



DIVISION OF EDUCATION PROGRAMS

## Narrative Section of a Successful Application

The attached document contains the grant narrative and selected portions of a previously funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the Next Generation PhD Plant grant guidelines at

<https://www.neh.gov/grants/education/next-generation-humanities-phd-planning-grants>

for instructions. Applicants are also strongly encouraged to consult with the NEH Division of Education Programs staff well before a grant deadline.

**Guidelines have changed:** Matching funds consist solely of cash gifts donated by nonfederal third parties to a project. Cash contributions made to a project by the applicant or other federal agencies will not be certified by NEH as matching funds (and will accordingly not be matched by NEH). Similarly, in-kind gifts (donated services and goods) will not be certified by NEH as matching funds or matched by NEH.

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

Project Title: UC Santa Cruz Next Generation Humanities PhD Planning Grant  
Institution: University of California, Santa Cruz  
Project Director: Tyrus Miller  
Grant Program: Next Generation PhD Planning Grant

**Next Generation Humanities PhD Planning Grant  
University of California, Santa Cruz  
February 2016**

**ABSTRACT AND OVERVIEW**

The current path from doctoral education in the humanities to a post-doctoral career might be described as a “tale of two graduate students.” One graduate student finds himself at the completion of his degree facing an extraordinarily restricted academic job market. Despite excellent scholarly training and extensive teaching experience gained during graduate school, and despite applying widely for tenure-track positions, post-doctoral fellowships, and visiting professorships, a long succession of rejection letters, Skype interviews that go no further, and short-term appointments follow, perhaps for years. Yet his experience in graduate school has not prepared him adequately to imagine satisfying alternatives nor to seek them out successfully. Another graduate student, in contrast, has early on taken to heart that the prospects for academic employment after completing the PhD may be narrow. She has sought to cultivate a variety of transferrable skills and to gain professional experiences outside of academia. A few of the resources she has accessed have been directly offered by her program, career center, or graduate school; but many others she had to uncover by her own diligent efforts, the luck of meeting the right person at the right time, or willy-nilly in the course of supporting herself through outside work during her doctoral study. Her advisor considers her prospects for a tenure-track academic position to be good and strongly encourages her to “just hang in there,” take a visiting position, publish her work, and wait out the job search with her eyes on the tenure-track prize. Upon completion of her degree, however, she pursues job opportunities both within and outside of academia. After serious deliberation, she accepts post-doctoral professional employment in a cultural institution, government position, non-profit institution, community organization, commercial firm, or entrepreneurial enterprise. There she finds fulfilling opportunities to apply her knowledge and skills and earnings commensurate with her long investment of time and effort in her PhD studies.

There are, of course, many shades and degrees between these two extremes, not excluding the still-significant portion of humanities doctoral degree holders who go on to take up tenure-track professorial positions in colleges and universities. But the mainstream of doctoral programs in the humanities has been so strongly directed towards the outcome imagined by the first student as his natural destination that it has addressed the broader needs of the second student only to a very limited extent (or even disavowed their legitimacy). There is a dawning recognition among faculty, administrators, and students that this situation needs to change, that doctoral programs have an ethical and professional responsibility for mentoring, training, and helping to facilitate their PhD graduates’ success in a wide variety of existing and new career paths. Moreover, by having concentrated too exclusively on the outcome of teaching and research in colleges and universities, doctoral programs have given short shrift to the invaluable impact they make through their graduates’ work within a broad range of contexts and institutions.

UC Santa Cruz’s Division of Graduate Studies, Division of Humanities, and Institute for Humanities Research (with additional participation of doctoral programs from the Division of Arts and Division of Social Sciences, the McHenry Library, the UC Santa Cruz Alumni Association, and the Career Center) are applying for an NEH “Next Generation Humanities PhD Planning Grant” to plan for transformative changes in humanistic doctoral training and post-doctoral career paths and to share with NEH constituencies our conclusions, models, and best practices. With the diversity of our region and because of our close proximity to creative, cultural, and high tech industries in Silicon Valley and the greater San Francisco Bay Area, UC Santa Cruz is ideally located to serve as a laboratory for expanding the reach and impact of humanities doctoral education. Moreover, our public mission as a University of California institution with a proud heritage of social engagement, and our evolving identity as a Research I university with Hispanic Serving Institution (HSI) status, together frame our intention to renew the graduate humanities at UC Santa Cruz. We seek no less than to help create an actionable and sharable

model for how humanities PhDs can successfully enter, integrate, and influence the most important existing and emerging sectors of our 21<sup>st</sup>-century economy and society.

Our planning takes as its thematic goals:

- the envisioning of a new, expanded public sphere for humanities doctoral expertise,
- the reorganization of doctoral programs to cultivate expanded opportunities to translate doctoral expertise into the public sphere, and
- the identification of elements of doctoral programs that require change to meet these goals.

The foci of our planning of practical measures to help realize these goals include:

- development of a three-dimensional (multiple, distributed, and layered) doctoral mentorship model, articulated by a humanities-oriented Individual Development Plan process. Multiple mentorship aims to increase the number and diversity of mentor-perspectives a doctoral student may draw upon as a resource for their intellectual and professional development. Distributed mentorship expands the places and institutional positions from which a student receives mentorship, including mentors outside their degree program and beyond the academy, in the institutions of the broader public sphere to which doctoral students seek greater access. Layered mentorship mobilizes peer-to-peer and early cohort/advanced student relationship as a formal element of mentoring within the doctoral program. Introduction of the Individual Development Plan as a focus of mentorship, already an accepted best practice in the STEM fields, assures coherent articulation and appropriately individualized design of a students program- and career-path.
- development of a set of skill modules relevant to expanded humanities career paths, and the integration of them into doctoral program curricula and degree requirements, and
- expansion of tracking, networking, and experiential learning opportunities for humanities doctoral students.

For the mentorship focus, we propose as planning outcomes to: *develop the model of three-dimensional mentorship; analyze mentorship training needs; model designs of supplemental mentor training workshops; develop a humanities-oriented Individual Development Plan model and practice; explore modes of communicating mentorship model to doctoral students and mentors; and develop a doctoral mentorship assessment and evaluation model.*

For the skill module focus, we propose as planning outcomes to: *analyze course module needs and demand; create model syllabi and potential curricular paths; craft Memoranda of Understanding to adopt course modules as options within degree program course and/or elective credit requirements.*

For the tracking, networking, and experiential learning focus, we propose as planning outcomes to: *create a tracking process and communication plan for all humanities doctoral programs; plan the development of a humanities doctoral alumni network; analyze programs and recommend ways of incorporating practicum and applied research experience into doctoral degree requirements; develop outreach and networking strategy with organizations and companies with high potential for interest in humanities doctoral expertise; develop guidelines for incorporation of non-academic experts into dissertation research and mentoring; develop humanities-related “competency maps” for matching and outreach; plan survey and focus-group research with companies, alumni, and current students; and assess the pilot “Public Fellows” internship program for broader development of doctoral experiential learning and applied research.*

We acknowledge the ambitious scope of these planning goals, but view their broad compass and interconnection as essential to the transformative model we seek to develop. Early in the planning process, however, the planning committee will collectively evaluate the proposed goals and activities, and refine the overall project plan to ensure completion within the planning grant period.

The planning committee will include the Vice Provost and Dean of Graduate Studies, the Dean of Humanities, the Director and Associate Director of the Institute for Humanities Research, faculty from Humanities doctoral programs and relevant cultural / arts doctoral programs outside the Humanities Division, doctoral alumni, members of local and regional cultural institutions, and engaged representatives from the business and government sectors. We are also specifically including a representative of the systemwide University of California Humanities Research Institute, located at UC Irvine but serving all ten UC campuses, to help leverage systemwide initiatives such as the Humanists@Work project, and to avoid redundant efforts (particularly since UCHRI is also pursuing a “Next Generation” NEH project). This connection with UCHRI will help us to concentrate our efforts on cultural and institutional transformation at the *campus* scale and closer relations with our local and regional publics, while benefiting maximally from UCHRI’s cross-campus, systemwide focus. We envision monthly meetings of the planning committee, with workgroups developing subtopics between the committee meetings. In addition, for quarterly meetings during the 12-month planning period, we will assemble an expanded group including additional advisory members who may be brought in from a wider geographical area one or more times.

In preparation for their work, the planning committee will be provided with data from the Humanities Indicators and Council of Graduate Schools studies regarding graduate career paths, as well as data from the University of California Office of the President’s systemwide study of graduate placement and alumni surveys. Additional information will be provided by UC Santa Cruz’s Institutional Research and Policy Studies unit, the Division of Graduate Studies, and departments in the Division of Humanities to clarify the UC Santa Cruz-specific placement and career path picture. Further background information on key topics such as Individual Development Plans and Public Humanities internship programs around the country will be provided. The committee will consider the graduate curricula of programs, exploring their potential degree and modes of adaptability to Next Generation reforms. Lastly, we will utilize the planning framework to gain a shared understanding of current debates about doctoral program reforms, through reading and discussion of publications such as the MLA and AHA reports on doctoral education, the “Humanities Unbound” report of the Scholarly Communications Institute, and prominent books such as Leonard Cassuto’s *The Graduate School Mess*, Michael Berubé and Jennifer Ruth’s *The Humanities, Higher Education, and Academic Freedom*, Helen Small’s *The Value of the Humanities*, and Gordon Hutner and Faisal Mohamed’s *A New Deal for the Humanities*. The planning grant will allow us to make these materials available to the planning committee and, where appropriate, to the broader group advisory members.

The budget provided by the planning grant will provide resources for small stipends for UC Santa Cruz faculty and student participants, helping to ensure sustained engagement over the course of the planning process; modest travel funds for participants outside the immediate Santa Cruz area; travel funds for site visits to institutions with existing public humanities programs; printed materials and books; and Graduate Student researcher support for interviews, surveys, and tracking data analysis.

## **PLANNING COMMITTEE**

*Note: Participation of planning committee members was solicited with a request for a short CV or resumé only if the response was affirmative. The resúmes submitted in the supplementary documentation should be considered indications of commitment on the part of the listed committee members. The three names on the planning committee list that are asterisked have sent commitments / resúmes, but these were received subsequent to our submission of supplementary materials.*

### ***Invitation template:***

*Dear ,*

*We are writing you in connection with an exciting new initiative we are pursuing, in which **we would like to invite your participation: a National Endowment for the Humanities “Next Generation Humanities***

**PhD” planning grant.** *The grant is intended to allow faculty, administrators, staff, current graduate students, alumni, and community members to consider the PhD degree in the humanities, the PhD's role in public career paths beyond academic employment, and possible reforms of PhD training that would help facilitate greater the public impact of advanced humanities expertise.*

*We have developed a proposal outlining topics and aims of the planning process. The planning should lead to a report of our analyses, models, best practices, and new initiatives that can be disseminated by the NEH. We are very close to the deadline to submission of our proposal; please find its narrative attached below.*

*A key intention of the NEH’s Next Generation program to engage a diverse group of participants in the planning process, to gain fresh insights and perspectives that transcends the “inside” of humanities doctoral programs. The planning committee list in the draft proposal is still provisional, as we are still in the process of inviting participants, but it represents our vision of the perspectives we would like to include.*

*Would you be willing to be included in the planning committee? We envision a schedule of meetings that will be approximately one meeting of 90 minutes / month. We are planning to create subcommittees that will focus on particular pieces of the initiative planning, and hence we may be able to accommodate different levels of involvement, ranging from full engagement in the project to a more occasional advisory role.*

*For now, if you would be willing to participate, we would like to ask your permission to include your name on our planning committee list. **We would also like to request that you send us a 1-2 (max) page CV or resumé** that we can submit as supplementary documentation with our grant proposal. We would need to receive this from you **no later than Tuesday February 9.***

*Thank you for your consideration. We hope you will join us on this exciting project!*

*Tyrus Miller, Vice Provost and Dean, Graduate Studies, UC Santa Cruz*

*Tyler Stovall, Dean of Humanities, UC Santa Cruz*

*Nathaniel Deutsch, Director, Institute of Humanities Research, UC Santa Cruz*

#### **Executive Committee:**

Tyrus Miller, Vice Provost and Dean, Graduate Studies (Project Director); Professor of Literature

Tyler Stovall, Dean of Humanities; President-Elect of American Historical Association

Nathaniel Deutsch, Director, Institute for Humanities Research; Professor of History

Irena Polić, Associate Director, Institute for Humanities Research

Project Director Tyrus Miller is Vice Provost and Dean, Graduate Studies for UC Santa Cruz; he is responsible for all of UC Santa Cruz's doctoral and masters programs across the span of disciplines in five academic divisions. In addition, he is a Professor of Literature with a distinguished record of research and teaching in the interdisciplinary humanities. He is ideally qualified to lead the next generation PhD planning process and work to implement the recommendations of the planning committee.

#### **Faculty Advisors:**

Jon Ellis, Professor of Philosophy; Director, Center for Public Philosophy

Susan Gillman, Professor of Literature

Jim McCloskey, Professor of Linguistics

Grace Peña Delgado, Associate Professor of History

Lisa Rofel, Professor of Anthropology

**Staff Advisors:**

Tedd Siegel, Assistant Vice Chancellor for Research  
Rachel Deblinger, Digital Humanities Specialist, McHenry University Library  
Cari Napoles, Director of Development, Humanities Division  
John Weber, Institute for Arts and Sciences  
Shayna Kent, Director, Alumni Engagement\*\*\*  
Stephanie Moore, Research Grants Coordinator, Division of the Arts  
Anna Sher, Assistant Director, Assessment, Institutional Research, Assessment & Policy Studies

**Alumni Advisors:**

Jason Jacobs, Associate Dean of General Education; Associate Professor of Foreign Languages, Roger Williams College\*\*\*  
Kelly Ann Brown, PhD Alumna, Literature; Assistant Director, UC Humanities Research Institute at UC Irvine; project lead on Humanities@Work initiative  
Laurel Voloder, PhD Alumna, Literature; Program Analyst, US Department of State  
Laurel Recker, PhD, English, University of California, Davis  
Boaz Vilozny, PhD Chemistry; Post-doctoral Researcher

**Current Student Advisors:**

Whitney De Vos, PhD Candidate, Literature  
Sandra Harvey, PhD Candidate, Politics; Graduate Student Researcher, Institute for Humanities Research  
Sarah Papazoglakis, PhD Candidate, Literature  
Asad Haider, PhD Candidate, History of Consciousness\*\*\*

**THEMATIC GOALS AND PLANNING THEMES**

The large-scale thematic goals of UC Santa Cruz’s “Next Generation Humanities PhD” planning can be summarized as follows:

*How can we envision a new, expanded, more diverse public sphere for doctoral research and expertise in the humanities?*

*How could humanities doctoral mentorship, curricular paths, and extracurricular training be organized to support a fuller range of “translational” opportunities for doctorally-trained humanities researchers—externally recognized and professionally viable avenues to put humanities research “to work”?*

*What elements of humanities doctoral programs would we need to update, reform, or replace to meet these goals most effectively?*

Discussions of broader impacts of humanities graduate training, humanistic “alt-ac” (alternative-academic) career paths, and extra-academic institutional spaces and media for humanistic communication have burgeoned in recent years. Professional societies such as the Modern Language Association, the American Historical Association, and the Council of Graduate Schools have argued forthrightly that doctoral programs must take greater responsibility for the professional outcomes of their graduate programs. For a clear majority of students these will *not* be employment in tenure-track jobs in research universities, despite the near-exclusive orientation in many programs towards tenure-track academic employment as only supported career path for their doctoral degree recipients.

This broad discussion of doctoral education in the humanities has been salutary, highlighting in particular the transferrable skills that humanities scholars develop during their graduate training, the factors that lead to unnecessarily long times-to-degree and costly attrition at advanced stages, and the special ties between teaching and research in the humanistic disciplines—all areas of concern that can spur positive reforms in humanities doctoral education. However, while general soft skills and, particularly, heightened pedagogical expertise are indeed valuable outcomes of doctoral programs, they do not, in our view, suffice to answer the burning question that concerns the very legitimacy of the humanities PhD for careers beyond the professoriate: Why a *PhD*? Why spend 5-8 years gaining expertise in a humanistic discipline and area of specialty, through the phases of course work, comprehensive exam preparation, and dissertation, if not to become a professor in the field?

Here, we believe, well-meaning advocates of an expansion of the professional purview of the humanities doctorate have sometimes failed to emphasize with sufficient confidence the most important distinguishing feature of PhD degree holders (from MAs or professional degree holders): *their extensive experience with conducting research, their ability to communicate that research effectively, and their capacity to carry out new research in the future*. The PhD is essentially a *research and research communication* degree, and even as we rethink the humanities PhD's "next generation," we should hold on to this distinctive feature and seek to realize its full value both within *and outside* the academy. In a knowledge and innovation economy, more and more professional work—from commercial and entrepreneurial venture to government and public institutions—requires advanced research, and not solely on scientific and technical problems, but also on the social, psychological, cultural, historical, and aesthetic dimensions of contemporary life. Moreover, in a social environment characterized by pervasive computing and the proliferation of "big data," there is escalating need for specialists trained in the culturally and ethically sensitive interpretation of information—indeed, in the full spectrum of humanistic meaning-making in an information-saturated world, from basic emotional and cognitive elements to the richest of historical, ethical, and spiritual dimensions. To our detriment, academic humanists have recognized this growing need for their expertise in very uneven and often overly passive ways, so that one could legitimately speak of an advocacy and communication gap for the humanities in the public and commercial spheres, whose institutions for their part have too often handled nuanced issues clumsily, with sometimes disastrous results.

The goals of our "Next Generation" planning are complementary. We seek to expand our shared understanding of the potential impacts of humanities doctoral expertise in contemporary society; to engage in creative exploration of job innovation, the invention of new modes of putting the humanities "to work"; and, through programmatic reform of our doctoral program, to expand opportunities for our doctoral students to realize the public value of their humanistic expertise in a evolving, diversifying institutional and professional frame.

Within this large-scale thematic ambit, our practical planning has three major focal areas:

***1. The development of a three-dimensional doctoral mentorship system that enriches a student's mentorship relations throughout their doctoral career and broadens the learning that takes place within these relations.***

The traditional one-to-one mentor relationship with a faculty advisor will be expanded and recontextualized by three additional forms of mentorship:

- **multiple** mentorship (increasing the number of mentors a doctoral student may draw upon as a resource for their intellectual and professional development;
- **distributed** mentorship: expanding the places and institutional positions from which a student receives mentorship, including mentors outside their degree program and beyond the academy, in the institutions of the broader public sphere to which doctoral students seek greater access;
- **layered** mentorship: mobilizing more effectively peer-to-peer and early cohort/advanced student relationship as a formal element of mentoring within the doctoral program.

The synthesis of these three mentorship dimensions models a mentor network that is broad-based and that includes both subject-expert and broader institutional mentorship experiences. In addition to the structure of the expanded mentorship framework and the skill-building it should support, the planning will consider the need for mentor training supported by supplemental workshops.

A linchpin of this mentorship model, helping to assure coherent articulation and appropriately individualized design, will be the introduction of Individualized Development Plans (IDPs) in humanities mentorship. Already a well-recognized and even required part of doctoral training in the sciences (see, for example, this article from *Science* announcing the new online IDP tool “myIDP”: <http://www.sciencemag.org/careers/2012/09/editorial-planning-career-paths-phds>), IDPs are still relatively new among the humanities disciplines. As the website for myIDP indicates, doctoral students in the sciences are provided with the following resources online:

- Exercises to help you examine your skills, interests, and values
- A list of 20 scientific career paths with a prediction of which ones best fit your skills and interests
- A tool for setting strategic goals for the coming year, with optional reminders to keep you on track
- Articles and resources to guide you through the process

While many of these resources would be of analogous value to humanities doctoral students in imagining and planning their career paths, the appropriate skills, career paths, goals, and supporting materials need to be specifically tailored to the humanistic disciplines. Our planning goals thus include discussion and initial design of an IDP tool and set of related resources for humanities doctoral students, and a prospective framework for their introduction and use in humanities doctoral programs.

Two additional issues will be addressed in the planning for the mentorship topic.

First, we will consider ways in which this three-dimensional and IDP-articulated mentorship model can be effectively communicated to present and future graduate students. Possible modes to explore include a new graduate mentorship handbook to be posted by the Graduate Division on its website, modeled after “How to Get the Mentoring You Want: A Guide for Graduate Students,” a handbook distributed by University of Michigan’s Rackham Graduate School ([www.rackham.umich.edu/downloads/publications/mentoring.pdf](http://www.rackham.umich.edu/downloads/publications/mentoring.pdf)), but incorporating our expanded mentorship framework; video materials illustrating the mentorship model and specific mentorship scenarios related to it, on the model of Michigan State University’s Graduate School’s “Video Vignettes,” part of their graduate student conflict resolution program (<http://grad.msu.edu/conflictresolution/vignette.aspx>); and an interactive, narrative, online game for “playing” mentorship scenarios related to the model, analogous to the Responsible Conduct of Research game developed in prototype for UC Santa Cruz’s Graduate Division by a doctoral student in Computation Media.

Second, in consultation with the participating doctoral programs and academic deans, we will seek to design a more consistent and robust assessment system for doctoral mentorship, with a clearer definition of its goals, its intended outcomes, and the means of determining whether these outcomes have been met. This reconsideration of the assessment of doctoral mentorship will encompass recommendations of a more explicit codification of how doctoral mentorship will be evaluated in faculty advancement and the introduction, as a cooperative initiative of the Graduate Division and the academic deans, of a faculty award recognizing excellence in doctoral mentorship.

***2. The development of trans-disciplinary skill “modules” that will allow doctoral students to customize a package of skills most pertinent to their prospective “translational” path (or to allow them to explore alternative paths in their course of their study).***

UC Santa Cruz’s Division of Humanities will serve as the curricular “hub” for this group of courses, assuring its institutional and fiscal support. Courses may be housed by departments in the



division or offered by other appropriate units (eg. colleges, Division of Graduate Studies). The Dean of Humanities and planning committee members will lead discussions with programs to recognize these courses as legitimate substitutes for degree requirements or credits in elective courses required for degree completion; this recognition will be formally acknowledged by MOUs and written into doctoral program information as authorized alternatives for meeting degree requirements.

Some areas for curricular development and sustainable delivery as options for humanities PhDs:

1. Communicating research through multiple media
2. Coding and visualization for humanists
3. An introduction to cultural institutions
4. Practicum for teaching humanities in correctional facilities
5. Entrepreneurship for humanists
6. Connecting research to public users: research design, communication, application
7. Research development, grant-writing, and fundraising

The planning will explore these topics and their potential integration into doctoral program requirements. Some key areas are already in development on a smaller, less integrated scale, such as coding and visualization and multi-media scholarly communication within our Digital Humanities research cluster, research development and fundraising through individual internships in the Institute for Humanities Research, teaching in the correctional system through the Center for Public Philosophy (in cooperation with the Vice Mayor of the City of Santa Cruz and the public library), and entrepreneurship training through the Center for Innovation and Entrepreneurial Development in the Division of Graduate Studies.

***3. Development of practicum opportunities for early-stage and dissertation-stage doctoral students, tracking/communication of full range of professional employment for humanities doctoral degree holders, and cultivation of an expanded set of career opportunities following PhD completion.***

The major planning topics within this focal area are integrated tracking, networking, and internship opportunities.

The first area of planning will be for enhanced tracking of humanities doctoral career paths. The goal is not only to gather better, more complete data, but also to catalyze a better-informed, more inclusive culture surrounding doctoral careers at different stages, in different places, and in different sectors. Building on the efforts of our Linguistics doctoral program, we will develop a plan for departments to track the full range of their doctoral alumni and to feature their careers in a regularly updated list on program websites. UC Santa Cruz's Humanities Division will collaborate with the Division of Graduate Studies, which is tracking and analyzing graduate career outcomes in a University of California systemwide framework, and with the UC Santa Cruz Career Center and the Alumni Association, which has launched an online networking initiative, the Career Alumni Network, to connect current UC Santa Cruz students with alumni in a variety of fields. We will include Graduate Division, Career Center, and Alumni Association staff on the planning committee to develop a focused humanities doctoral networking effort, which will utilize the infrastructure of the Career Alumni Network to inform and facilitate humanities doctorates in their pursuit of professional career outside of academia. This alumni network, embracing doctoral alumni both within and outside of academic professions, constitutes an important element of our "distributed" mentorship framework. Students coming to UC Santa Cruz will be fully informed about the range of doctoral career possibilities, and the information will be accessible to potential employers, government officials, and members of the community in need of humanities-based research and training.

Planning will also aim to inform degree programs about how to incorporate new opportunities for doctoral students to engage in practicum and internship experiences and to receive degree credit and advancement for their applied work. The committee will plan a strategy of outreach, networking, and engagement with organizations and companies where humanities PhD students can be placed in both

short-term internships and post-degree employment. Through program redesign and reform, recommended by the Next Generation PhD planning committee and subsequently negotiated with doctoral programs, these activities and experiences should become integral to students' progress to their PhD and not a diversion from or add-on to their "regular" study and writing. To encourage deeper relations with extra-academic sponsors of these experience and to ensure quality and relevance for the degree program goals, programs will receive guidelines and recommendations about how to effectively incorporate experts from extra-academic institutions to serve in formal and informal mentor roles, as dissertation committee members, and even—where appropriate and consonant with Academic Senate rules and Academic Personnel policies—as UC Santa Cruz-appointed Adjunct Researchers who may act as dissertation directors or readers for appropriate research projects.

Adapting the "competency mapping" tools developed by Ohio State University for industry partnerships, the planning committee will design a process for developing a set of humanities competency maps for local and regional institutions which have a high potential for employing graduates with advanced skills in humanistic / cultural research. This will model a typical database and "matching service" useful for nimble, proactive outreach about the talent pool and areas of expertise represented by humanistic doctoral programs. In addition, we will plan to engage in interview-based surveys and focus-group studies of Santa Cruz and Silicon Valley employers, as well as alumni and current students, to identify strengths and weaknesses of current PhD training in the humanities and to develop relevant new forms of training.

UC Santa Cruz's Institute of Humanities Research (Division of Humanities) and Division of Graduate Studies, along with other partners such as the UCSC University Extension, have piloted a summer paid internship program focused on humanities work with a public impact: in cultural and community institutions, new curriculum development (Cabrillo Community College), educational pipeline programs (UC Scout), and continuing education and workforce training (University Extension). This "Public Fellows" internship program will allow humanities graduate students to contribute to local non-profits and cultural institutions in the areas of programming, communication, collections and archiving, and curricular development. The research and pedagogical expertise that Fellows have gained in their doctoral programs will find new and expanded domains of application, which may help to open opportunities for post-doctoral career paths and even to innovative, entrepreneurial new job invention.

The planning committee will assess and build on these experiences, preparing for a stronger integration of advanced experiential learning and applied research into doctoral degree programs. In addition, we will explore ways to establish channels whereby cultural and civil society institutions, community organizations, and individuals in our community may solicit the research expertise of graduate investigators, helping to focus some graduate research in the humanities in areas where public need and potential impact has already, from the outset, been identified. In connection with this goal, we will consider more closely the model of "Science Shops" (<http://www.livingknowledge.org/livingknowledge/wp-content/uploads/2012/02/scienceshop-brochure.pdf>), which include the "human" and "social sciences" as well as natural and technical sciences, and which have spread from their original location in the European Union to a broader network including continental Europe, the UK, Canada, and nascently in the US. Science Shops are places where the community, through organizations and public forums, can bring forward research questions and problems to be assessed and addressed by Science Shop investigators, who in turn communicate the research results back to the community for discussion and action. Though some Science Shops have been established independent of universities, several Science Shops have been formalized as spaces for credited work and research by university graduate students. The Science Shops represent a general structure that can be adapted to a wide variety of specific community contexts, disciplinary areas, and institutional designs. Innovative academic-public frameworks such as these, which have been piloted in Holland, France, Germany, Austria, Romania and elsewhere, may ultimately constitute a notable part of the future of the humanities doctorate as well. We thus will include specific consideration of this model within our planning activities.

## FUNDRAISING

The institutional match will be provided by a combination of institutional funds and donations. The Division of Graduate Studies will offer institutional funds to cover tuition, campus fees, and Graduate Student Health Insurance for Graduate Student Researchers whose stipend will be paid from the planning grant. The Division of Humanities and the Institute for Humanities Research will provide the remaining institutional funds, including donations from humanities supporters.

## TIMELINE

September 2016 (with additional advisory group members)	Introductory meeting; formation of working groups for planning foci; review and refine full project plan and timeline
October (includes first site visit)	Discussion of 3D mentorship model and integration with doctoral degree programs; discussion of doctoral tracking and communication of tracking information
November (Humanists@Work event hosted at Santa Cruz: focus group meeting with graduate student participants)	UCSC Alumni Association presentation of Career Alumni Network online mentor program; discussion of course module needs: brainstorming and first vetting of course module suggestions.
December (with additional advisory group members)	Discussion of online humanities doctoral alumni network (includes Alumni Association representatives); first set of degree program analyses: recommendations for incorporating practicum and experiential learning into degree requirements;
January 2017	Second set of degree program analyses; first set of course module model syllabi; introduction to Individual Development Plans
February (includes second site visit)	Third set of degree program analyses; second set of course module model syllabi; presentation of workgroup findings on mentorship training needs
March (with additional advisory group members)	First set of workgroup recommendations on program changes to incorporate course modules; first discussion of outreach strategies to cultural institutions and companies; third set of course module model syllabi;
April (additional alumni engagement during Alumni Reunion Weekend)	Second set of workgroup recommendations on program changes; plan survey and focus-group research with companies, alumni, and current graduate students
May (includes third site visit)	Third group of workshop recommendations on program changes; discussion of training framework for 3D mentorship
June	Planning for communication of 3D mentorship model to doctoral students and faculty; workgroup presentation of humanities doctoral IDP model; report on assessment of pilot Public Fellows program.
July	Workgroup presentation of model mentorship training workshops; discussion of expansion of Public Fellows program; presentation of master MOU template for incorporation of course modules as alternative degree requirements.
August	Discussion of doctoral mentorship assessment framework; presentation of “competency maps” framework; presentation of guidelines for incorporating non-academic experts into dissertation research and other doctoral program roles