

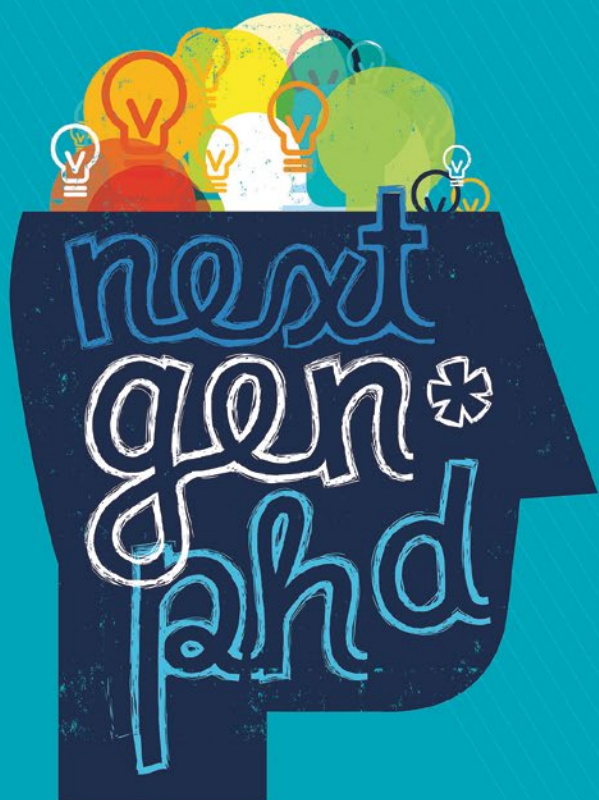
# Promising Practices

in Humanities PhD  
Professional  
Development

Lessons Learned from the 2016–2017  
Next Generation Humanities PhD Consortium



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# Introduction and Overview

The Next Generation Humanities PhD grant program was designed to provide funds to universities “to plan and implement changes to graduate education that will broaden the career preparation of a PhD student beyond a career in the academy” (NEH, 2016). The Next Gen program addresses the need for a robust network of public humanities organizations and activities in the United States. To serve this need in the long term, Next Gen targets a persistent challenge in doctoral education: programs are too often designed to prepare students for only one career. Students are told, often explicitly, that the only acceptable version of success is a tenure-track professorship at a high-intensive research university. This holds true across disciplines and institutions. Although exceptions exist, this narrative dominates thinking about the professional development of humanities doctoral students—often to counterproductive effect. As one Next Gen campus notes, “locating the viability of humanities PhDs solely in a university tenured position is not promoting intellectual rigor; it is crippling societal health” (Georgia State University, 2017, p. 6).

A new moment is emerging, and pathways beyond the professoriate are gaining visibility. However, when “there is only one path to success” is replaced with “you can do anything with your degree,” students still lack the specific advice they need.

Pathways are so varied and individual that organizing options into coherent guidance can feel overwhelming, both for faculty advisors and administrators hoping to provide advice and to students.

The 2016–2017 cohort of NEH Next Generation Humanities PhD grantees took up the challenge of changing the narrative to value diverse career outcomes while providing the needed supports to students. This cohort consists of 25 planning grantees, awarded funds for one year, and three implementation grantees, awarded funds for three years. Every university engaged a team of leaders from across campus, often including faculty, humanities and career center staff, graduate deans and graduate program directors. They also reached out to partners beyond the university, including alumni from PhD and master’s programs and leaders of nearby companies, governmental units, or cultural organizations.

The Council of Graduate Schools (CGS) was asked by NEH to establish the Next Generation Humanities PhD Consortium (Next Gen Consortium), a collaborative learning community for the 28 Next Gen grantees. CGS was tasked with providing intellectual leadership to this group and guiding their mission to transform the culture of graduate education. CGS worked to ensure that each institution had the benefit of experience and existing resources as well as a network of



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peers so individual grantees did not labor in isolation.

The Next Gen Consortium was constituted by CGS through a series of digital and in-person activities, most of which were successful in engaging consortium members, disseminating relevant information, and advancing consortium goals. These activities included (but were not limited to) the development of private and public resource pages, monthly webinars, regular email “newsletter” updates, ongoing social media discussion (#NextGenPhD), and outreach.

This report was written to help guide applicants to NEH Next Generation Humanities PhD grants, as well as any campus team interested in pursuing the goals of the Next Gen program. **Part I, Lessons Learned**, summarizes the common features of Next Gen projects and outlines some of the

challenges and promising solutions employed by grantee universities in pursuit of the larger goals of the grant program. The recommendations in this section come directly from practices planned or implemented by Next Gen programs in this first year. **Part II, Emerging Strategies**, offers suggestions for additional considerations that might be included in the design of Next Gen programs. These are based on what Next Gen grantees and other members of the humanities community felt were missing or could be strengthened in Next Gen projects in the next round.

An accompanying document, **Humanities PhD Professional Development: History of Prior Work** provides a history of prior work in humanities PhD professional development, and is intended to serve as an introduction to the field for anyone interested in professional development for humanities PhDs.

## PART I

# Lessons Learned

The 28 Next Gen teams worked toward common goals within their own unique campus contexts. Their aims: to change cultures in humanities PhD programs to value a range of careers for graduate students and to integrate both professional development and

an understanding of the public value of the humanities throughout their graduate school experience. This section outlines common features of the Next Gen planning and implementation grant projects, shared challenges and concerns, and promising strategies employed by Next Gen teams.

## Summary features of Next Gen grants

### PLANNING

The 25 Next Gen planning grantees spent the year developing a plan to spark transformative change on their campuses. In many cases this planning took the form of committee meetings, town halls, and other information-gathering activities such as surveys. However it was accomplished, gathering the input of multiple stakeholder groups (e.g., faculty, students, alumni, administrators, career services professionals, employers) was essential to Next Gen planning work.

Many of the 2016–2017 planning grantees, however, did not limit themselves to planning activities during the year. A large number of planning grantees also accomplished preliminary capacity building activities, such as:

- Creating a database of alumni contact information or careers
- Developing off-campus partnerships and/or other internship infrastructure
- Expanding institutional support beyond a core group of “champions”
- Conducting site visits to other universities engaged in this work or inviting representatives from other universities to speak on their own campuses

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# Summary features of Next Gen grants

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A few others went even further, and created support materials or held events.

These included:

- Summer opportunities for graduate student development and support (University of Iowa, Lehigh University)
- A humanities Individual Development Plan (IDP) (University of Binghamton)
- A podcast, [Re\(en\)Vision PhD Podcast](#) (UNC Chapel Hill)
- A podcast on [Careers in the Public Humanities](#) (University of Rhode Island)
- A paper-based PhD Careers packet to distribute to faculty (Penn State University)
- A graduate certificate program in Digital Humanities (George State University)
- A Humanities Clinic (Wayne State University)
- A website linking to resources for students (University of Kentucky)
- A day-long PhD [careers conference](#) (University of Binghamton)
- Workshop series on PhD professional development (various)

## IMPLEMENTATION

For the three Next Gen implementation grantees, 2016–2017 was year one of a three-year process. Although these implementation projects each boasts its own distinctive features, some generalizations can be made about how this first year was spent. Activities included:

- Building infrastructure such as staffing, curriculum, new administrative processes, and communication channels
- Working to expand institutional support beyond a core group of “champions,” clarifying roles
- Adjusting project plans based on new circumstances (e.g., University of Delaware was awarded \$300,000 from the Luce Foundation to support related work)
- Piloting aspects of the grant project plans, e.g.:
  - Duke University initiated events, individual advising, and a [blog](#) for students, and [incentivized](#) curricular change within departments;
  - The University of Chicago hosted “short courses,” workshops, and boot camps on career development topics tailored for humanities PhDs at different stages of their graduate student careers through its [PATHS](#) program;
  - The University of Delaware launched a new recruiting process for its [African American Public Humanities Initiative](#).

# Shared Challenges

Whether engaged in planning or implementation work, the Next Gen teams encountered similar challenges; this section briefly lists them. Although each issue was not necessarily encountered by every team, taken together they represent some of the issues that may need to be taken into consideration when beginning Next Gen or related work.


- Sparking transformative rather than incremental change
- Understanding Next Gen work in disciplinary, professional, institutional, social, racial, economic, regional, national, and global contexts
- Engaging faculty, students, and external partners
- Disrupting siloed communities
- Providing information about and opportunities to gain experience in work environments outside the university
- Stretching finite resources
- Assessing the impact of the year's work
- Honoring commitment to students to put them in the best position for career success, no matter their chosen profession (including faculty)
- Avoiding lengthening already-too-long time to degree
- Balancing skills training with existing program features while respecting students' time
- Valuing students' time and understanding they may have limited financial resources (they cannot and should not work for free)
- Understanding students' fear of seeming less dedicated to their research, or faculty and peer rejection if they express interest in diverse career options
- Adapting to differences among departments, attitudes, cultures
- Financing internships or alternative RA/TA models
- Addressing timing and sequence issues: revising admissions criteria before adding student supports or changing the culture, e.g.

Common concerns related to these challenges:


- Ensuring maintenance of scholarly and disciplinary rigor of programs and student work

Strategies employed by the Next Gen teams to address these challenges and advance the goals of the program are discussed in more detail in the following section.

# Solutions and Strategies



The key here is not to add distraction and overwhelm the course of study, but to offer a diverse set of experiences that sets students up for greater career diversity.



Consortium members were tasked with sparking transformative change on their campuses—a complicated and difficult goal, especially considering the challenges listed above. Campuses introduced reforms and developed new initiatives at the levels of the department or program, graduate school, university, and the larger community. Because program or departmental culture consists of the sum of many moving parts, most campuses found it beneficial to look at programs holistically rather than piecemeal. As Fordham University notes, “The key here is not to add distraction and overwhelm the course of study, but to offer a diverse set of experiences that sets students up for greater career diversity” (Badowska et al., 2017, p. 7). Next Gen teams variously took up the challenge to rethink:

- Administrative structures such as program review and tenure and promotion criteria
- Funding models, both for students and for programs
- Doctoral recruitment and admissions
- Integrating professional skills into coursework
- Engagement with local, regional, national, and international networks
- Opportunities for gaining off-campus professional experience, integrating this experience with research

- Exam and dissertations requirements
- Pedagogical training for PhD students
- Student support services
- Shortening (or not adding to) time to degree
- Doctoral (learning) outcomes
- Alumni engagement, celebrating alumni success

No one Next Gen project addressed everything in the above list, but certainly these aspects of doctoral programs intersect and affect each other. It can be beneficial to take a step back and think about how these aspects fit together, and how they function within larger contexts. Georgia State University (2017, p. 8) presents one way of approaching this challenge:

We can (and should and will) create internships, improve curricula, and reconsider admissions policies, but we also need to address how the professional structures of our disciplines directly affect the grad students we are training regardless of their career trajectory. Whether we mean to or not, our frustrations, fear, choices, and complacency affect their education and model what we do and do not value.

Practically speaking, no one-year project can be expected to accomplish the lofty goals set by this big-picture thinking. However, as with any complex project, much progress can be made by taking one step at a time. After this initial year of the Next



Gen grant program, the following are offered as promising practices:

- Carefully choose vocabulary and framing to support your goals
- Actively listen to and engage important voices
- Communicate
- Remove administrative roadblocks
- Develop strategies for stretching your resources

This section describes some practical strategies for implementing these practices.

### **Carefully choose vocabulary and framing to support your goals**

Humanists understand that language matters. The vocabulary we use rests on assumptions and implicitly frames situations. Even the most committed PhD career diversity advocates sometimes slip into a binary mode of thinking about academic vs. nonacademic careers. This is particularly challenging because most graduate students and faculty DO continue to think of careers as either falling into the categories of professoriate or some alternative. However, it is important to remember that thinking of humanities PhD careers as either an academic or a non- is offering a false choice. True, sometimes individuals choose one or the other, but many people move in and out of jobs and across sectors. Academics are also consultants, activists, and administrators. Some academic fields (Business Communications, e.g.) already value professional experience, and having it makes you a *more* competitive candidate for an academic job down the line.

As Sarah Lyon (2017, p. 7) from the University of Kentucky notes, “We intentionally named our program Careers beyond the Professoriate in

order not to replicate the discursive divide that characterizes many of the conversations about non-ac, alt-ac, and/or post-ac career pathways. Language is a fundamental part of culture; consequently, if we are trying to encourage culture change, how we talk about these issues matters.” Through the course of the Next Gen project, CGS compiled a list of suggestions for more inclusive language that academics could use to talk about humanities careers with their PhD students and alumni (Table 1 on page 9).

One promising strategy is the simple and powerful gesture of naming and recognizing successes of alumni beyond the academy and of students doing public humanities work, producing dissertations in innovative formats, asking interdisciplinary questions.

Additionally, institutions do well when they recognize that the same attributes and skills that will help a person succeed in academia are also valuable in a variety of professional contexts. Professional development does not need to be tracked into “future faculty” or “nonacademic”; professional development defined broadly should benefit all students, regardless of the entry point into their careers.

### **Actively listen to and engage important voices**

Every Next Gen campus included faculty and students passionate about the value of diverse humanities careers as well as those who conceptualize humanities doctoral education as primarily preparation for a tenure-track research faculty career. It was important to understand, as Pennsylvania State University (2017, p. 4) reported, that often the changes required by the logic of the Next Gen program “go to the very heart of faculty self-identification.”



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**FIGURE 1**

# Inclusive language options for talking about humanities PhD careers\*

Instead of . . .	You could talk about . . .
The Profession	Professional careers
	Humanities careers
	Academia (one possibility among many)
The job market	Job markets
	The <i>academic</i> job market (one possibility among many)
Nonacademic careers Alternative careers Non-professorial careers	Careers beyond academia
	Pathways beyond the professoriate
	BGN careers (Business, Government, and Nonprofit)
Plan B Backup options	Career of choice
	Broad options
	Career diversity
	Flexible career paths
	Versatile humanists
	Career horizons/pathways
	Repertoire of possibilities
Networking	Building (intellectual/professional) communities
	Building connections
	Building relationships
Job placement	First position
	First destination
	Career entry point
PhDs as produced	PhDs as earned

\* There are innumerable ways to translate well-used language into more inclusive terms, and this should not be considered an exhaustive list. Please note that a number of these terms were coined by or are frequently used by others. For example, Sidonie Smith often uses the phrase “repertoire of possibilities,” and Patricia A. Matthew uses the phrase “building intellectual communities.” For thoughtful discussions of the term “alt-ac,” its history and continued utility, see Nowviskie (2012), Sayre et al. (2015) and Rogers (2013). The AHA champions many of these suggested terms and phrases through their Career Diversity initiative.

Next Gen teams found that genuine, active listening both enriched their program designs and helped them to build goodwill for the goals of the grant. Understanding and addressing individuals' specific concerns paved the way for collaboration. This was essentially Step 1 for all the projects. Some promising strategies included:

- Engaging in formal and informal conversations
- Engaging one-on-one and in larger groups
- Employing a vanguard of student and faculty leaders/ambassadors
- Engaging campus influencers
- Inviting “nonbelievers” to serve on committees, participate in workshops, present
- Listening to staff with experience developing professional development programs or working with employers
- Valuing the experience of alumni and off-campus partners

Some Next Gen teams began their projects with more campus support than others, but in every case, bringing on-campus partners into the Next Gen community was some of the most important work of the grant. All Next Gen institutions acknowledge that nothing will change without broad-based support for the goals of the Next Gen program among the senior administration and faculty. Specifically, “a strong relationship between faculty and senior administrators was essential,” as Lehigh University found (Lay, 2017, p. 4). Engaging across and between these two groups helped increase both broad awareness and support of Next Gen goals and to address disciplinary-specific concerns. Other key campus constituencies, such as graduate students and staff (particularly from Career Services) were also identified as integral to Next Gen work.

It was important to engage a diverse range of campus stakeholders (including career services—even if they had previously primarily focused on undergraduates), and especially important to hear from students. As Princeton University (2017, p. 3) reported in its white paper, “It was particularly eye-opening to hear from the graduate students, and to learn about the explicit and implicit pressure not only from advisors/faculty, but about how beliefs and expectations about success are internalized and become a pervasive part of graduate student culture.” Listening to the voices of those with the most at stake in this conversation enabled Next Gen teams to appreciate the complex context of their work.

To that end, on many Next Gen campuses, listening took the form of **surveys** of students and faculty. Surveys provided a relatively low-cost, anonymous method of information collection. However, some campuses struggled to motivate students to respond, possibly amid concerns about anonymity. It may be that online surveys and in-person events could work better in conjunction. Binghamton University experienced challenges with response rates to its survey and offers this reflection, “In hindsight, we might have also held a large public event prior to sending out the [graduate student] survey—for instance, a ‘listening session’ or ‘town hall’ just for graduate students in the humanities—that would have made the impact and importance of the survey more visible” (Plassmann, 2017, p. 3).

The need to hear from and engage on-campus groups, however, needed to be balanced with incorporating voices from beyond the campus community. These off-campus stakeholders (including business partners, and alumni) provided knowledge of non-university cultures, job markets, and frameworks. Their broader perspective, coupled with



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## BRIGHT IDEA

An exclusively graduate student subcommittee with the specific purpose of gathering and disseminating information to the program population at large, especially students not working on the grant, would have been beneficial.

their valuable professional networks, made these partners equally important (See *Develop external partnerships* below).

### Communicate

Along with listening in good faith, it was also important for Next Gen project teams to push communication about their work. Project directors wanted their campus communities to feel informed about and involved in the work as it unfolded, rather than just rolling out recommendations at the end. Some strategies that campuses employed:

- Holding open meetings/brown bag lunches
- Pushing updates to departments
- Maintaining social media accounts, webpages, or blogs
- Making visible alternative models (e.g., studio model from Architecture, case study model from Business, and rotation model from Medicine)
- Making visible different narratives (especially narratives of success from alumni and narratives of unhappiness with status quo)
- Making available resources and communities to support learning and practice

In addition to these ongoing strategies, some campuses chose to host larger-scale **events** to engage many groups at once and feature the importance of the program. These events took different forms. Some campuses, such as the University of Iowa, hosted a series of symposia on topics such as the dissertation, the tweet, and the CV or resumé. Binghamton University held a day-long “Career Conference” with a keynote address and workshops for students and faculty. Fordham University is planning a capstone

event to share the outcomes of their planning process with the broader Fordham community.

Because often faculty express anxiety about their limited knowledge of the career landscape beyond the academy, many Next Gen teams plan ongoing communication and learning opportunities to help faculty feel more knowledgeable and comfortable on this issue. Penn State University is developing a “PhD careers packet” for faculty distribution that includes information about local resources, national trends and campus data on PhD career outcomes, and preliminary reading. Faculty and students alike may also benefit from hearing from graduate students. The University of Rhode Island mused in retrospect: “An exclusively graduate student subcommittee with the specific purpose of gathering and disseminating information to the program population at large, especially students not working on the grant, would have been beneficial” (Evelyn, et al., 2017, p. 3).

Several Next Gen sites made an extra effort to bring the work of their students and the work of the program itself into the public sphere. For example, the Lehigh University project director spoke about the impact of the grant at an event attended by US Congressman Charlie Dent. The University of Iowa held open planning meetings and documented their entire Next Gen planning process on their [website](#). This broader engagement benefits both the individual campus program and the entire Next Gen consortium.

### Develop external partnerships

Every single Next Gen grant proposal included a plan to engage external partners. Often this was planned in conjunction with pursuing internship

opportunities for students, but it became clear quickly that these partners had more to offer. Off-campus leaders could offer new perspective; they could explain the differences between academia and business, nonprofit, or government work, and they understand what students need to know to be successful.

Some Next Gen teams found this process more complicated than others, and physical proximity often made a difference. Georgia State University, for example, is located in the heart of Atlanta, GA, amid a bustling array of cultural institutions and industries. They found that “businesses often need skills fostered in humanities graduate programs and are enthusiastic about establishing connections” (Georgia State University, 2017, p. 7). Conversely, Penn State, located in a small town in a rural area, found that, even when the will exists, “it is really difficult to build relationships with institutions... when you are far away from them” (Pennsylvania State University, 2017, p. 6). This difficulty does not destine a rural campus to isolation, but requires additional planning and creativity to navigate. Promising alternatives to physically proximal connections include opportunities hosted online or by committed alumni.

In addition to physical proximity, strength of connection to the institution mattered. For example, some campuses had existing relationships with humanities PhD alumni, or at the very least, the knowledge of who they were and how to contact them. Others found it necessary to begin building these connections during the grant period. Certainly, capitalizing on existing relationships may allow Next Gen teams to reach their goals faster or find more advanced opportunities. In many cases, however, even estranged alumni with careers beyond the

academy are eager to reconnect with their doctoral institutions and help students receive the support they often feel they did not receive.

## Remove administrative roadblocks

Sometimes, even when the will exists to change program structures or milestones such as the comprehensive exam or dissertation, administrative policies present barriers. One main recommendation from the Next Gen project is to work with graduate school administrators to remove or change policies that serve as barriers to change, e.g.:

- Allowing for the possibility for interdisciplinary courses/cross listing courses/team teaching
- Allowing for portfolios of work to substitute for comprehensive exams
- Allowing nonfaculty to serve as mentors or on dissertation committees
- Removing style requirements that block innovative dissertation formats
- Allowing co-authored dissertations (with appropriate attribution, distinction of contributions)

Removing administrative roadblocks often involves strengthening the lines of communication between administrators and faculty. Several campuses engaged (or were led by) their graduate or college deans or other senior administrators, but on campuses where that was not the case, keeping leadership apprised of the goals, work, and progress of the grants was essential. One idea, employed by Lehigh University, is to circulate a white paper written for senior administrators, including the president and provost. Working from the other end of the line, Penn State University urged their college dean to issue an official statement



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Having a graduate student as a project manager was particularly beneficial: this was a learning opportunity for her, and at the same time enabled a grad student voice to be heard regularly and the student herself to be part of the project leadership.

outlining the college's policies on the equal weight given to alumni PhD employment beyond academia and tenure-track appointments in its departmental and tenure and promotion review processes. Confusion about this policy had been a point of concern, and clarity has the potential to greatly increase the share of faculty willing to support the project.

### Develop strategies for stretching your resources

Ambitious goals often seem to demand ambitious budgets. Even with support from NEH, many institutions found themselves wishing for more resources. Many of the innovations generated by Next Gen working groups (such as structured internships) cost money. Next Gen teams developed strategies for stretching their dollars and building partnerships simultaneously. The questions below can guide planning.

- What can you trade or provide for free?
  - Prestige
  - Recognition for Next-Gen-related service in merit review or Tenure and Promotion files
  - Editing/writing/consulting services
- How can you provide leadership opportunities for graduate students?
- Can your Next Gen work be the site of hands-on learning (e.g., PhD students coordinating partnerships with businesses, computer science students helping you build an app)?
- Collaborate with other initiatives on campus with complementary goals (seek out STEM initiatives such as NIH BEST in addition to other humanities initiatives)
- What existing infrastructure (on campus, online) might be used or adapted?

A number of Next Gen campuses employed a humanities PhD student as a project manager and involved them in the intellectual life of the project. As Princeton University (2017, p. 2) reported, "Having a graduate student as a project manager was particularly beneficial: this was a learning opportunity for her, and at the same time enabled a grad student voice to be heard regularly and the student herself to be part of the project leadership."

It may be worth taking the time to inventory your PhD programs and translate what already happens into the Next Gen framework. Many aspects of humanities doctoral programs may be worth preserving, and faculty may even be surprised to realize how much professional training they already engage in. Similarly, on-campus expertise exists in the form of "alt-ac" staff in centers, libraries, and student support services. Existing connections to alumni and employers (through the business school, e.g.) may also be capitalized upon.

Disciplinary societies such as the [Modern Language Association](#), [American Historical Association](#), and [American Philosophical Association](#) have already developed excellent resources in the area of professional development for diverse humanities PhD careers. The Graduate Career Consortium is in the process of developing a free, digital, [humanities IDP](#) (individual development plan), scheduled for release in fall 2017. Be sure to take advantage of the resources the Next Gen project has developed in this first year, including a [resource page](#), a review of prior work in humanities PhD professional development (Appendix A), and guidance on seeking external funding for Next Gen work.

## PART II

# Emerging Strategies

This section offers suggestions for additional considerations that might be included in the design of Next Gen programs, based on what Next Gen grantees and other members of the humanities community felt were missing or could be strengthened in Next Gen projects in the next round.

### **Considering alternative mentorship structures**

A large body of research has shown that PhD students across fields, institutions, and time shift their career aspirations away from the professoriate as they progress through their doctoral programs (Fuhrman, Halme, O’Sullivan, & Lindstaedt, 2011; Gibbs & Griffin, 2013; Gibbs, McGready, Bennet & Griffin, 2014; Golde & Dore, 2001; Goldsmith, Presley, & Cooley, 2002; Goulden, Frasch, Mason, 2009; Mason, Goulden, Frasch, 2009; Monk, Foote, & Schlemper, 2012; National Research Council, 2012; Sauermann and Roach, 2012). In order to anticipate this shift and support students’ consideration of diverse careers from the beginning of their graduate school process, institutions should consider assigning nonacademic mentors. These roles would ideally be filled by “alt-ac” professionals on campus (in administration, the library, or a humanities center, e.g.), but also may include committed alumni. To give them some authority, these mentors

could have some administrative responsibility throughout the student’s career, perhaps signing academic forms such as intent to proceed. This idea is supported by lessons learned from the first year of the Next Gen program. Fordham University, e.g., determined that “more nimble and diverse models” of mentorship are needed to fill this gap (Badowska, et al., 2017).

### **Considering diversity of experience**

Humanities doctoral programs serve diverse students with differing needs. Even those students considered the most “traditional” will likely experience changes in life circumstances over the seven years that is the average time-to-degree for a humanities PhD (Humanities Indicators, 2014). In 2013, 37% of humanities PhD recipients were over the age of 35 (Humanities Indicators, 2016), and therefore likely to have prior professional work experience or family obligations that affect how they approach their career decisions. Additionally, students from traditionally underrepresented groups such as racial/ethnic minorities, LGBTQ students, parents and other caregivers, or students with disabilities or high levels of relative debt may each have unique professional development needs and limitations on how they can participate in certain activities such as internships.

Reflecting on how your project could incorporate graduate students' diverse perspectives could help strengthen the quality of your application. Considering how to include all their humanities graduate students, regardless of lived experience, will enable you to plan for more impactful programs from the very beginning of the process.

### **Including community colleges**

Community colleges represent sites of largely untapped potential for collaboration. They can both serve as sites for professional development opportunities for humanities PhD students and as facilitators of connections with regional businesses. In return, graduate programs can help community colleges better prepare their students to pursue graduate education in the long-

term. The president of a community college is often the key contact person for establishing these kinds of connections.

### **Including master's degrees**

Some consortium institutions felt a somewhat arbitrary line was drawn between master's and PhD degree candidates. Smaller institutions especially found that master's students also participated in and benefitted from many of the same activities, programs, and changes in graduate program structure as the doctoral students, and that it was more efficient to include them in practice. For example, Georgia State University (2017, p. 5) writes about humanities MA programs in their white paper, "we have realized how much we can learn from these other programs, and how they could benefit from the work we are doing."



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