prime location in the emerging humanities “neighborhood” on the 2nd floor of the Main Library from backroom operations into a destination for scholars.”

Strategic Plan

The collaboratory will critically support key goals in both the campus and Library strategic plans:

Campus (<http://strategicplan.illinois.edu/goals.html>):

- *Goal 1: Foster scholarship, discovery and innovation*

The collaboratory will provide space and tools to facilitate innovative scholarship and discovery through the provision of services, tools, and expertise across many different areas

- *Goal 2: Transformative Learning Experiences, 2Diii: Leverage technology to provide best learning experience*

The collaboratory will provide space for students and faculty to interact and utilize technology in their curricula and projects/research work.

- *Goal 3b: Development of interdisciplinary research institutes*

The Library has a key role in supporting this emergent work: the Scholarly Commons is discipline agnostic, and provides a place where scholars from different fields can come together with each other and with experts from the Library and campus who can help them. The collaboratory will build on this foundational work with expanded capacities for supporting data driven research through expertise, technology, and spaces for interactive, collaborative work.

Library (http://www.library.illinois.edu/planning/ADOPTEDFramework_for_Strategic_Action.pdf):

- *Direction 1: Strengthen the campus infrastructure to support scholarship and innovation.*
 - *Goal 1A - Supporting campus research groups.*
 - *Goal 1E - New and innovative tools for scholarship.*
 - *Goals 1C and 1D - Provide a space for Research Data Services and Scholarly communications and publishing*

Part of the mission of the collaboratory will be to keep an eye on new research methods and tools, as well as who is supporting them across campus. The collaboratory will be a contact point for RDS and Scholarly Communications and Publishing, as well as a gateway to digital scholarship services across the Library and campus.

- *Direction 2B: Access to Library experts.*

Like the Scholarly Commons, the collaboratory will be an entry point for researchers doing all types of digital scholarship. Some library experts we call upon do not work with the public in most of their job responsibilities, but we can connect researchers with them as needed. We are also planning for a larger role for subject specialists.

- *Direction 3B: Collaborative spaces and incubator environments*

The collaboratory will provide open accessible spaces, reservable spaces, and events that encourage interaction across units and disciplines, and for collaborative work across the disciplines.

Methods and Data Gathering

This final report includes the full spectrum of findings gathered over two phases of the planning group's investigation:

First, the team members divided into sub-groups that gathered information via environmental scans, and generated preliminary findings on the needs and core principles for developing the Interdisciplinary collaboratory. The working groups were Campus, Library, and External. The co-chairs also convened a Faculty Advisory Committee that met with committee members on February 2, 2017.

The working group also analyzed and drew upon several Library and campus-wide reports and studies from the past few years that are relevant to the work of the team:

The **Interdisciplinary Working Group for the Humanities report** entitled *Creating a Humanities Commons* (2015), the Scholarly Commons' Annual Reports for FY15 and FY16, the **UIUC Year of Cyberinfrastructure report** (2015), the **Social and Behavioral Sciences Interdisciplinary Working Group Final Report** (2015), and the **Ithaka S+R UIUC Faculty Survey** (2013) and **Graduate Student Survey** (2016).²⁰ The **Scholarly Commons Digital Humanities Needs Assessment Study Preliminary Report** (2017, unpublished) is also relevant to the Collaboratory Team's work. For this report, Harriett Green, English and Digital Humanities Librarian, and Eleanor Dickson, Visiting HathiTrust

²⁰ Creating a Humanities Commons (https://research.illinois.edu/files/upload/humanities_report_final_2015.pdf); Scholarly Commons Annual Reports for FY 15 (http://www.library.illinois.edu/administration/services/annualreports/FY2015/FY15_Scholarly_Commons_annual_report.pdf) and FY 16 (http://www.library.illinois.edu/administration/services/annualreports/FY2016/Scholarly_Commons_Annual_Report_FY16.pdf); UIUC Year of Cyberinfrastructure Report (<https://www.ideals.illinois.edu/handle/2142/88444>); Social and Behavioral Sciences Interdisciplinary Working Group Final Report (https://research.illinois.edu/sites/research.illinois.edu/files/upload/sbsiwg_-_final_report.pdf); Ithaka S+R UIUC Faculty Survey (<http://www.library.illinois.edu/assessment/ithakasurvey/UIUCSummary.pdf>); Ithaka S+R UIUC Graduate Student Survey (http://www.library.illinois.edu/assessment/documents/UIUC_Graduate_Student_Survey_Report_of_Findings_05_05_2016.pdf).

Research Center Digital Humanities Specialist, conducted interviews with 15 faculty on campus. The most useful findings from these reports are integrated below.

Other sources of information for the report included a series of interviews with other libraries and digital scholarship centers; focus groups with the Library divisions; an open meeting for Library staff; and discussions with campus stakeholders.

The second phase of investigation involved multiple phases for gathering information from stakeholders and peer institutions:

The working group hosted an open house for the campus community, held an open feedback session with all Library staff and faculty, and conducted several in-person site visits at peer institutions with similar digital scholarship center spaces. The gathered data from the new surveys and interviews with stakeholders and peer institutions are reported here in combination with the earlier gathered findings.

Campus Open House

The sub-group looking at campus needs hosted an open house in on April 18 from 3-4:30 in 200 north, adjacent to 225. An announcement was placed on the campus' main notification venue, E-week, the Library's listserv and various listservs for faculty and graduate students. Twenty-seven people attended, the majority being library staff: 24 faculty or staff members; 2 graduate students; 1 undergraduate student. Very few identified with a particular discipline: 3 Humanities; 4 Social Sciences; 1 STEM. The open house had 5 stations: 3 for feedback on space, services and technology; a monitor showing images of scholarly centers in the US; and a tour of the space along with a station for gathering terms to generate a tagline.

Space

This station had two questions: How do you envision using the new Scholarly Commons space? What amenities and design features would be most important to you in the new space? There was also a section for free text. Twenty-seven people responded.

The top four picks in descending order were:

- Attend/participate in events (speakers, workshops, mini-conferences) and activities (e.g., reading groups) (24/27)--the popularity of this feature might be due to the high number of library staff answering the questions
- Use technology such as scanners, oversized monitors, and specialized software (19/27)
- Consult with library colleagues who have expertise in digital scholarship tools and methods (18/27)
- Host events and activities (16/27)

Suggested were: hosting research projects or labs or clusters, undergrad collaboration space, quiet study space (quiet study space for ALL (students, staff, researcher, local community members), and open study space

The amenities and design features receiving the most votes were:

- reservable offices/collaboration rooms (21/27)
- reconfigurable furniture (19/27)
- visibility throughout the space (15/27)
- whiteboards (15/27)

Suggested were: keep the existing offices in 225 and Large, fully visible screens to project an individual's computer onto

Services

Visitors voted on a long list of services. The most popular are presented here in descending order: copyright and author rights (the popularity of this service might be due to a recent well-publicized workshop on the topic), Usability/user experience testing, digital publishing, digital humanities, writing software or code, digital preservation, computational analysis of text (text mining), Virtual/augmented reality. The least popular were GIS/data mapping, data management and data curation and metadata.

Technology

Twenty-three people responded about technology. The top four technologies were, in descending order:

- Scanners (18 votes)
- Wireless projection (16 votes)
- Extra-large monitors (15 votes)
- oversize printers (14 votes).

Respondents also were asked to identify types of printers they would like to see, and expressed preferences for printers for special paper, for fabric, and for printing books on-demand.

Respondents also suggested having microfilm and microfiche printers. Interestingly, only 7 people voted for a visualization wall.

Library Open Feedback Session

This session was not well-attended, though we did appreciate everyone who was there, and attendees asked clarifying questions rather than reacting to the content of the preliminary report.

Site Visits

Indiana University

The Scholars' Commons is a relatively new space within the Indiana University-Bloomington Library. This is a centrally located space within the east wing of their main library, and is meant to also serve as a general reference point for the entire library. They have scanning and other digitization tools, collaboration space, consultations, a large classroom, a visualization wall, and lots of flexible open study space. This space was originally intended for graduate students to work and collaborate in, as well as digital scholarship consultation and instruction space.

What Worked Well:

The space is open, busy, and flows well. There are many kinds of spaces to work in, and the space feels open yet each zone feels private from the others. Their classroom is constantly booked for instruction and events, and the consultation rooms are always in rotating use. Their visualization wall has also seen a variety of uses and is a popular spot for group meetings when not in use.

Much of their furniture in the small group spaces worked very well to facilitate conversations around digital tools. Their classroom desks were also easily reconfigurable

for several styles of instruction space. They also reduced the overall number of computer stations in favor of more spaces for students to work with their own laptop computers, which worked well. The diversity in seating and meeting areas made the space feel cozy, where you could easily have a favorite corner to sit in, creating a sense of personal ownership within the space.

What They Want to Improve/Change:

They drew in large crowds to make use of the space, but they weren't the desired crowd of graduate students. The space feels like a very well-designed study space, rather than a collaboration or digital scholarship center. Some of the research work there was highlighted, but the consultation services were not immediately apparent to someone visiting the space.

Nearly all of the collaboration spaces they had were private rooms with sound barriers. Which is good for those groups to work without noise concerns, but made the work feel very isolated.

What They Wish They Had Done at the Beginning:

One of their biggest issues has been the usage policies of their classroom space. As one of the most recently renovated large spaces in the library, many other departments want to use it for events. Many groups have access for booking it, which leads to some thorny scheduling. They wish they had come up with policies beforehand to restrict booking access and make prioritization of certain groups/topics clear.

Columbia University

Columbia University does not have a centralized digital scholarship center. Instead it has two spaces set aside for various activities relating to digital scholarship: The Studio@Butler and the Digital Humanities Center.

The Studio@Butler (<https://studio.cul.columbia.edu/>) was the brainchild of Alexander Gil Fuentes who is the Digital Scholarship Coordinator as well as subject specialist for English and French. According to Gil, the Studio@Butler is a branded space that brings together people to build community around digital scholarship. The idea was to create a space for people to work and then create programming that brings people together. The Studio "is designed for active collaboration in digital scholarship and digital pedagogy" and is used for conferences, seminars and workshops related to those areas, but also newer forms of collaboration: hackathons, researchathons, tech meet-ups, u-pick workshop (they only offer workshops on demand), course lab (weekly DH labs as part of semester-long courses) and talk/shops (public events). The room is long and rectangular and can seat about 25 people in various configurations. It features tables and white boards on wheels, a large screen with speakers, a digital projector, a video camera with tripod, and wireless microphones. The room is also soundproof and events, such as the Friday open lab, can get quite loud with talking and music. There is no staff. With no staff, Alex Gil delegates to student groups (meet-ups).

Digital Humanities Center (<http://library.columbia.edu/locations/dhc.html>) " is a research and instructional facility of the Columbia University Libraries designed to help Columbia faculty and students incorporate computer-based textual, bibliographic, image, and video information into their research, study, and teaching. The DHC has machine-readable primary source texts, software programs for textual analysis and critical editing, database research tools in the humanities, bibliographic database management programs, IBM and

Macintosh microcomputers, and optical scanning equipment for the creation of machine-readable text." The DHC features about 20 computers with three allowing for software downloads (and thus allowing for innovation). It is staffed by a professional librarian and a coterie of graduate students. There is also a reference desk, at which librarians from the Arts and Humanities Division do all of the general reference (both in-person and virtual) for Butler Library, each doing 4 hours per week. The DHC staff also provide demonstrations, workshops, and classes for students and faculty, as well as individual consultations.

What Worked Well

The separation of the Studio@ Butler and the DHC allows Columbia to offer a busy, noisy space for innovation and collaboration and a quiet space for private work.

What Could be Improved

Gil does not have any staff and thus single-handedly operates the Studio. He is also responsible for outreach, instruction, and collocating (which he does via a website) of all DH at Columbia, which is a very big job. To help him, Gil has created a system of ambassadors in the 13 departments he serves and in the library. They promote DH to colleagues and inform Gil of activities in the departments with regards to DH.

What They Wish They Had Done

Other than his desire for additional staff, Gil is content with the spaces and services as they stand.

New York University

The Digital Scholarship Services (DSS) department at New York University Libraries (<http://library.nyu.edu/departments/digital-scholarship-services/>) is housed in the fifth floor of the Elmer Holmes Bobst Library, and overseen by Zach Coble, Head of Digital Scholarship Services. The DSS offers "supports that span everything from repository services, digital publishing, and website creation and hosting to digital humanities tools and methods, copyright and fair use expertise, and digital scholarship workshops." Established in 2013, but only really publicized in 2015, the DSS does not have its own space but instead uses the various rooms of a number of affiliated departments such as Data Services, Digital Studio, and Digital Library Technology Services to provide an array of services.

The Data Services (<http://guides.nyu.edu/dataservices>) is "a joint service of New York University's Division of Libraries and Information Technology Services to support quantitative, qualitative, and geographical research at NYU. Data Services offers access to specialty software packages for statistical analysis, geographic information systems (GIS), and qualitative data analysis. We provide training and support, as well as consulting expertise, for many aspects of the research data lifecycle including access, analysis, collection development, data management, and data preservation. "

It has a space with 24 computers, which can be used by anyone, through preference is given to faculty and graduate students using Data Services software. A team of 12 graduate students, drawn from both the library and campus IT, staffs the help desk at Data Services. Leadership of the space is split between 2 librarians and 1 IT professional.

The Digital Studio (<https://library.nyu.edu/departments/digital-studio/>) aims to "help scholars create, use, store, and share multimedia materials (video, audio, text, images) for their research, teaching, and learning". The Studio has about 12 computers for film editing, 2 for scanning slides (NYU is strong in visual arts and thus the continual need for slide

conversion), and 1 sound-proof booth for recording (for faculty with flipped classrooms who want to record their lectures). A staff of students oversees the room and offers technical help.

What Worked Well

- NYU has a variety of meeting spaces, in addition to the two spaces mentioned above, there are several rooms for various functions, such as library instruction, public presentations.
- They have very interesting furniture. One space has wide-board panels covered in glass for walls; they look very attractive. The same room has folding tables with white-board tops.
- They also have lockable, moveable bookshelves for grad students so that they can easily take their books to any space in the library. When not in use, the bookshelves dock in a special section of wall.
- NYU also offers server space to faculty and students called ReClaim for hosting digital projects (pilot service), which they pay for through a 3rd party.

What Could be Improved

- NYU does not have a visualization wall, as they currently lack the space for one. They very much want one and are looking into it for use as presentation space and events.
- They would also like to have space to display projects, so that people could sit down and watch the displays.
- They also want more event space.
- DSS struggles to maintain its brand. With many other units on campus offering help with digital humanities and scholarship, DSS wants to make sure they stand out as the premiere venue.

What They Wish They Had Done

The large Data Services space includes both computers used for intense data manipulation work and tables where groups can gather and work together. The staff get frequent complaints about the noise level from the group space. If they were to create the space again, they would add glass walls between the two parts of the space.

Focus Areas for Development

The team's various environmental scans and information gathering produced findings that identified several key areas of concern that we should particularly focus on during the planning and implementation of the collaboratory: Services and Events, Collaboration Models, Space, Technology, and Staffing.

SERVICES AND EVENTS

Findings

Responses to several questions in the *Ithaca S+R UIUC Faculty Survey* shed light on faculty practices and attitudes regarding research collaboration, and the use of digital research methodologies and technologies.

There is strong evidence of research collaboration on our campus. Out of 380 total faculty respondents, 93% said that they have collaborated with one or more other scholars on a research project. Services and spaces that support collaborative research work would be beneficial to a large majority of campus faculty.

Faculty are also collaborating with undergraduates on research projects. Out of 173 responses, 20% indicated that they collaborate regularly with undergraduates on research projects they lead, and 21% indicated that they collaborate somewhat regularly with undergraduates. We should expect that the collaboratory will be used by scholars of all levels, including undergraduate students.

The following percentages represent the faculty respondents who said that these digital technologies and methodologies were currently extremely important (8-10 on a 10 point scale) or somewhat important (4-7) to their research:

- Computational analysis of text (text mining): 41%
- GIS/data mapping: 38%
- Quantitative data analysis of data generated by researcher: 74%
- Quantitative data analysis of pre-existing data: 60%
- Writing software or code: 45%
- Using models or simulations: 53%

A large percentage of respondents said they are interested in more deeply integrating digital research activities such as those above into their work, with 46% indicating “Very Interested” (8-10 on 10 point scale), and 32% indicating somewhat interested (4-7). Those who indicated “Very Interested” in more deeply integrating digital research activities were asked what factors would be important in helping them integrate these practices:

- 72% indicated that help understanding how these research activities and methodologies could be thoughtfully integrated into their research would be extremely important.
- 79% indicated that technical support and advice on implementing digital research activities and methodologies into their research would be extremely important.

This emphasizes the critical need for well-designed and implemented educational programs and services targeting faculty as well as students, and that the collaboratory needs to provide ready access to technology/methodology experts. Faculty would be very receptive and interested, and this support would encourage campus researchers to explore and integrate new digital research methodologies.

In the Scholarly Commons space over the past two years, about half of the questions answered by staff were either software assistance or scanner use questions. These were almost entirely in person questions, while consultations tend to be initiated by

email. Participants in Library focus groups were concerned that services in the space would not be visible, turning the collaboratory into a “glorified lounge.” Having a prominent service point is the most obvious solution to this potential problem, and graduate assistants or students conversant with the technology in the room could staff the service point, with more complex consultations handled by appointment as they are in the Scholarly Commons.

Events are one of the most effective ways that most of the other digital scholarship centers we looked at do outreach. When faculty and students have a specific reason to enter the space, they discover the services that are available and see what kinds of work they can do in the space. Furthermore, events create the visible activity that is crucial for the success of a vibrant, collaborative space. Well-planned and promoted events will also further the collaboratory’s mission of bringing together scholars from diverse disciplines to collaborate formally or informally. For example, if a faculty member from Agricultural Economics interested in GIS meets a history professor at a Birds of a Feather gathering, they may discover common research interests that could lead to a fruitful interdisciplinary collaboration.

Recommendations for Services and Events

- Have a regular series of events planned to start as soon as the space opens: These will build upon the programming already in place (such as the special topic seminars and Digital Scholarship Lunch n’ Learn discussions) and will include a campus open house and seminar reading groups focusing on topics that will bring together researchers from multiple disciplines. With administrative support, the collaboratory could host symposia and conferences. Events additionally could be sponsored by any library unit, and may be hosted by research groups or others, as long as they are designed to promote interdisciplinary collaboration or digital scholarship. Interdisciplinary collaboration in this context means scholars and students from multiple disciplines engaging in scholarly activity—an ideal example would be the “Interseminars” described in the *Creating a Humanities Commons* campus report, which proposes the interdisciplinary Interseminars as “‘idea labs’ for faculty and graduate students in the humanities and arts to build communities of inquiry around emerging research directions, requiring disciplines and interdisciplines to connect and expand.” Similar endeavors that engage scholars from the social sciences and sciences with the humanities are also welcome.
- Workshops are an important service of the Scholarly Commons, notably manifested in the Savvy Researcher workshop series and will continue to be held in Main Library 314. The collaboratory may be a good venue for some workshops, because of the flexible space and the potential of having a visualization wall available.
- The Scholarly Commons (administrative unit) will continue to explore ways to expand and deepen services by partnering with others in the Library and on campus. The quantitative analysis and modeling/simulation needs identified in the Ithaka Faculty Survey are good first directions for this effort.

- Expertise in the space: The graduate fellowships that the Scholarly Commons is currently planning are designed to deepen the expertise that we can offer: The fellows will offer advising on digital scholarship tools and skills based on their strengths. These collaborations with fellows and their ongoing research projects will transfer smoothly into the services for the collaborative space.
- Librarians and teaching faculty will be encouraged to hold office hours in the collaborative, and will be able to reserve the event space or collaboration rooms for course sessions (but not entire courses).

COLLABORATION MODELS

Findings

“Collaborations” refers to both collaborations within the Library and on campus that make robust services in the collaborative possible, and to the collaborations between librarians and researchers and among researchers that we plan to encourage.

The Scholarly Commons Digital Humanities Needs Assessment Study Preliminary Report highlighted the challenges of interdisciplinary research on campus, based on interviews with 15 humanities scholars. These scholars also suggested that library space and events would be an important way to encourage collaborations among scholars. Furthermore, the Ithaca Faculty Survey found that 41% of faculty respondents collaborate with undergraduates on research project regularly or somewhat regularly. Our faculty advisory group stressed that a neutral space where researchers can encounter each other in random ways is needed on campus.

Open Grounds at the University of Virginia was mentioned specifically as a collaborative space, though it is not in the library (<http://opengrounds.virginia.edu/>). The space has technology, whiteboards, and a couple of staff who can support the technology in the space and are trained to facilitate collaboration. At the Berkeley Institute for Data Science, graduate fellows have workspace in the public area and can interact with each other and users of the space informally, as well as participating in the events hosted by the Institute (<https://bids.berkeley.edu/>). The digital scholarship centers surveyed by the collaborative group all used robust partnerships as essential part of their services, including with central reference departments, iSchools, writing centers, and IT departments. Many partnerships are already in place in the Scholarly Commons, but new possibilities will arise for the collaborative. For example, I-CHASS has been a partner on all day workshops about digital humanities and computational social science, but may be able to bring their project planning consultations into the collaborative. Another suggestion from the faculty was to partner with the Grand Challenges courses, and eventually consider offering a course in digital research methods.

When we asked librarians and staff about how they would like to be involved in the collaborative, each group expressed an interest in working with the space and technology in some capacity. Several librarians have their eye on the event space for instruction or events, and some have skills that they can contribute to the collaborative’s services. They stressed the importance of making the collaborative welcoming not only to them, but to their users no matter the discipline they come from. This issue arose from the specific mention of the humanities in the group’s charge, but the group does not intend to use the

charge's title as the name of the space and is discussing a recommendation for the name that would be inclusive of all disciplines. Also, the Scholarly Commons' partnership with the IDEA Lab at Grainger and the Media Commons in the Undergraduate Library needs to transfer to the collaboratory and be strengthened, particularly as we shape what it means to be a node in the Design Learning network that is developing on campus.

Recommendations for Collaborations

- Include features and configurations--such as collaboration rooms, reconfigurable furniture, whiteboards, and accessible outlets--so that the collaboratory is a friendly place to meet for research groups as well as for librarians and their users.
- Explicitly encourage Library staff to use the space with their patrons.
- Host events and activities (e.g., reading groups) designed to bring researchers together around methodologies and tools, rather than around subject matter or discipline; and to find research partnerships.
- Pursue additional partnerships with Library staff around services including metadata, digital preservation, and virtual/augmented reality.

SPACE

Findings

Key themes about the development of space revolved around audiences, the usability of the space, and the different types of activities envisioned for the space. In the Scholarly Commons interim DH Needs Assessment Report, campus respondents expressed the need for space and technology to learn new technical skills so they can pursue digital humanities work. They also suggested space where faculty working on similar DH projects could meet and share ideas. Another challenge was finding help to start a DH project. Faculty feel that there are a lot of options on campus but don't know where to start. The report also recommends that the Library develop spaces and programming that encourage innovative use of digitized collections and Library resources.

In the discussions with Library divisions, each of the divisions expressed an interest in working within the collaboration space in some capacity. Questions abounded, however, about the manner and mechanisms by which libraries, subject specialists, and functional specialists would engage the space and whether or not their patron groups would feel welcome using it.

Members of the Faculty Advisory Committee shared several observations and thoughts on how a key element of an effective space design is the embedding of different types of work and activity. One respondent noted that "it has to be kind of a worker space with sawdust on the floor. At the Fablab, you know immediately that it's in use. There are students buzzing around." The active and visible use of the space was a critical theme that emerged repeatedly throughout conversations and feedback: one committee member noted that "space enables flexible programming.... Different people need different things, so multi-modal things. Even if it's kind of messy, having people's projects on the wall." The visibility of in-progress and interim work in the space was also described as a motivating factor by another faculty "The un-erased ideas of other people are important visually. Labs that are functional working spaces, there are people that naturally go there."

Collaboration infrastructure in the space was another effective element, as one faculty noted that “With a group it is really important for everyone to see. We could use smart boards and more large monitors where people can put and share information for collaboration.” They also suggested space where faculty working on similar projects could meet and share ideas. Other comments from the faculty advisory committee about making work visible included suggestions for an art gallery-like display of faculty research and digital collections.

In an environmental scan of external peer institutions, we found that across the landscape of academic libraries in North America, there are an abundance of spaces and services that could serve as inspirations for this project. Among the trends evident in these spaces are:

- Convenient and prominent location – these spaces are front and center in library buildings, thus providing easy access to the services, technologies and experts located within them;
- Flexible space – these spaces frequently employ movable walls with very few having any permanent internal walls, furniture on wheels, and spaces that can be used for many different purposes;
- Integration – services provided in these spaces are coming from many different library units or departments, often with campus partners from outside of the library.

Recommendations for Space:

- Have an open space with longer hours (e.g., the bulk of Ohio State's Research Commons becomes an open study space after "business" hours of the commons are over).
- Bright, vibrant, open, and flexible space (e.g., moveable and adjustable walls and furniture);
- Accommodates many types of use (e.g., reservable workstations, offices, and collaboration rooms);
- Make activities visible and have good visibility throughout the space, so that the work going on there is seen by everyone else in the space even though they are not participating or hearing what groups and individuals are doing;
- Make sure it doesn't turn into a lounge, but rather, have an interactive space with comfortable seating - seed with activities and events, constant churn of things going on; service point for referrals and technical help;
- Make sure the space does not feel constrained to scholars and activities from only one or a few disciplines, but is particularly welcoming to social science and digital humanities researchers and students in acknowledging their needs and work practices.

TECHNOLOGY

Findings

The gathered information and findings found that while there are several specific recommendations of types of technology in the space, the key themes focused on more usability of the technology, ability to integrate the technology with their work, and how users desire a relatively low learning curve for picking up and using the technology. According to the Scholarly Commons' reports the unit answered a little over 1000 reference questions each year (1321 and 1,055 respectively, and the majority were about software assistance (around 300 for FY15 and 166 for FY16) and scanner use (around 200 for FY15 and 115 for FY16). The heavy use of scanners and software demonstrates that the collaboratory space needs to have the full range of software demanded by faculty and students as well sufficient scanners to meet current and future needs. The need for technology and assistance with it was also noted in the Year of Cyberinfrastructure report. Software and services to support all of the activities mentioned in the Ithaka Faculty Survey (see Services section above) should be included in Collaboratory plans, with the caveat that this also includes respondents from disciplines such as engineering and computer science, whose technical needs may not be within the scope of this particular space. Also, the use of qualitative data analysis tools and methods was not measured by this survey, so it cannot be used to gauge the needs and interest of faculty in this area.

In the Library focus groups, participants noted that for many disciplines and units especially in sciences and social sciences, digital scholarship is not new. In some areas, however, there is increasing demand for services and access to technologies and services. For example, many linguists require access to linguistic corpora, which requires both access to corpora and storage of audio and video files. In area studies, there is increasing demand for access to corpora of literature in non-roman languages. These are often difficult to obtain and require specialized software that can search, parse, and manipulate non-roman languages properly. It was also suggested to consider having workstations that feature privacy enhancing technologies, as many of our scholars do research on sensitive topics.

Library staff also emphasized that we need sustainable plan for maintaining/updating technology. Staff suggested that we look at the IDEA Lab and the things they have set up--in preliminary research for the IDEA Lab, they found that the high-end technology with a steep learning curve was quickly abandoned, a point that was confirmed by other digital scholarship centers. The IDEA Lab has tables with mounted displays, as does the Georgia Tech Curve space. A faculty member also suggested technology that would allow people to communicate between spaces (e.g., Stacks and a classroom) and share materials with technology: Librarians could do instruction with classes spread around the Library collections.

In informational interviews with peer institutions with digital scholarship centers and commons, the institutions shared recommendations that technology be relatively lightweight. Several noted that these spaces don't necessary need a full computer lab, but rather white boards and light technology--things that are easy to use and well supported. Another observation shared with them that it's important to have someone who can show people how to use the software, and have tools that are relatively easy to learn. Several

emphasized that users don't necessarily want technology that takes lots of training or time to learn, and it's ideal to have technology that is easy to learn and interoperable (plug and play). If the space does have high end technology such as a visualization wall, the interviewees strongly recommended that there be definite buy-in from IT.

Members of the faculty advisory committee reiterated the idea of a low-end learning curve. As one advisory committee member observed, "The technologies don't always have to be fancy.... Let newer users build up experience." Faculty also want space and technology to learn new technical skills so they can pursue digital humanities work, but several faculty members put less emphasis on specific tools, but rather how the technologies can be incorporated in their work. As one faculty member described, it is "less about featuring the technology than building up literacy." The faculty members also suggested thinking out of the box about possible technologies to provide: One suggested having tools to project materials from the Stacks or Rare Book and Manuscript Library to a classroom, such as using Go Pro cameras that enabled students to stream video of materials from Stacks with collaborators sitting in a reading room.

Recommendations for Technology

- Provide basic technologies for collaboration: large shared screens, white boards, projectors
- Provide interoperable tools and lighter technologies that people can "plug and play" – large screens, reserve-able desks, and workstations.
- Ensure that IT policies are adapted to be flexible for in-depth patron use of technologies--adaptive policy so that the users can plug into screens and work with technologies more flexibly than the general workstation;
- Work closely with Library IT if the space will incorporate high-end technology offerings such as a visualization wall or virtual reality software.

STAFFING

Findings

The group's charge specified that there should be little or no staff footprint in Room 220. This portion of the charge caused much consternation among the group, the library staff we talked to, and in the faculty advisory committee meeting. While it is indisputably important that the vast majority of the space be user space, several factors indicate that some staff presence is important to the success of the collaborative space.

First, expertise is an important part of what will happen in the collaborative if we are going to avoid the scenario of a nice lounge. While researchers can connect with each other, staff and partners are there to help. With many reserve-able spaces, someone needs to be nearby to help with reservations. Currently about half of the questions the Scholarly Commons records in Desk Tracker are about technology in the space, and these questions are a vast majority of the in person questions. We expect to have even more questions about technology in a bigger space with more use. Having someone in the space also provides an obvious way for users to connect to the experts who can help them. This means that whoever is staffing the space needs thorough training in our network of expertise and how to make good referrals, as well as general software troubleshooting and scanner troubleshooting. Further, being the first service point for anyone coming up the Wright

Street stairs would mean staff need a chunk of training on directional and general questions about the Main Library. The Scholarly Commons is establishing itself as a place to bring questions at the beginning of a project, when you are not even sure what to ask, and we would like that role to continue in the collaboratory.

Another aspect of having staff in the space is making sure that the space is set up for all library staff to work with users there. Subject specialists could make appointments with their users in reserved portions of the space, or arrange to meet with a user and a functional specialist to talk through an issue that requires more than one person's expertise. Librarians and partners from around campus could hold office hours in the space as well, emphasizing its role as a hub for research help and collaboration.

Also, we expect the administrative work that supports Scholarly Commons events and services to increase exponentially in the collaboratory. The collaboratory will be open all hours when the Library is open, and event coordination and promotion work will be a good portion of someone's position as the use of the event space increases. The details of when expert help will be available in the space have not been decided yet, but scheduling is also sure to be more complicated with more space and more staff to be scheduled. We plan to propose a full time, permanent position to take on these duties as well as to hire and supervise any students that staff the space.

Recommendations for Staffing

- Design the space to include at least one office.
- Include a prominent public service point that is visible from all or most of the space.
- Include reserve-able space where partners and librarians can meet with users, such as "hotel" offices.
- Have someone available at the staffing point to help with technology for as many open hours as possible.
- Hire a permanent full time staff member to handle some of the administrative work related to the collaboratory and to contribute to staffing the public service point.
- Explicitly encourage Library staff to use the space with their patrons.
- Librarians and teaching faculty will be encouraged to hold office hours in the collaboratory, and will be able to reserve the event space or collaboration rooms for course sessions (but not entire courses).

CHALLENGES

Findings

A number of potential challenges emerged in our early analysis that we should consider in the development of the collaboratory space:

The DH Needs Assessment Report found that one challenge on campus is developing on-campus collaboration. Other respondents felt that inter-disciplinary research and teaching are being stressed by campus administration, but they provide little support for it. The preliminary report suggests that the library host events so that people can connect to one another. The Library could also serve as a hub for services supporting interdisciplinary work.

In the Library focus groups, some participants feared that the collaboratory will simply provide another layer of complexity to an already burdened referral system. Will this space enhance or thwart referrals to appropriate specialists? Others expressed a concern for attaching a disciplinary name to a space that should be open to the whole campus community: They noted that scholars in from the life sciences, ACES, Urban Planning, or Education may not feel welcome or able to use this space if they are not within a traditional humanities or social sciences discipline.

Some leaders of peer institutions' digital scholarship centers reported having to be constantly working to bring people and groups into the space, while others (such as Ohio) have such a fully loaded space that after an initial effort they are now having to turn people away because they are fully booked.

Other notable challenges include:

- Arranging and working with IT support for all of the technology in the space and developing relationships similar to that with the Grainger IDEA Lab and Media Commons;
- Catalyzing interdisciplinary activities and events in the collaboratory space;
- Connecting everyone in the Library to the space and getting staff to participate in the space;
- Managing the space with requisite amount of staffing;
- Transforming the space into a Library-wide shared space;
- Defining audiences for the space.

RECOMMENDATIONS AND NEXT STEPS

Summary of Findings and Recommendations

Our recommendations for the development of the collaboratory are as follows:

- **Avoid overly prescribed space and tool use:** The space should be designed to be easily and flexibly reconfigured for different types of activities. Some spaces can be focused collaborative spaces with walls and/or technologies to muffle sounds, but still have open sight lines for visibility and flexibility.
- **Welcoming Atmosphere:** Special attention should be paid to creating an attractive and welcoming atmosphere.

- **Event Space:** Space is needed for larger groups for events and activities such as instructional workshops, small conferences and colloquia, research group meetings, and public events potentially drawing up to 100 attendees. At least part of the space should be reservable for events: Gallery space and/or other spaces dedicated to showcasing faculty work and providing inspiration should be included.
- Feedback from Library staff and faculty reflected that there must be clear goals for integrating library services and expertise through referrals and direct conversations and collaboration with each unit.
- Building a space that supports experimentation, and evolution of how that space lives and breathes with its usage community, creates opportunities for new forms of collaboration and engagement with library services. This seems to be a key factor behind creating a buzz and maintaining a vibrant research space.

Naming of the Space:

We propose to retain the name of "Scholarly Commons" for the new collaboratory space in room 220. The Scholarly Commons has developed a solid name recognition and branding across campus, and it would be most beneficial to continue in that brand identity. The unit itself would be renamed instead: The new unit name will be determined in consultation with Library Administration, Library Executive Committee, and unit staff. Based on what we heard in the open house from Library staff and potential faculty and student users of the space, we will create a tag line for the space that includes some variant of the word "collaboration."

Summary of Peer Institutions' Experiences:

Based on an examination of the sites, we have summarized the key advice shared by colleagues at peer institutions about their experiences of developing extensive digital scholarship spaces, including features to emulate and avoid in the development of the space:

<i>Positive</i>	<i>Drawbacks and Warnings</i>
Events are a good way to generate buzz	Visualization walls generate tons of heat
Space needs to be visibly branded as digital scholarship space	Whiteboards should be mounted with borders so that markers doesn't get on walls
Outreach to faculty is important to get them to come and use the space	Don't mix quiet and noisy spaces in one room
Computers should allow for software downloads so that users can be innovative	Using and maintaining computers and technology can be a challenge

A permanently mounted video camera in event space makes recording easy	Must have robust IT support and good use cases for having high-end technology such as a visualization wall – otherwise, it can be less effective investment of money and hard to maintain
Most effective features are basic collaboration tools and low-barrier tech: Large screen monitors, plug-and-play desktops, whiteboards	

Timeline for planning and implementation of the Collaboratory Space

In consultation with Jeff Schrader, the realistic time frame for the opening of the collaboratory is in fall 2020 at earliest. A potential timeline is as follows:

- Summer 2017: Light renovation of room 220 to develop a study space
- Fall 2017: Room 220 reopens as an open study lounge
- Fall 2017: Work with architect to develop a mock design of the space
- Fall 2017-2019: Library Advancement work with donors to generate funds
- 2018-2019: Bids for contractors and architect
- 2019-2020: Construction begins on room 220
- Fall 2020: Opening of the new Scholarly Commons in room 220

We anticipate that development of the collaboratory space will incorporate an extensive range of consultations throughout the design and implementation process, including: Feedback sessions with campus stakeholders, consultations with design professionals such as Dr. Deana McDonough on design and accessibility; additional informational interviews and site visits to digital scholarship centers at other peer institutions such as Ohio State University, Brown University, and University of Nebraska; and input on services and resources from Library staff and faculty.

Because the timeline is so long, we have not attached specific policies for the use of the space, specific recommendations for technology, or a position request for the staff person whose appointment is recommended in this report.

Appendix D.

Data on Area Studies Centers Impact on Campus (Funds, Activities, Publics Engaged)

(Excerpted from “Area Studies and Thematic Programs Task Force Report,” submitted to campus leadership by the Directors of the Centers on February 12, 2018)

Since 2006, the campus’ thematic and areas studies centers contributed on average over \$4.7 million dollars annually to the university through \$56 million dollars in external funding that supports international research, training, and engagement (See Table 1). Nearly all of the funds generated by the Centers are directly invested in the campus in the form of faculty curricular development/research grants and salary support for a select number of classes or directly aid students in the form of fellowships and assistantships. Center support is distributed across campus to support faculty and students in the humanities and social sciences, science and technology, and professional programs.

Figure 1 provides a network map view of the flow of AY17 Center funding that connected nine colleges in 36 units in an interdisciplinary network around area, thematic, and global studies. Aside from representing significant funding for faculty, student, and course support, the map shows the extensive connections facilitated by the Centers. Each Center operates as a node for bringing together faculty and students in unique configurations that form research and teaching opportunities that can’t be replicated by other means.

The flow of interdisciplinary connections in AY17 alone resulted in 43 campus grants – 23 for course development and 20 for research and course development travel to faculty from 20 different departments across seven colleges and schools. The total amount of these grants was \$172,928. In addition, the Centers directly paid for instructional costs in 89 courses in 17 different departments with total attendance of 1,037 students. During this same time period, the Centers also provided 71 AY fellowships to graduate students and employed an additional 58 graduate students (34 RA/GA-ships and 24 hourly positions). The Centers also provided AY scholarships for advance language and area studies training to 24 undergraduate students. In 2016-17 the Centers contributed funds for library acquisitions (\$44,469); financed lectures, conferences, and symposia (\$140,000) and brought a range of speakers to campus (\$192,000). Without the Centers’ external resources, departments, schools, and colleges would have to fund these activities out of their own resources – or simply not offer these courses, public events, and student support.

Public Engagement has been a core focus for the area studies and thematic Centers as part of an ongoing mission to support the university’s goal of making significant and visible social impacts. To this end, the Centers expend considerable resources on community outreach to students and instructors/administrators from K-12 institutions, community colleges, and minority-serving institutions around the state of Illinois. This outreach takes many forms, including professional development workshops for K-14 instructors, educational events for K-12 students (both on and off campus), and curriculum development/travel grants for instructors/administrators from CCs/MSIs.

For example, in AY 2016-2017 the Centers expended \$85,848 on K-12 programming with each Center holding approximately 17 events on average. The Centers also provided 8 travel grants to community college faculty in to total amount of \$7,668 and expended an additional \$37,601 on programming for community college campuses.

On average, each Center hosted six events for community colleges during AY 2016-2017. Examples of exemplary public engagement programming includes the Youth Literature Festival, Summer Pre-College Programs for High School Students, Summer Portuguese Bridge Program, Summer Teacher Institute on Latin America, D.C. Study Tour, Summer Research Lab (SRL/ISRL), and the Citizens of the World Festival (See Appendix 1 for a more complete public engagement report). No other units raise money for this engagement with K-12 schools, community colleges, and other institutions, even though it is central to our land grant mission and strategic plan. Without the Centers, these activities would not happen.

If the Centers and their well-developed funding capacity combined with an extensive cross-campus network didn't already exist, The Next 150 planning process would need to create them to achieve the visions being articulated for supporting diversity, promoting interdisciplinarity, and contributing to our knowledge of the world.

Table 1: External Funding 2006-2018

Granting Agency	Amount
Federal	\$ 34,271,793
CERL	\$ 129,249
NEH	\$ 191,483
US Dept of Education (DoEd)	\$ 31,499,572
US Dept of State	\$ 1,617,106
US Dept of State Bureau of Educational & Cultural Affairs	\$ 834,383
Foreign Government	\$ 757,730
European Commission	\$ 716,903
Japan Fdn	\$ 40,827
Institution of Higher	\$ 75,000
Univ of ME	\$ 75,000
Private	\$ 20,768,397
Barbara Yates	\$ 1,000,000
Freeman Fdn	\$ 1,276,108
Humanities IA	\$ 11,650
Intl Research & Exchanges	\$ 290,000
Korea Fdn	\$ 52,285
Lemann Foundation	\$ 16,250,000
Luce (Henry) Fdn	\$ 20,000
MacArthur Fdn	\$ 1,405,265
São Paulo Research	\$ 300,000
Sloan (Alfred P) Fdn	\$ 30,000
Tinker Fdn	\$ 90,000

US-Japan Fdn	\$ 43,089
Private Non-Profit	\$ 290,389
Amer Council of Learned	\$ 35,000
Bi-Partisan Policy Center	\$ 56,000
Ctr for Global Partnership	\$ 4,958
Inst for Advanced Study	\$ 85,931
Inst of Turkish Studies	\$ 4,500
Social Science Research	\$ 100,000
US Inst of Peace	\$ 4,000
Private Profit	\$ 245,115
European Commission	\$ 145,696
OED Group	\$ 99,419
Total	\$ 56,408,424