Report of the Committee on the Proposed College of Arts and Sciences
Institute in the Humanities and Social Sciences
12/5/2018; revised 2/15/2019

Design Principles

The Committee was charged with producing a draft design for an Institute in the Humanities and Social Sciences. The only specific directives were that the primary beneficiaries of the Institute be faculty members and graduate students and that connections with the natural sciences are welcome.

The Committee met over a series of Mondays between October 15 and December 3. It expanded its report after meeting with the Dean's Office on Wednesday, February 5. One of the Committee's chief thoughts was that it is important that the Institute help substantiate the valuable contribution that research (and teaching) in the humanities and social sciences can make to contemporary society. Consequently, the design we came up with aims to highlight, and to create space for exploring, the relevance of the Institute and the work of faculty and graduate students associated with it to local and more far-flung communities. A second central principle that guided committee deliberations was the desideratum that the Institute generate maximal energy and enthusiasm among faculty members and graduate students. To this end, we strove to design an Institute that creates as many opportunities as possible for faculty members and graduate students to pursue their own research and ideas. The result was a design that de-emphasizes the usual array of talks and lecture series and instead primarily supports the simultaneous pursuit of multiple local projects. A final principle guiding the committee was that the Institute encourage and strengthen connections across disciplines and departments. This principle reflected three convictions: that research benefits from exposure to ideas germinated in disciplinary contexts other than its own, that many topics and phenomena examined in humanities and social science research are best approached through multiple disciplines, and that multidisciplinary research is key to the future fortunes of these disciplines and of many faculty members and graduate students in them.

Draft Design

The Committee proposes the Institute be called the *UK Institute for the Humanities and Social Sciences*. It prefers to use the word "Center" if this is possible. This word is more inviting to the public than "Institute."

Mission Statement

The UK Institute for the Humanities and Social Sciences is dedicated to enhancing interdisciplinary research in these areas of the academy and to promoting the contributions that this research and those producing it can make to the betterment of society. To these ends, the

Institute will facilitate opportunities for faculty members and graduate students to conduct research, to learn from and with one another, and to engage broader communities in appreciation, dissemination, and pursuit of such work. The Institute hopes, thereby, to energize and generate enthusiasm for these endeavors among participants and publics.

Proposed Activities

The proposed activities of the Institute fall into four principle areas: demonstrating societal contributions, fostering research, opportunities for graduate students, and the participation of external individuals. These categories are not mutually exclusive. For a straight list of proposed Institute Programs, see the Budget section at the end.

I. Demonstrating Societal Contributions

The Institute should demonstrate and create space for faculty members in the humanities and social sciences to explore or to forge the relevance and pertinence of their work to local and broader communities. The following programs support this goal:

(1) *Strong Digital Presence*. The Institute should develop an extensive web presence that highlights work in the humanities and social sciences, especially in its pertinence to the contemporary social context, and promotes the Institute's scholarly activities and engagement efforts. Among other things, this website could support a rich series and archive of podcasts or videos about faculty research, about the pertinence of such research to contemporary society, and about the Institute itself. For example, a series of 20-minute podcasts could be produced following a Learn About X format. Similar productions could be made about graduate student work, and the website could also feature works and compositions generated by community individuals and groups in Institute activities. This archive could be complemented by blogs containing articles aimed at broader audiences about research, current events, Lexington/Kentucky/U.S. history, culture, and society, etc. It might be possible to partner with the Kentucky Humanities Council and its director, Bill Goodman, on these efforts. The idea of hosting a regular show on WUKY was also broached.

(2) *Public Forums*. The Institute should organize public forums that bring together UK and the broader community. Such forums could include panels of faculty members and citizens that address particular topics or are centered on current books, discussions of faculty research, and events organized in conjunction with visits of external scholars (see below). In a given year, forum topics could be loosely connected to an annual overall theme that articulates some dimension of the contribution that work in the humanities and social sciences can make to society.

(3) *Community Research*
   (a) *Support Activity Research*. The Institute could encourage and support so-called "Activity Research." Such research systematically includes as partners in the research process either the people who are studied or people who are closely connected to or affected by the topics of study. It can take many forms.
   (b) *Bring Research to Communities*. This category umbrellas activities of different sorts. For example, graduate students and faculty members could be supported in efforts to

"apply" their research for the good of local or regional groups and communities. Moreover, the Institute could support efforts to introduce members of the community (both adults and children) to research in the humanities and social sciences by sponsoring programs that teach them to conduct it. Oral histories, creative writing, and anthropological inquiry are just three of the many activities that community members could carry out.

(4) *Public Writing Workshops*. The Institute could support workshops (run, for instance by organizations such as the Op Ed Project) for faculty members and graduate students who want training in writing for broader publics.

(5) *Public Intellectual Speaker*. Each year, the Institute can organize a major speaker tied to the overall annual theme. The visit of the Speaker could be connected to additional public programming.

II. Fostering Research

(1) *Faculty Fellows*. The Institute could house two College faculty member per semester as Faculty Fellows. Fellows would be relieved of normal teaching duties and expected both to carry out research projects and to participate in Institute events. $3000 in research expenses could be awarded to each Fellow for the year. Fellowships would be competitively awarded.

(2) *Research Clusters*. The Institute could support up to two competitively awarded research clusters (collaborative research communities) during a given academic year. Each such cluster would umbrella the work of multiple individuals and aim at facilitating their publications (which need not take the form of joint publications). Clusters must involve faculty members from at least two departments and include graduate student participants; particular graduate students can either be named in applications for Institute support or become part of funded clusters through competition. Clusters must last for at least one year and may not last more than three. Each Cluster would receive a budget of up to $35,000 per year. Types of cost that the Institute could cover include research/travel expenses, course releases, student support, and the participation of external faculty members.

(3) *Institute Seminars*. The Institute could support multiple, but no more than six seminars per year, each dedicated to reading, writing, and discussion on a particular theme. These Seminars must include faculty members from at least two departments and be open to all interested graduate students in the College. The Institute would purchase any needed books and pay for light refreshments at Seminar meetings. Each Institute Seminar would have the opportunity to invite one external person to campus (see 4.4 below). Institute Seminars would be encouraged to apply to become Research Clusters.

(4) *Manuscript External Review*. Each year the book manuscripts of three College faculty members' could undergo external peer review. Each manuscript would be read by two external scholars, who would visit UK to provide feedback and suggestions on it. While on campus, visitors would deliver a public lecture (or hold some sort of publication or other workshop). These manuscript reviews would be competitively awarded.

(5) *Book Publication Workshops*. The Institute could support book publication workshops conducted by editors from academic presses.

All applications for Faculty Fellowships, Research Clusters, or Institute Seminars would be asked to include a statement about the relevance and pertinence of the proposed research, or of the applicants' immediate fields, to broader audiences, for example other academic disciplines or communities outside academe.

III. Graduate Student Opportunities

(1) As indicated, *Research Clusters* should include graduate students, and *Institute Seminars* are open to them.
(2) *Fellows Program*. The Institute could organize two one-semester Fellows Programs for recipients of College Dissertation Fellowships in the humanities and social sciences. The fellows would be relieved of all teaching and research assistant duties during the semester and be expected to work on their own research/dissertation and to participate in the intellectual community of the Institute, including the lunch-time talk series and dissertation workgroups. $1000 will be provided to each Fellow for research/travel expenses.
(3) *Dissertation Workgroups*. The Institute could support dissertation workgroups during the semester or summer. These Workgroups would be open to all graduate students in the College. Graduate student fellows will be required to participate.
(4) *Lunch-Time Talk Series*. The Institute could support a series of graduate student lunch-time talks. Institute Fellows would be required to present once over the course of the year; other speakers would be solicited from the wider College graduate population. All graduate students in the College would be invited to attend.
(5) *Project Management*. A project management RAship should be created and filled by one graduate student each year. This person would help organize and manage Institute programs and events.

Undergraduate Students. The Committee believes that it would be valuable to create opportunities for undergraduate students to participate in Institute programs. Institute Seminars, for instance, could be open to undergraduate students by invitation. UGs could also be awarded internships to support the Institute's digital presence and the research activities it funds (etc.). In addition, the Institute could be open to collaboration with the Gaines Center, the Chellgren Center, and the Lewis Honors College.

IV. Participation of External Individuals

(1) *Manuscript Review*. As noted, external individuals would serve as reviewers of the manuscripts of College faculty members. Such individuals would deliver talks or conduct workshops while on campus.
(2) *Public Intellectual Speaker*. As noted, each year the Institute would support the visit of an Annual Public Intellectual Speaker, who would speak on a topic related to that year's overall theme. Other events, including one or more public forum, should be organized around this visit.
(3) Community members would participate in *Public Forums* and *Community Research Projects*.

(4) *Reading Group Authors*. Each reading group could invite an external scholar whose work is central to that group's program. Each such individual would meet with the reading group and deliver a lecture or conduct a workshop while on campus.

(5) The Institute would be pleased to host external individuals on sabbatical leave as *External Fellows*. The Institute would provide work space to each visitor, cover transportation costs between Lexington and his or her place of residence, and furnish a $5000 research budget. External Fellows would be expected to participate in Institute activities.

(6) External individuals could be part of *Research Clusters*.

Governance and Management Structure

The Committee proposes the following structure:

(1) *Director*. The director should be a full professor from a humanities or social science department. S/he will receive one course reduction per semester. This individual would administer the Institute's programs, including the *Fellows Programs*, the *Lunchtime Talk Series*, and the *Public Contribution Projects*. S/he would also take the lead on development efforts on behalf of the Institute. If appropriate, the Director could serve as an informal mentor to fellows

(2) *Steering Committee*. The steering committee would consist of six members serving staggered terms. It is essential that these six individuals come from a cross-section of AS humanities and social science departments. Together with the Director, the committee would act as judge in all Institute competitions (e.g., *Research Clusters*, *Fellows*, *Institute Seminars*, *Manuscript External Review*) and be responsible for all major decisions regarding Institute programs, policies, and budget. The committee would also stand ready to advise the Director when needed. Members of the Steering Committee would be proposed by the dean acting on recommendations from department chairs and ratified by the College's Executive Committee. Each member of the steering committee would receive $1000 per year in research expenses.

(3) *Staff Support*. The Institute would require adequate staff support.

(4) *Project Manager*. Each year one graduate student would assist the Director organize and run Institute programs.

Budget

1.	Strong Digital Presence	$ 0 (Hive)
2.	Community Research	$20,000
3.	Public Writing Workshops	$ 5,000
4.	Public Intellectual Speaker	$ 7,500
5.	Public Forums	$ 4,000
6.	Fellows Program	
	a. Faculty Members	$12,000
	b. Graduate Students	$10,000
7.	Research Clusters	$70,000
8.	Institute Seminars	$ 7,500

Institute Seminars External Authors	$ 9,000
9. Manuscript External Review	$ 9,000
10. Publication Workshops	$ 2,500
11. Dissertation Workgroups	$ 0
12. Graduate Student Lunchtime Talk Series	$ 2,000
13. Project Management Position	$20,000
14. Steering Committee Research Budget	$ 6,000
15. External Fellows	<u>$12,000</u>
Total	$196,500

<u>Committee Members</u>
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