

Transforming Graduate Education in the Humanities at the University of Delaware
through Interdisciplinary and Inter-Institutional Partnerships in African American
Material Culture and Public Humanities

Awarded in 2016, this \$350,000 Next Generation PhD Implementation Grant has begun to build on and further advance the University of Delaware’s historic strengths in humanities graduate education through an interdisciplinary initiative in African American public humanities with a dual focus in material culture studies and digital humanities. The programming we are implementing will ultimately transform PhD-level training at UD while addressing long-standing challenges in graduate humanities education such as time-to-degree, degree completion rates, and adequacy of stipend support.

What Happened?

- ***Related grant activity:***
 - In addition to the NEH Next Generation PhD Implementation Grant, UD has received a \$300,000 award from the Henry Luce Foundation this year to support this interdisciplinary recruitment and curriculum development initiative. In the context of what is playing out currently with regard to federal budget planning, it is worth emphasizing at the outset of this Year 1 report: our project was a stronger candidate for funding from the Luce Foundation *because* it already carried the prestige of NEH’s imprimatur; we were able to garner the required internal cost-shares *because* they were required by NEH.
 - UD applied in Spring ‘17 for funding from the Council of Graduate Schools for a “PhD Career Pathways” grant to support alumni surveys for program improvement in three humanities and eight STEM disciplines. While we were not awarded CGS funding, we have let CGS know that we are interested in being affiliated with this CGS project; participating departments will be Art History, English, History and Mathematics.
- ***Infrastructure build related to digital humanities research and teaching at UD:***
 - A new staff position in the College of Arts and Sciences was approved in Fall ‘16 with a start date July 1, 2017 (50% cost-share with NEH). A search was conducted in Spring ‘17 and the position will be filled as of 7/1. Staff support needs have been handled ad hoc in the meantime via support

personnel in Africana Studies and the Interdisciplinary Humanities Research Center.

- The UD Library co-hosted, with the Interdisciplinary Humanities Research Center, a series of planning meetings in Fall '16 related to core facility support needs for digital scholarship and teaching in the humanities. Two showcase events featuring current faculty projects were also hosted.
- A search for a new digital scholarship librarian position was approved in Fall '16. The search was staged in Spring '17 and the position will be filled as of 8/1/17 (50% cost-share with NEH).
- **Recruitment:**
 - The inaugural faculty director (Armstrong Dunbar) was hired 9/1/16 and began working immediately with both the faculty co-PI (Foreman), directors of graduate studies in Art History, English and History, and departmental leadership to initiate an inter-departmental recruitment process and develop a website.
 - Faculty Co-Pi and English Department chair (Ernest) crafted a contact list of ~ 140 faculty in African American literary studies and reached out proactively to this network to build visibility for this initiative and solicit doctoral applications in Fall '16.
 - Faculty director and faculty co-PI invited four prospective History and English PhD students to campus in Fall '16 to sit in on courses in both departments and meet with faculty, graduate studies directors, and department chairs.
 - The inaugural faculty director went on sabbatical January '17 and was replaced by another faculty member (Ford), who worked closely with the faculty co-PI and the directors of graduate studies in English and History on coordination of inter-departmental application review and student recruitment.
 - The faculty director and the directors of graduate studies in Art History, English and History planned an on-campus recruitment event for admitted Next Gen PhD students for March 2017 in conjunction with both a major annual lecture and departmental admitted student events. Fo Wilson, Chicago-based artist, curator and educator, served as the 2017 Paul R. Jones Annual Lecturer and the second distinguished visiting scholar in the University of Delaware's African American Public History and Material Culture series. Wilson was on campus March 13-15th to meet with students, faculty and staff, lead a workshop on the intersection of material culture and art, and deliver a public lecture, "The Liminality of

Race and Representations of Blackness.” A spring snowstorm impacted the two-day schedule for the interdisciplinary recruitment event. Wilson’s workshop and lecture took place and two prospective graduate recruits participated in the workshop, one of whom matriculates in Fall 2017.

- Two students, one in History and one in English, were successfully recruited and will begin in Fall 2017. As noted by the current director of graduate studies in History, “one place where NextGen appears to be succeeding is in attracting applications from strong students...two NextGen applicants easily rose high in the rankings of the History Department applicant pool, becoming two of our top eight Ph.D. admits. While we were disappointed that one ultimately declined our offer of admission, we were delighted the other accepted – almost immediately, I should add.”

- ***Curriculum development:***

- The inaugural faculty director and faculty co-PI solicited course ideas from faculty affiliated with this initiative in Black American Studies, Art History, English and History and have assembled a 3-year menu of courses of possible interest to students interested in African American studies, digital humanities, and public scholarship/community engagement. Typically, our departments plan curricular offerings no more than a year out, and share information with each other only post hoc, so this cross-departmental planning exercise through 2020 represents a major step forward in cross-departmental coordination of course offerings.
- An Africana Studies and Art History faculty member will teach a new collections-based course in Fall 2017 on the “Baltimore Collection,” a photographic collection housed (and recently conserved, so newly available for research and curricular use) in the University Museums of materials from an African American photography studio in business in Baltimore at the turn of the twentieth century.
- The Interdisciplinary Humanities Research Center ran a call for proposals in Fall '16 for collections-based courses offering students opportunities to work collaboratively on publicly-facing research projects with a durable digital footprint. The first of the graduate courses funded through this internal grant program will be offered in Spring 2018 and will focus on the Alice Dunbar Nelson collection in UD Special Collections. A set of undergraduate courses, on the topic of “Creative Wilmington” and involving partnerships with community organizations in Wilmington ranging from the Creative Vision Factory to the Delaware Art Museum as well as the UD library, will be offered in Spring 2018 and Fall 2018 and

may offer one or more NextGen students opportunities for digital archival production training. One of these courses will tie-in with the Delaware Art Museum's Spring 2018 exhibition on the history of Wilmington's occupation by the National Guard in 1968.

- UD hosted Shirley Moody-Turner, past director/DGS of Penn State's dual degree PhD program in Africana Studies, to learn about their model for cross-departmental coordination and explore opportunities for inter-institutional collaboration.
 - A staff member in the Office of Graduate and Professional Education participated in the Graduate Career Consortium's "Imagine PhD" working group. UD students in the humanities and social sciences have helped beta test the new online skills mapping and career planning tool in late Spring '17. The new tool is still on track for release in Fall '18.
 - A new UD partnership with the HBCU Alliance of Museums and Art Galleries is focused on introducing HBCU undergraduates to the art conservation profession. This June the Art Conservation Department hosted four competitively selected students for a two-week conservation training program. They also assisted with the conservation treatment of a diorama from Tuskegee University, one of 20 documenting the history of African Americans from the Negro Exposition in Chicago in 1940. A similar training program is tentatively planned for June 2018, with additional efforts underway to conserve more of the dioramas while introducing HBCU undergrads to possible careers in art conservation and allied professions. Very preliminary conversations about possible future engagement with the NEH Next Gen initiative were initiated with HBCU Museum and Gallery Alliance leadership during this summer institute.
 - The department of Black American Studies became the department of Africana Studies. The departmental name change is the result of fundamental curricular review, new faculty appointments, and a move to the humanities portfolio (from the social sciences) in the College of Arts and Sciences, and was approved by the University Faculty Senate and Board of Trustees.
- ***Student activities:***
 - Doctoral students presented on an academic panel at Winterthur Museum, Garden and Library and held a Douglass transcribe-a-thon at the UD Library that included 9 universities and cultural institutions. As a result of the panel, they'll be giving papers at 3 conferences this year with noted scholars. They also wrote the proposals for American Historical Association and American Studies Association panels. The transcribe-a-thon is featured here:

<http://coloredconventions.org/hbd>. Denise Burgher (English) was a co-planner (with Jim Casey, English) and also pulled in the \$1000 donation (from AARP DE) that funded the event. Additional press coverage of Colored Conventions Project (CCP) activities is featured here:

<http://coloredconventions.org/press> Denise Burgher also gave a talk on her CCP work and the project in Canada at a conference on black Canadian scholarship and activism—our first international foray meant to garner teaching partners there. She (and others) were also featured on podcasts there.

- The doctoral programming is enhanced by a strong cohort of masters' level students of color in Museum Studies, History and Africana Studies. One secured a Delaware Public Humanities summer fellowship; another secured the competitive Alfred Appel, Jr. Curatorial Fellowship at the Delaware Art Museum.

What Worked and What Didn't?

- **What worked:**

- Winning the Luce grant on top of the NEH award added momentum and enhanced the visibility of this initiative internally as well as externally. It also exemplifies the effectiveness of working *across* the funding categories to leverage federal and private funding in support of our shared aims.
- The national visibility garnered by the Colored Conventions Project this year—including coverage in the *New York Times* and awards from Modern Language Association and the American Cultural Association/Popular Culture Association—has also added momentum, opening up unprecedented opportunities for UD graduate students to present at scholarly associations and funding agencies, to be invited speakers at other universities, to create digital exhibitions adopted in classes the country, and to join digital humanities faculty at Humanities Intensive Learning and Teaching (HILT) institutes, NEH summer seminars, etc. CCP continues to be both a cornerstone in this initiative and a model of the kind of collaborative, multidisciplinary and publicly-facing humanities research and teaching projects UD seeks to support more generally and that the NextGen project seeks to normalize in doctoral students' experiences at UD.
- Internal support at all levels (faculty, departmental leadership, college and senior university leadership) for the opportunity we have to make UD a nationally recognized center for graduate training in African American public humanities and material culture studies continues to be very strong—and has fostered planning for a set of senior hires in the

humanities that will both deepen our bench in African American studies and strengthen the affiliations among the departments via joint appointments.

- Stellar placement this year of doctoral candidates supervised by faculty leadership of this initiative, in both “alternative-academic” and more traditional academic positions, is also helping us build momentum, as current doctoral students, as well as the NextGen cohort who will matriculate in Fall ’17, see what success can look like. Placements include: U Penn (alt-ac position, associate director in DH and online learning); Princeton (2-year DH post-doc); Virginia Commonwealth University (tenure-track position, History); UMass Amherst (tenure-track, English). Three of these four students are African American.
- The model for national outreach and graduate student recruitment executed in English this year was very successful, and can be replicated in Art History and History.
- The transition from inaugural faculty director (Fall ’16) to interim director (Spring ’17) was successful in many regards. A faculty member newly recruited to UD jumped in with passion and effectiveness. The students appreciated her energy and commitment.
- The coordination between the Next Gen faculty director and the History Department in the review of applications, which gave the Next Gen director early access to the relevant applications and allowed the director of graduate studies to bring feedback from her to the History Department’s graduate studies committee for its admissions meeting, was seamless.
- **What didn’t work (or didn’t work well, or was harder than anticipated):**
 - The coordination of application review with the English Department was, by contrast, fraught with unanticipated complications. There is no precedent in the humanities for the kind of application-file-sharing across departments and graduate programs that is routine in other disciplines at UD (e.g., Bridges to the Doctorate cohort XIII in STEM). This will need to be addressed before Year 2 recruitment begins.
 - A related issue: the faculty director’s roles related to cross-departmental recruitment and advising is not well enough understood by all of the participating departments yet, and will need to be clarified before Year 2 begins.
 - Feedback from the students on their experiences this year has been overwhelmingly positive, but has not yet been collected systematically.

- Leadership transitions in multiple roles led to unexpected challenges as well. The associate dean engaged in the year-long planning activities left the university to pursue a deanship elsewhere just as this project was getting underway. Two of three directors of graduate studies were new in their roles as of 9/1/16 and had not been on deck throughout the planning process; the inaugural faculty director went on sabbatical in January '17; a transition will take place this summer to another interim associate dean. We had not anticipated all of these transitions, and the need to orient new players to this initiative, and build buy-in multiple times over on all of the many different dimensions of activity this cohort of departments has never before attempted in tandem, took more time than anticipated, and was still not entirely successful. We need to spend more time in Year 2 staging full-team meetings rather than depending on pair-wise and small group meetings to facilitate optimal cross-departmental coordination.
- While we achieved excellent visibility and support for this initiative among senior leadership at UD, we under-communicated it internally within our humanities departments; failed to build substantial buy-in beyond the core group of players. We need to plan on spending more time/effort on internal PR for this initiative within the humanities departments at UD in order to take the greatest possible advantage of emerging synergies and faculty interests in public scholarship, digital humanities and African American studies among the four anchor humanities departments, the humanities research centers, the Museum Studies graduate certificate program and the master's programs in conservation and American material culture that are jointly sponsored with Winterthur. We have an opportunity to un-silo our humanities graduate programs through this interdisciplinary recruitment and curriculum development initiative: to build strong interdisciplinary cohorts in overlapping arenas of longstanding as well as emerging strength (material culture studies, African American studies, digital scholarship and pedagogy) as we diversify our doctoral programs and orient *all* of our doctoral students, not simply the NextGen recruits, to the "new normal" in the academic job market and expose them to career opportunities beyond the academy for which a PhD can prepare them.
- Having ad hoc staff support during Year 1 while a search for permanent staff support was underway was not optimal either. We were not able to be "shovel-ready" for a 9/1 grant start date with either the digital scholarship librarian hire or the staff support position for this initiative in the IHRC. Year 2 will be easier with infrastructure support on both fronts

in place, and we are immensely grateful to the NEH for the cost-shares that have made these proof-of-concept hires possible.

- We failed to anticipate how controversial differential funding would be, especially in a department like English that has historically funded academic-year stipends at the university minimum (\$18,000 in FY17). There is general agreement that being able to offer competitive 5-year, 12-month funding offers was an enormous advantage in the recruitment process this year in both History and English. (Art History did not happen to have appropriate candidates in the pipeline this particular year.) We will need to “lean in” collectively on replicating the NextGen funding formula for more humanities doctoral students through external grants as well as the coordination of departmental, college, and university-level development activities. But we also need, collectively, to get more comfortable with the differences in student support packages that can be made available through grants and private philanthropy as well as departmental, college and university endowments, cost-shares, etc.
- We have lined up a three-year menu of relevant course options in the participating departments, but we have yet to define a required core curriculum and develop the logic model and tracking system for the entire 5-year experience (i.e., on-campus course work, off-campus internships and training opportunities, etc.). These will be a focus of effort in Year 2 when we are refining rather than designing from scratch a cross-departmental recruitment process and when permanent staff support with appropriate expertise and prior experience is available.
- We need to be clear with ourselves, consistently, about the overarching goals of this initiative, which are to:
 - Diversify doctoral recruitment in Art History, English and History;
 - Make collaborative, multidisciplinary, collections-based research and public/digital humanities training opportunities core elements of doctoral education (vs. supplemental or elective or ad hoc opportunities); and
 - Develop a “learner-centered” 5-year, 12-month model of doctoral education, designed to prepare students well for careers in and beyond the academy.

Achieving any one of these goals will not be sufficient.

- The focus of effort has been (necessarily) primarily on recruitment this year: we have not yet followed up or followed through on key elements of our discussions in the grant planning process related to re-thinking dissertation requirements, for example, and sustaining alumni

engagement via their support of internship and research opportunities as well as through career pathways networking events.

- Graduate students of color and faculty at a predominantly white institution are under steady and extraordinary pressure: to prove themselves; to handle the backlash that often comes with excellence and exposure; to deal with micro-aggressions in the classroom as well as in institutional power dynamics. The pre-grant planning for this initiative focused mainly on the added value of a “rich curriculum” involving training opportunities off-campus as well as with faculty and collections at UD. Going forward, we need to address campus climate issues (and will be doing so through a Diversity Quality Review of all graduate programs to be managed by the Office of Graduate and Professional Education).

What Does It All Mean?

- **Departmental cultures and monocultures vs. interdisciplinary collaboration:** Year 1 has exposed and brought into question some differences in the internal processes and practices of the individual humanities departments that are being asked to collaborate on graduate application review and curriculum planning. Humanities departments and their affiliated programs have personalities (some might call these departmental cultures, but really they are personalities). The practices departments follow produce cultures, and in some cases monocultures. Questions for us to consider vis-à-vis our three graduate programs in Art History, History and English are:
 - What departmental practices are discipline-specific, and thus necessarily procedural?
 - What departmental practices are institution-specific and procedural?
 - What departmental practices are historically and personality driven, i.e., developed over time based on legacy, leadership and intents toward best practice) rather than being discipline- or institution-specific?

Thinking through these questions, understanding how departments and their practices have evolved over time and considering how UD humanities practices compare with those of peers, might make it easier to see where transformation can make a difference across departments *and* foster interdisciplinary practices and education. In some cases the difference in practices among our three departments relates to graduate application deadlines while in others it impacts who is empowered to make decisions about applicant quality, relevant and appropriate baccalaureate training and research experiences, acceptance and

financial support packages. *Each step of difference affects the ability to recruit a diverse interdisciplinary cohort.* These differences adhere to departmental practices that have produced monocultures vis-à-vis graduate education processes. Long seen to be productive in advancing discipline-specific graduate education, these practices do not on their own advance interdisciplinary or cross-disciplinary graduate programming. Instead, they support and validate extant academic cultures. As one of our department chairs observed in prepping this report, in order to sustain and further strengthen the NextGen interdisciplinary initiative and expand the presence of African American students in these three doctoral programs, we will need to be “willing to ‘surrender’ part of our departmental sovereignty for (and to) this ideal. We cannot arrive at a different thing, structure, if we remain the same. This is the hard part.”

- **The value of the interdisciplinary cohort model for historically underrepresented students *and faculty* in the humanities.** Our humanities doctoral programs are committed to but have had inconsistent success recruiting and retaining historically underrepresented faculty and students. The University of Delaware is an historically white institution in a state with a complex and fraught history of race relations. These external factors, in tandem with issues endemic to the exclusionary culture of connoisseurship and the legacies of colonialism that are so complexly interwoven in the histories of Art History, English and History as disciplines in the modern American research university, have made it challenging to recruit and retain students of color. And they contribute to the sense of isolation that plagues our very small numbers of historically underrepresented students in any single humanities department at any point in time.

Because success in graduate student recruitment and retention is so closely tied to faculty recruitment and retention, we need to ensure that we are able to continue building on our current faculty strengths in African American public and digital humanities across these disciplines. We have to retain key faculty, and continue to hire in this arena of signature multi-disciplinary excellence, in order to achieve long-term inclusive excellence objectives in doctoral education in these fields.

The advantages of an interdisciplinary cohort model for recruiting and retaining historically underrepresented students and faculty alike are undeniable as a means of addressing the sense of isolation that students and faculty of color can feel in disciplinarily-organized humanities departments. Our practices for acculturating and orienting new students and faculty need to be re-revised/re-

imagined to facilitate cross-disciplinary social as well as intellectual community-building.

- **Transformational change is a long game, and it is *hard*.** The collective challenge nationally is to ensure that student of color pipeline and broader career pathways issues are recognized as *critical to the future of these disciplines overall* rather than being perceived as “special interest” issues or issues that *other* institutions or particular sub-fields of specialization can or will assume primary responsibility for addressing.

The transformation of doctoral education that NEH is inviting all of us to realize is a marathon, not a sprint. Garnering buy-in for transformative institutional change is mission-critical, and no easy matter. What has been accomplished to date at UD has been built in a fragile and delicate eco-system. To succeed the UD initiative will need sustained buy-in and problem-solving at multiple positional junctures: from the directors of graduate studies, the department chairs, the college’s associate dean and dean, the office of graduate and professional education, the provost and president.

- **But transformational change also happens one student at a time.** That is the necessarily quotidian reality of this interdisciplinary endeavor. As one of our colleagues noted earlier this year, “the beauty of the NextGen is its ambition and ripple effect that no amount of funding can solve alone. Transformation is one person, one unit, one helping hand at a time because real transformation comes from within and not from mandates. But this is also what makes it a slow process at first, like beginning a new garden. Sometimes you feel like all you are doing is pushing soil around. You can't see the seeds sown till they transform to something that looks very different.”

What’s Next?

- **Recruitment, retention, near-peer mentoring and alumni engagement:**
 - Clarify role and responsibilities of NextGen interdisciplinary departmental recruitment and *advising* coordinator and of the departmental directors of graduate studies
 - Reach agreement on NextGen admissions rubric and application file-sharing arrangements for Year 2 recruitment cycle; create a template offer letter for use by all three departments
 - Enhance visibility for this interdisciplinary initiative on departmental websites; continue to develop its website and social media outreach; explore

- PR opportunities in university publications as well as departmental newsletters
- Plan an inter-departmental orientation event for *all* new doctoral students that involves exposure to local material culture resources (e.g., Winterthur, Hagley, Delaware Historical Society, Delaware Art Museum) as well as an opportunity to meet more advanced doctoral students with common interests (e.g., the annual DELPHI cohort)
 - Formalize a team-based, cross-departmental advising committee structure for NextGen students that includes a role for alumni and internship supervisors and attention to career pathways planning (The advising committee structure used by the Department of Art Conservation is an internal model under consideration.)
 - Plan monthly mentoring meetings for NextGen cohort—stage these as occasions to re-engage alumni, have more advanced students report-out on internship and research experiences, and/or introduce students to UD resources (faculty, staff, facilities)
 - Plan for Fall '17 on-campus recruitment visits and an interdisciplinary admitted student event in Spring '18 in conjunction with the annual Paul R. Jones lecture
- **Curriculum development**
 - Define a core curriculum
 - Develop a logic model and a tracking system for NextGen on- and off-campus research and DH training experiences
 - Continue to explore new opportunities for internship placement in libraries, museums, and archives regionally and nationally as well as on campus
 - Introduce *all* doctoral students in the humanities, not just the NextGen cohort, to the Graduate Career Consortium's Imagine PhD skills mapping and career planning online tool
 - Host a workshop on career pathways mentoring by Fatimah Williams Castro for faculty advisors and Career Services personnel
<http://www.beyondthetenuretrack.com/about/>
 - Cluster hire planning
 - **Governance, institutional infrastructure, and institutional initiatives**
 - Formalize an executive committee and sub-committee structure for this initiative to resolve current confusions regarding roles and responsibilities that are a result, in part, of the many unanticipated transitions among this project's leadership team.

- Sustain collaborations with UD Library on enhancing use of University Museums and Special Collections materials in the curriculum and on strengthening “core facility” support for digital scholarship.
- Support the University Graduate Scholars community-building activities the Office of Graduate and Professional Education will initiate in 2017-18 for historically underrepresented masters and doctoral students throughout the university community.
- Participate in the Diversity Quality Review of all graduate programs that the Office of Graduate and Professional Education will coordinate for the Vice Provost for Diversity in Fall 2017.
- Consider the evolution of the Interdisciplinary Humanities Research Center into a Center for African American Public Humanities. This would provide enhanced visibility and sustainability for the Center’s core initiatives and sponsored programs (e.g., the Paul R. Jones Initiative in the arts, the university-wide Community Engagement Initiative, and Next Gen). This infrastructure change might provide a stronger non-departmental “anchor” for interdisciplinary networking and activity, cross-sectoring rather than reinforcing the current disciplinary portfolio structure within Arts & Sciences. Perhaps most importantly, it could create a leadership opportunity to be factored into faculty cluster hiring planning.

Closing Statement:

This ambitious pilot project in African American public humanities training, with a dual focus on material culture studies and digital humanities, is a necessary first step toward making integrative, project-based interdisciplinary education, delivered in a 5-year, 12-month format, a model for all doctoral-level humanities education and research training at the University of Delaware. In our inaugural year of implementation, we have successfully garnered internal and external support for this exciting project beyond NEH’s crucial investment, enabling us to advance our project aims. While keenly aware of our leadership role and responsibilities to our students, the cultural community, to research and education in the humanities, and the public, we have experienced the growing pains that are often the hallmark of true institutional change.

Our immediate objectives during the three-year grant period continue to be: 1) diversifying our PhD programs in Art History, English, and History through curriculum development in African American material culture studies and the recruitment of interdisciplinary cohorts of students who share an interest in this field of study but may have very different career goals; 2) maximizing these students’ opportunities to participate in collections-based multi-disciplinary research projects on

and off campus as they also develop the public and digital humanities skills that are not only in high demand within the academy but are transferable to careers beyond the academy.

This initiative undoubtedly helped us both diversify *and strengthen* our applicant pool in English and History this year. The additional resources for infrastructure have enabled permanent hires that will undergird this initiative, and digital scholarship in the humanities more generally.

More difficult to measure, but certainly evident: the NextGen initiative has and continues to impact the day-to-day work and experience of multiple departments, units, faculty and staff across the campus as each works to incorporate the change it asks and indeed necessitates. In other words, its effect on the campus extends beyond the doctoral student experience. These incremental steps, inclusive of planning meetings that bring together a multidisciplinary and multi-unit cohort are *fundamental* to post-secondary educational transformation, albeit labor intensive and slow to bloom.

List of major participants, Year 1:

Ann Ardis [co-PI], Senior Vice Provost for Graduate and Professional Education; Director, Interdisciplinary Humanities Research Center, College of Arts & Sciences; Professor of English

Debra Hess Norris (co-PI), Interim Associate Dean for the Humanities; Chair, Department of Art Conservation; Director, Winterthur/University of Delaware Program in Art Conservation; Unidel – Henry Francis DuPont Chair of Fine Arts

P. Gabrielle Foreman [co-PI], Ned. B. Allen Professor of English, Africana Studies and History

Erica Armstrong Dunbar, NextGen Faculty director (Fall 2016); Blue & Gold Professor of Africana Studies and History; Director of the Library Company of Philadelphia's Program in African American History

Tanisha Ford, NextGen Faculty director (Spring 2017); Associate Professor of Africana Studies and History

Julie McGee, Associate Professor of Africana Studies and Art History; Associate Director, Interdisciplinary Humanities Research Center

Tracy Jentsch, Regional Digital Humanities Coordinator, Interdisciplinary Humanities Research Center; Program Coordinator, Museum Studies

Tammy Poole, Administrative Specialist, Department of Africana Studies

Scott Mangieri, Director, Corporate and Foundation Relations, University Development

Ed Larkin, Director of Graduate Studies and Professor, Department of English

David Suisman, Acting Director of Graduate Studies and Associate Professor, Department of History

Lauren Petersen, Director of Graduate Studies and Professor, Department of Art History

Tiffany Gill, Associate Professor, Africana Studies and History

John Ernest, Judge Hugh M. Morris Professor and Chair, Department of English

Arwen Mohun, Professor and Chair, Department of History

Wunyabari Maloba, Professor and Chair, Department of Africana Studies