University of Rhode Island

Humanities at Large

Next Generation Humanities PhD Planning Grant White Paper

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**Introduction**

   The Core Committee for the Humanities at Large project at the University of Rhode Island is pleased to submit this report, hereby summarizing our efforts toward exploring the diversification of Humanities PhD education through cross-disciplinary and experiential learning. Our work focused on ways we could tap our institution's resources, make connections across and beyond campus, and reimagine Humanities graduate programming at URI.

<div align="center"><strong>What Happened</strong></div>

**Project Organization**

   The work of this project was undertaken by a full committee of 46 faculty members, deans, PhD students, staff, and outside advisors. There are five planning area subcommittees, each representing a different area of strength within the University that offers an enriching partnership with the English PhD program. Additionally, there are two oversight committees: a Core Committee (each member serves on one subcommittee and reports back) and a Program Development Committee (tasked with exploring the logistics of implementing recommendations from the other committees). See Appendix item A for a full, detailed list of committee members. The five subcommittees are as follows:

1. Coastal Environment: tasked with drawing upon URI's strengths in marine affairs and environmental sciences
2. Cultural Organizations: tasked with developing relationships with regional public humanities institutions (organizations working to preserve and promote the area's culture, art, and history)
3. Digital and Big Data: tasked with exploring the University's interdisciplinary digital resources, such as the Big Data and High Performance Computing Collaborative, and with researching the digital humanities opportunities available at other institutions
4. Health and Medicine: tasked with collaborating with URI's Academic Health Collaborative and exploring possible connections to health research both within and beyond the University
5. Publishing/Editing: tasked with exploring opportunities in on- and off-campus publishing.

One of the project's first interdisciplinary connections was the development of a funded graduate student fellowship in URI's Coastal Institute. In September 2016, English PhD student Molly Hall, a member of the Core Committee and Coastal Environment Subcommittee, became the first English graduate student to receive the Coastal Institute Fellowship. During the 2016-17 academic year she worked on expanding the Institute's public engagement initiatives by contributing to its scientific communications.

**Core Committee**

   The Core Committee discussed general goals for the Humanities at Large project, clarified the aims of each subcommittee, and met monthly to discuss each subcommittee's progress, address questions or challenges, and discuss larger ideas at the core of the project. Members from each subcommittee offered brief reports during each meeting. In addition to opening up each subcommittee's work for constructive feedback, these mini-reports enabled the Core Committee to trace threads of common concern and brainstorm creative, strategic solutions for those concerns. For example, each subcommittee found that in order to engage in PhD level work in interdisciplinary positions, students would need to develop additional vocabularies and skill sets. Similarly, while each subcommittee found that a

project-based learning experience would be an ideal way for graduate students to expand their skills and to showcase their abilities in a public facing way, there were questions about how to ensure that graduate students would be appropriately compensated for their work. The Core Committee also researched and outlined the kind of graduate a Next Generation Humanities student would be. The model the Committee prefers is the "T-shaped competency," whereby graduate students "drill down" to develop specific expertise in the dissertation field, while simultaneously developing a broader set of skills that would set them apart in an ever-more competitive job market. Another important concern was building opportunities for this education without adding coursework or extending the time to degree. We were fortunate to have Cara Mitnick, Graduate School Professional Development Director, as well as Kim Stack, Director of the Center for Career and Experiential Learning, on the Core Committee. Mitnick's position is new to URI and coincided with the start of our project. Stack offered professional advice in experiential and project-based learning. Their participation strengthened the project by giving it further institutional reach and durability.

On behalf of the Core Committee, Project Director Kathleen Davis and Project Manager Kim Evelyn attended the National Humanities Conference in Salt Lake City, Utah. The conference gave them a better understanding of the institutions working on behalf of the Humanities as well as the projects being undertaken as part of experiential learning collaborations between doctoral programs and cultural organizations. These insights helped the Core Committee to contextualize our project's role in the future of the Humanities.

**Extending Connections**

In December, all subcommittees came together for an open forum that allowed members to share their progress with one another directly, exchange ideas, and undertake a mid-point self evaluation of the project. The forum also included presentations on interdisciplinary collaboration and cross-departmental work from committee members with major grant experience.

In April, the Cultural Organizations Subcommittee held a forum (further discussed below) featuring panelists from regional cultural institutions who spoke with English faculty and graduate students about possibilities for future collaborations, the work Humanities PhDs can do in such organizations, and their own career experiences.

In conjunction with the grant project, Professor Kathleen Davis offered a graduate "Public Humanities" seminar in Spring 2017. This seminar spread knowledge of the project's mission to graduate students from several disciplines, some of whom were not working on the grant, and provided a platform for in-depth research into the history, challenges, and opportunities of the field. Each of the seven students generated a grant proposal of her own design and also participated in an existing project. The course gave immediate effect to some of our project's findings by equipping some of our current students with skills (such as grant writing and budgeting) that will be introduced to incoming students beginning in Fall 2017. In addition, the students' work with existing projects gave us experience that will be invaluable as we implement our new Teaching Assistant Practicum (discussed below).

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**What Worked and What Didn't**

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One of our project's earliest successes was the ability of Core Committee members to identify existing elements of the English PhD program that met or were conducive to developing the goals of the

planning grant. Most notable are the program's option of two electives from other departments, which encourages interdisciplinary coursework, and the professionalization workshops currently featured in the two-semester Introduction to Professional Study course. Also important are the Graduate School's formal encouragement of innovative dissertation formats and English Department faculty's already proven openness to new formats. These elements provided a springboard for discussion of programmatic changes and options. In committee meetings, both faculty and graduate students spoke frankly about concerns that changes to the program would raise, including time to degree, budget constraints, how to account for students who are not funded by Teaching Assistantships, and how to secure faculty and student buy-in. Furthermore, since the English Department offers the only Humanities PhD at URI, it was easy to establish consensus within the Core Committee regarding initial goals so that subcommittees could devote maximum time to thinking creatively about how project goals would be met without excessive debate over their scope and definition.

**Graduate Student Involvement**

The thirteen PhD students who participated in the project by sitting on committees benefitted immensely from this experience. They were able to develop relationships with regional cultural organizations and with institutes on campus; plan events and write proposals; craft ideas for curricular development; perform research and outreach into similar, existing efforts locally and nationally; and think through what the Next Generation PhD should look like and how that vision would be actualized. This also gave graduate students the rare opportunity to work closely with administrators and faculty as fellow committee members, learning more about other disciplines as well as the inner workings of university administration.

Hence, graduate students were well represented throughout the project on every committee, making the ideas and concerns of their fellow students heard. Despite these representative voices, however, we noted that the graduate student population in general often still feels intimidated when asked to share, even by proxy, their thoughts with the high ranking administrators and faculty members who advise them in other settings. 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, ensuring that a wider array of voices was clearly heard.

**Fostering Cross-disciplinary Connections**

Subcommittees had several on-going successes. At the most practical level, each meeting fostered discussion and collaboration across departments that previously had little or no communication. As faculty, staff, administrators, and graduate students worked together to develop tangible outcomes, such as cross-listed courses and interdisciplinary certificates, impromptu relationships were built. For example, during discussions, the Digital and Big Data Subcommittee discovered that the Computer Science Department was in need of graduate students with Humanities expertise to collaborate on CSC 320: Social Issues in Computing. As a result, two English PhD students from that subcommittee will be assisting with that course during the Fall 2017 semester. This collaboration will provide a model for future teamwork between these departments.

Several other collaborations were also established, solidifying the partnerships temporarily created by the planning grant. This included the creation of an interdisciplinary studentship between the English Department and Coastal Institute—a specific, secured line of funding for the 2016-17 year. This

provided an example of a successful alternative Teaching Assistantship format, helping to gain the administration's approval of a project-based, student-driven Practicum as part of the Teaching Assistantship package. Such successful collaboration between faculty and administration evinces the project's' commitment to modifying existing structures for the enrichment of graduate students' education and preparedness without making the program too onerous or slowing time to degree.

Another example is the approval of changes to ENG 510/511: Introduction to Professional Study I and I, which already existed, but needed significant redesign in order to encompass the new learning goals of the project. Beginning in the Fall of 2017, this course, currently consisting predominantly of workshops and discussions regarding professionalization within the tenure-track academy, will now contain additional training in issues such as grant writing and budgeting, articulating the value of the Humanities, project-based collaborative experiences, public writing, and digital skills. The inclusion of such skills was drawn primarily from collaboration with regional cultural institutions. Another success of this collaboration was its culmination in a [forum organized by the Cultural Organizations Subcommittee](#). This forum generated a substantial discussion between faculty and graduate students in the English Department about how to bolster these and other relationships moving forward. The forum was especially successful in giving graduate students concrete examples of the diversity of opportunities that their PhD degrees make available to them.

As fortunate and excited as we were to have a myriad of people involved from across campus and from organizations beyond academe, more balance could have been struck between English Department faculty and representatives from university administration, from other disciplines, and from off campus. The nine English faculty working on the grant were spread across subcommittees, with two also being on the Core Committee. Rather than lessen the number of voices—which were extremely generative and to which we owe much of the success of the project—we would, looking back on it, form an independent secondary committee comprised entirely of English faculty. This committee would advise the delegates to various committees, especially the Core Committee, on disciplinary preferences, queries, and concerns. Having such a committee would have enhanced an organic sense of ownership over the project and provided even more opportunities for generative conversation to develop project scope and structure from the ground up. We would also, were we to begin again, revise our process for deciding on the foci of our various subcommittees. Before reaching out to people and places that represent the existing strengths of our university and regional culture and history, we would start with English faculty strengths. For example, our faculty, though not explicitly grouped this way in any official capacity, have strong scholarly commitments to considerations of: race, ethnicity, and multiculturalism; gender and sexuality; science, health, and technology; aesthetics, poetics, and translation; nation, class, and politics (with significant overlap among these areas). Fostering collaborations from within this framework would have facilitated conversations and plans that developed more organically from existing Department strengths, allowing for a smoother translation of project recommendations into program change implementations.

**A Multifaceted Media Approach**

Some of the most tangible results of the planning grant include the development of a [Careers in the Public Humanities](#) podcast, which explores the broad range of positions and prospects open to PhDs beyond the tenure track, and a promotional video—[URI's Next Generation PhD](#)—designed to inform potential collaborators and recruit students interested in being a part of our innovative new program. The Health and Medicine Subcommittee also worked to exchange ideas with the entire University community,

as Graduate School Associate Dean Andrea Rusnock and English PhD student Kara Watts presented the subcommittee's proposal for a [Health-Humanities Think Lab](#) at the URI Big Ideas in Health Conference.

In retrospect we realize that building in support from the start for a multi-faceted and more comprehensive media plan would have enhanced the impact of our digital media products and would have enabled us to do even more. We did hire a Media Director (a recent alumna) at the midpoint of the grant, which was essential to the success of our podcast and video. However, more robust support and a comprehensive plan for this position at the beginning of the year would have assisted the creation of diverse media and allowed for a more extensive promotional campaign to take place as the project unfolded. It would also have enhanced the effectiveness of our website. Through the tireless efforts of our project manager, we have a [functional and professional looking website](#) in which to house project-specific information and updates. Nonetheless, having a media coordinator would have enabled the development of a dynamic site containing content created specifically for our project goals, such as Next Generation PhD professionalization resource articles and interviews. A comprehensive media plan would also have enabled the integration of digital product promotion with an effort to strengthen our Department's existing digital presence so that it adequately spotlights the work accomplished through this planning grant. Integrating our project site more fully with the English Department website would have created a foundation for continued outreach efforts. We have realized that one of the most important things we must do moving forward is direct recruitment and marketing efforts so that the results of the planning grant, including the changes it has wrought in our program, are widely known and able to attract incoming doctoral students ready to engage with the Humanities at Large.

Overall, we found that our learning from this project—each of the things we might do differently if we were to begin again—came about as a byproduct of the dynamic and productive work that *was* successfully achieved. Our path may have been smoother or more efficient if we had known in September everything we know now, but our work has nonetheless been extraordinarily productive and the learning process has forged many relationships that would otherwise not exist. Furthermore, as we transition from planning to implementation next year, many of the lessons learned need not be relegated only to the realm of a science fiction time travel narrative. Instead, we will be able to adjust our approach, as we continue the work started with the planning grant, and incorporate these lessons into our implementation plans.

## What It All Means

### Humanities for the 21st Century

A critically driving question throughout the project process was precisely this one—*what does the Humanities PhD mean in our contemporary moment?* Through this project, we engaged problems facing doctoral education in the Humanities as related to the problems facing both the Humanities and higher education nationally. This challenge has been evidenced by recent confrontations regarding the authority of knowledge, widespread distrust of expertise, emerging concerns over research integrity, and debates about the solidity of facts. Moreover, institutions of higher education have repeatedly found themselves forced to quantify and reify their significance on the national and international stage. As we expected, therefore, many responses from groups, organizations, and individuals we encountered both inside and outside of our institution offered an enthusiasm for the value of the Humanities PhD tempered by these concerns. In our discussions, however, we encountered two primary calls to action: first, to combine

Humanities resources with other academic disciplines in order to serve interdisciplinary needs; and second, to locate knowledge or activism gaps in various "publics" to which the Humanities may minister.

The goals of preparing PhDs for the new academy thus merged with goals of serving the new PhD. The training necessary for career flexibility, we found, is also the ideal training for 21$^{st}$-century Humanities faculty. The ability to communicate critical concepts to varied publics and audiences, to successfully secure grants, and to work competently in the digital realm are requirements for both academic and non-academic pursuits, and they are now reflected in our institution's PhD training. As we continued to engage with people from beyond our department, then, we found the potentialities for the Humanities PhD largely untapped, and believe this is an opportunity to be seized within and beyond the academy. It was in this gap that we found our larger purpose—to promote Humanities expertise and communicate the PhD's inherent value while exploring notions of what it may mean to enhance the integrity of the Humanities PhD. Many misconceptions regarding what constitutes the Humanities came up frequently in our cross-disciplinary conversations, as well as in our discussions with state and community institutions. For example, in talks with local environmental organizations in coastal Rhode Island, debates about what constitutes a worthwhile community issue emerged after humanists highlighted the ways in which racialized and gendered language in environmental legislation or an ecological impact study alters the ways in which policies and research may unfold. Such engagement would not have been possible without having a Humanities PhD student embedded within a coastal organization, a position made possible by the NEH project. Concerns about the Humanities at the undergraduate level also emerged in our project, urging us to emphasize how greatly Humanities professors are still needed.

The grant project made its largest impact, therefore, by forcing graduate students, faculty, administrators, and outside institutions into modes of continuous self-reflection on these matters. Such an environment modeled a new purposefulness with which we addressed often implicit, yet not metacognized, awarenesses about the profession, its demands, and its connections to the wider world. Those with a Humanities PhD—both those who occupy faculty and non-faculty positions—often are envisioned as being uniquely able to communicate with the public on academic concepts. Yet, in our committee discussions throughout the project, precisely what a "public" is became key point in itself. Who is "the public"? And must this "public" therefore automatically be divorced from "academia"? How can the Humanities PhD begin to re-evaluate and intervene within this implicit divide, rather than playing for alternate sides?

**New Disciplinary Directions**

On behalf of Department faculty and PhD students, therefore, we lobbied for giving students a better grasp of the expanded goals of the doctoral program early in program enrollment, and for increasingly conscious and tailored student preparation and guidance. Our efforts were realized in tangible and intangible forms. Tangibly, change came in the form of a curricular redesign, first to the required professionalization course, as described above, and secondly, in diversifying regular course offerings. Starting in Fall 2017, graduate seminars will more explicitly engage in interdisciplinary and public scholarly preparation alongside traditional goals, making our students optimally adaptable. Intangibles included purposefully overturning driving assumptions, including, for example, the assumptions with which students pair themselves with supervisory professors upon entering the PhD program. Traditional wisdom would have students pair themselves with professors according to common specialization (in English, frequently a periodization, theoretical school, or geographic locale). What if,

we wondered, we instead urged students to pair with advisors on the basis of supervisory professors' particular expertises, communities, and networks in order to provide a grounding for students' knowledge and abilities both inside and outside the academy? These proposed innovations continue to address what the new Humanities PhD can do.

**Reflections**

In our project's final assessment survey, respondents who worked on the grant (including graduate students, faculty, administrators, and staff as well as representatives from external organizations) grappled with our central question once more – how has our year of working on the grant project defined or altered our thinking about the Humanities in our current climate? Many participants explained that it was through this project that they first truly became of aware of the full and viable host of options open to a doctoral graduate of the Humanities. Graduate students expressed more confidence in their ability to pursue non-academic as well as academic career paths and voiced less fear about their career trajectory in general. Students wrote: "I am now much more aware of the range of options and potential career paths open to PhD graduates in the Humanities," and "I have found that there are many more options for people who get doctoral training in the Humanities—especially in terms of how their skills are desired in certain segments of the non-profit, government, and corporate world." Moreover, many expressed a gratitude that this project had lent a heretofore absent explicit declaration of value about the pursuit of alternative academic careers within our department. "It has initiated a conversation around alternative careers," one wrote, "a topic which has been for so long dismissed." Another noted, "The project helped me to make more sense of the positive impact that the academic background I'm developing now could have when I work in a variety of potential academic-adjacent careers down the line."

Faculty from other departments also found that they and their disciplines could benefit from the specialized training of Humanities doctoral students. "I have come to understand how important, even essential, it is for PhD graduates in the Humanities to take positions outside the usual academic environment," one non-Humanities faculty respondent wrote, since "[t]heir ability to inform and enlighten people outside the Humanities is an important contribution to programs in our community." The several administrators involved were very excited to discuss new options for doctoral student training: "It reinforced my interest in working on goals for the Humanities, [and] public Humanities," wrote one, "and as an administrator, helping to facilitate interdisciplinary connections with the Humanities." External partners all found the prospect of working with graduate students on experiential projects and active training in non-academic settings would serve their needs in the field. A major comment among collaborators beyond the English Department and the University was that they had a newfound realization of the full mutual benefit of interdisciplinary collaboration with the Humanities. "The exploration of means for integrating the Humanities and technology/computing has been helpful," one external partner noted. "Previously I had thought about means to support computing through Humanities training (communications skills, etc.), but this project got me to thinking about how computing/technology can support and strengthen the Humanities." Others stated they now realized the significant opportunities at hand for teaming up to tackle obstacles which present themselves to Humanities work both in and out of academe, opportunities for partnering and overcoming challenges through collaboration. The project "has emphasized the value of the skills that a student gets from a PhD program" is "transferable to a number of

types of jobs. It emphasized the importance of collaboration and also flipping the script to get students to take a more active role in how their program is shaped."

Doctoral programs in the Humanities are at present awash in the rhetoric of deficit and negativity—roadblocks of funding deficits, perceptions of "uselessness," or a lack of resources. We certainly encountered this, and expected this, throughout our project. Yet, as our survey noted above has evidenced, we also encountered a drive from all sides—a drive to collaborate critically on thinking through the state of higher education and our larger world, together. In early planning stages, when we reached out to external organizations and University faculty in non-Humanities disciplines (computer science, health sciences, and environmental sciences), all contacts expressed a longstanding desire to collaborate with Humanities. Our Humanities PhD students were seen as lifelines who would bring Humanities perspectives to bear on environmental communications and problems, who could theorize the "language" of coding languages in computer science, and who could bring skills of identification or empathy to nursing students, pharmacists, and other medical professionals through alliances with the health researchers. In other words, internal and external partners all *already* believed that partnership with deep Humanities learning was needed in their fields. What we have created, in short, has been a "culture of yes." This culture is one that, far from requiring agreement from all members or insisting upon universals for all, requires only the "buy-in" of hopeful, critical, and communal openness to one another, across difference and adversity.

## What's Next

The Humanities at Large project has developed a number of sustainable initiatives, some already underway. Within the English Department these plans include curricular changes, program development, experiential learning, and collaborations with other departments, groups or organizations.

**Sustainable Curricular Changes and Experiential Learning Opportunities**

As noted above (page 4), the incoming 2017 class will benefit from the redesigned ENG 510/511: Introduction to Professional Study I and II, changes to which have been officially approved by the Faculty Senate. All new students will thereby become acquainted with our Next Generation PhD goals and begin training in practical, transferable skills.

In 2017-18 the English Department is also piloting its new Teaching Assistantship Practicum with two PhD students. These students will develop and propose a project to one of our outside Affiliated Organizations (see Appendix B). Upon acceptance they will be relieved of one of the three courses they would normally teach during the academic year, and their projects will be connected with an appropriate undergraduate course (to which they will contribute an element, such as giving a lecture or designing a field trip). This model provides long-term experience with an organization outside academe, eliminates the problems of securing funding or adding time to degree, strengthens our relationships with partner organizations, and introduces undergraduate Humanities majors to the issues and goals of this grant.

URI is currently developing a Badge program (a Badge appears on the transcript and certifies achievement of a particular skill). Due to the work of our Digital and Big Data Subcommittee, planning for a Digital Humanities Badge is underway, and it should be available in 2017-18. We hope it will be followed by Badges in the fields of Environmental Humanities and Medical Humanities. Plans for a Digital Humanities Certificate, which requires more extensive coursework than a Badge, are also

underway. We hope to integrate these digital efforts with other collaborations with Computer Sciences, particularly the current partnership of two English PhD students and the Chair of Computer Sciences on teaching writing and analytical skills to Computer Science majors.

Currently the English Department offers professionalization workshops and career advice for the traditional tenure-track faculty job market. Beginning in Fall 2017 the English Department, the Graduate School, and the Center for Career and Experiential Learning will offer expanded programming to help Humanities graduate students prepare for diverse careers beyond the professoriate. These will include workshops and presentations coordinated by Cara Mitnick and Kim Stack.

**Long-Term Plans**

As we continue to introduce new training, make curricular changes, and build collaborations, the work of our subcommittees will proceed. The Cultural Organizations group will continue to develop and expand relationships with regional organizations in order to learn where English PhD students might be able to gain experiential learning while significantly contributing to these organizations' programming, archives, or research. Some members of the Digital and Big Data group will pursue the work of developing Digital Humanities programming, including the Badge and Certificate discussed above. The URI Coastal Institute aims to institutionalize its relationship with Arts and Humanities graduate students, and will be submitting a proposal to the Provost for a funded graduate Internship that combines a Humanities focus with coursework in environmental science. The Health and Medicine Subcommittee is exploring options for our PhD students to teach Grand Challenge courses in collaboration with the College of Nursing at URI. We also hope to develop programs through the proposed Health-Humanities Think Lab. These could include plays, events, and discussion groups of Humanities texts in health settings.

In the event that we receive further funding we have plans to develop Humanities in Collaboration, a Center that would institutionalize the many partnerships we have built across and beyond campus, would extend them further, and would serve as a conduit through which interested companies and organizations could send potential projects. The Center would curate these opportunities in a consolidated website for graduate students to review, and would also work with interested graduate students to develop proposals. Once a proposal is accepted, the Center would negotiate between the institution and the student as needed to ensure fairness. Finally, it would promote the end products of these collaborations and use them to ignite new partnerships.

With further funding we would also develop competitive, prestigious fellowships providing a year free of teaching for graduate students to pursue public or interdisciplinary Humanities work. We would also propose a Humanities at Large Professorship for a new faculty member to teach and advise students in the public Humanities.

**Disseminating Our Experiences**

Our successful podcast "Careers in the Public Humanities" has launched. Its second episode has been recorded and the 2017-18 slate is arranged. Each episode features an interview with a Humanities PhD who has put his or her degree to use in innovative ways—within cultural institutions, in digital and media production, in state or federal agencies, non-profits or in other such venues—in hopes of inspiring more Humanities PhDs to broaden the view of their career possibilities. We will conduct two interviews per semester and also hope to record interviews at the 2017 National Humanities Conference.

Graduate students in the Department of English currently run a professionalization site through our online University platform, Sakai. We hope to create a searchable database of opportunities (grants, jobs, collaborations with cultural organizations, projects, etc.) in order to expand professional guidance. In addition to this database, we want to create a more comprehensive process for tracking and compiling information on graduates of the English PhD and MA programs as well as URI's other Humanities MA programs, and including doctoral students who left after their comprehensive exams. We are designing a survey asking about the work they do now, their experiences, and whether they are willing to help or mentor future students. Maintaining an alumni network will be an important step in helping PhD students imagine the next generation of careers.

Information on the Humanities at Large project is already displayed on the Department of English Graduate Studies website, but more needs to be included for prospective students who are looking for a graduate program at the forefront of diversifying PhD education. We hope to recruit students who want to pursue new forms of doctoral work, develop new dissertation formats, and gain broader training. This can involve creating a comprehensive branding and marketing effort to promote the work we have done and use our website to share stories of what our graduate students are doing and where our alumni take this training in the future. We will continue our website, which will include updates on our work, podcast episodes, and further resources. The updates on our work will help to inform potential funders about our initiatives, while the podcast and resources will help doctoral students at URI and elsewhere learn about the potential of the "Humanities at Large."

We likewise plan to increase our Twitter presence in order to share our work and network with other programs. We'll conclude with our latest tweet:

Watch this space and our website for updates on curricular & experiential initiatives developed with our @NEHgov #NextGenPhD planning grant!

# Appendix

## A.     List of Participants

**Core Committee:**

Dean of the College of Arts and Sciences, Winifred Brownell

Associate Dean of the College of Arts and Sciences, Patricia Morokoff

Executive Director of the Rhode Island Council for the Humanities, Elizabeth Francis

Associate Dean of the Graduate School, Andrea Rusnock

Graduate School Professional Development Director, Cara Mitnick

Director of the URI Coastal Institute, Judith Swift

Director of the URI Center for the Humanities, Annu Palakunnathu Matthew

Project Director, Professor of English Kathleen Davis

Professor of English Martha Rojas

Director of the Center for Career and Experiential Education, Kim Stack

Project Manager, Instructor, and PhD in English Alumna, Kim Evelyn

PhD Student in English Molly Hall

PhD Student in English Beth Leonardo Silva

PhD Student in English Kara Watts

**Coastal Environment Subcommittee:**

Judith Swift, Director of the URI Coastal Institute, Subcommittee Chair

Tiffany Smythe, Coastal Management Extension Specialist

John King, Professor of Oceanography

Caroline Druschke, Assoc. Professor of Writing and Rhetoric; Natural Resources Science

Molly Hall, PhD Student in English

Ashton Foley-Schramm, PhD Student in English

Alanna Casey, PhD Student in Marine Affairs

**Cultural Organizations Subcommittee:**

Martha Rojas, Professor of English, Subcommittee Chair

Elizabeth Francis, Executive Director of the Rhode Island Council for the Humanities

Kim Evelyn, Project Manager, Instructor, and PhD in English Alumna

Wyn Kelley, Project Consultant on Cultural Organizations

Rod Mather, Professor and Chair of History

Rachel Boccio, PhD Student in English

Danielle Cofer, PhD Student in English

Michele Meek, PhD Student in English

**Digital & Big Data Subcommittee:**

Annu Palakunnathu Matthew, Director of the URI Center for the Humanities, Subcommittee Chair

Karim Boughida, Dean of the University Libraries

Jean-Yves Herve, Professor of Computer Science

Julia Lovett, Assistant Professor of University Libraries

Ryan Omizo, Assistant Professor of Writing and Rhetoric

Joan Peckham, Professor and Chair of Computer Science

Ryan Trimm, Professor of English

Beth Leonardo Silva, PhD Student in English

Ryan Engley, PhD Student in English

Catherine Winters, PhD Student in English

**Health & Medicine Subcommittee:**

Andrea Rusnock, Associate Dean of the Graduate School, Subcommittee Chair

Bryan Blissmer, Interim Director of the Institute for Integrated Health and Innovation

Phil Clark, Professor of Gerontology

Stephen Barber, Professor of English

Kara Watts, PhD Student in English

Jenna Guitar, PhD Student in English

**Publishing & Editing Subcommittee:**

Kathleen Davis, Project Director and Professor of English, Subcommittee Chair

Peter Covino, Associate Professor of English

Derek Nikitas, Assistant Professor of English

Valerie Karno, Associate Professor of English and Interim Director of Graduate School of Library and Information Studies

Charles Kell, PhD Student in English

Elizabeth Foulke, PhD Student in English

Andre Katkov, PhD Student in English

Sarah Kruse, Grant Publishing/editing coordinator; URI English PhD alumna

**Program Development Subcommittee:**

Travis Williams, English Department Chair, Subcommittee Chair

Kathleen Davis, Project Director and Professor of English

Andrea Rusnock, Associate Dean of the Graduate School

David Faflik, Professor of English

Sigrid Berka, Executive Director of the International Engineering Program

Kim Stack, Director of the Center for Career and Experiential Education

Kim Evelyn, Project Manager, Instructor, and PhD in English Alumna

Molly Hall, PhD Student in English

Beth Leonardo, PhD Student in English

Kara Watts, PhD Student in English

## B. Affiliations

**Affiliations within URI:**

University of Rhode Island Office of the Provost

University of Rhode Island Office of the Vice President for Research and Economic Development

University of Rhode Island College of Arts & Sciences

University of Rhode Island Graduate School

University of Rhode Island Coastal Institute

University of Rhode Island Center for the Humanities

University of Rhode Island Academic Health Collaborative

**Affiliations Beyond URI:**

Rhode Island Council for the Humanities

Rhode Island Historical Society

Providence Public Library

Providence Department of Arts, Culture, and Tourism

The New Bedford Whaling Museum

The Providence Athenaeum

Mark Twain House

Mystic Seaport Museum of America and the Sea