

**Next Generation PhD Training in African American Public Humanities
at the University of Delaware**

Executive Summary

While crisis rhetoric prevails nationally about the humanities, a new and exciting chapter in collaborative, multidisciplinary, and publicly engaged scholarship in the humanities is emerging at the University of Delaware (UD). As a leading location for graduate education in American material culture studies and public humanities, UD is recognized internationally for our MA, MS, and PhD graduates' success in the academy and in a wide range of leadership positions across cultural institutions globally. UD has been a training ground for museum professionals for over 50 years, through its professionally-oriented master's and certificate programs in the humanities and its PhD programs in Art History and History. More recently, UD has built an outstanding faculty in African American studies, many of whom embrace a larger mission of engaged scholarship, as exemplified by Yasser Payne's participatory-action research projects in Wilmington and Harlem, Tiffany Gill and Colette Gaiter's "Beauty Shop Project," the research and teaching collaborations led by Lynnette Overby, "Dave the Potter's Couplet Pots: Dancing History and Dred Scot" and "Same Story, Different Countries," and Gabrielle Foreman's Colored Conventions Project, a digital research collection that is garnering significant national attention.

We request a \$300,000 grant from the Henry Luce Foundation to build on and further advance UD's signature strengths in these two arenas—graduate-level public humanities training and multidisciplinary African American studies—through a multidisciplinary cohort-based approach to recruitment as well as a curriculum development initiative designed to prepare doctoral candidates for a broad range of careers in and beyond the academy. Specifically, we request cost-share support on student stipend, summer funding, and professional development support, as well as cost-share support for recruitment and faculty administrative stipends throughout the first 5 years of this initiative.

As we capitalize on emerging synergies between our humanities departments and UD Library initiatives related to digital scholarship and the integration of Special Collections and University Museums resources in UD faculty research and teaching, we are piloting a 5-year, 12-month "Next Generation PhD" training experience that has great proof of concept potential as a national model. The Luce Foundation's support for this initiative will lend further credibility, and national visibility, to this effort to re-imagine doctoral training in the humanities.

Our immediate objectives are to: 1) diversify our PhD programs in Art History, English, and History through curriculum development in African American studies and the recruitment of multidisciplinary cohorts of students who share an interest in this field of study but may have very different career goals; and 2) maximize these students' opportunities to participate in collections-based transdisciplinary research projects as they also develop the public and digital humanities skills that are in high demand within the academy and transferable to a broader range of careers involving humanities research, education, and advocacy.

Crucially, however, we anticipate that the concentrated five-year, twelve-month training model we are piloting will serve as a laboratory for facilitating more broadly-based changes to the current PhD curricula in Art History, English, and History at UD. These possibilities include new dissertation and publication models, collaborative and team-teaching pedagogies involving library and museum staff as well as humanities faculty, and new modes of assessing publicly engaged humanities education and research training.

We anticipate as well that this initiative holds great promise as a national model for best practices in PhD training in the humanities—not only because of its innovative curriculum design, but also because it addresses long-standing challenges in graduate education that are by no means unique to the humanities: time-to-degree, degree completion rates, the adequacy of stipend, professional development, and research support, and the need for career advising and planning that is not focused exclusively or narrowly on the academy. In other words, the long-range vision involves not only diversifying UD's humanities doctoral programs. It also leverages this 5-year, 12-month, multidisciplinary and project-based model of doctoral training as a means of addressing some long-standing challenges in doctoral education.

The success of this initiative depends on strong internal and external partnerships. Indeed, it requires unprecedented—and very exciting—new internal partnerships between Art History, Black American Studies, English, History, and the UD Library's Department of Special Collections and Museums staff as well new external partnerships with institutions such as the Delaware Historical Society and the Library Company of Philadelphia. These partnerships have great proof of concept potential as well: in terms of both public humanities and digital competencies training, we view our bricks-and-mortar campus as the hub of an inter-institutional resource network. Our faculty *need* to partner with the UD Library and Museums staff as well as with cultural heritage institutions regionally and nationally to provide the full complement of training opportunities we want these doctoral students to experience.

This pilot project showcases the opportunities and responsibilities of public scholarship and advocacy for African American history, art, literature, material culture, cultural preservation,

and community outreach. Students recruited through this initiative have opportunities to develop their skills as classroom teachers if they are interested in academic careers, but stipend support is structured to cover students' apprenticeship experiences in multidisciplinary project-based activities that advance the public profile of humanities research. They have internship opportunities in libraries, archives, museums, galleries, and special collections on campus as well as at our partner institutions. They are already participating in digital humanities projects at UD, but will also have opportunities to pursue public humanities and digital humanities training opportunities off-campus. They are already participating in grant writing, fund raising, and project management activities, including the curation of public exhibitions (digital as well as in real space/time) and the planning of public humanities outreach events. Even for students interested in academic careers, this enriched curriculum offers opportunities to develop the project management skills, familiarity with digital platforms, and public outreach opportunities critical to the advancement of the humanities.

UD is justly proud of having received one of only three inaugural NEH Next Generation PhD Implementation grants (September 1, 2016-August 31, 2019) to support this initiative. Implementation costs for this pilot are estimated at \$4,866,254. NEH funding is supporting essential new staffing and infrastructure needs that will be funded internally and by charitable gifts after the grant period. It will also provide three years of cost-share support for student stipends, internships, research support, and off-campus digital and public humanities training, enabling UD to make an important first step toward institutionalizing this 12-month, enriched curriculum funding model for doctoral students. UD has agreed to commit more than 4.2M to this project in direct costs, indirect costs, and a 20% tuition charge waiver.

The funding we request from the Henry Luce Foundation would provide a critical underpinning of support for competitive student stipends, summer internship funding, and professional development for doctoral students. This early stage funding will be invaluable as we work to increase graduate fellowship endowments as part of the University's comprehensive campaign. In doing so we aim to aggressively leverage Luce and NEH support to secure additional individual and foundation gifts and grants. Luce Foundation funding will also guarantee faculty director stipends through the heavy-lift, start-up phase of this initiative and provide cost-share for student recruitment.

Planning History and Action Plan

The action plan for this initiative is informed by the national conversations about "alternative academic career" preparation lead by the College Art Association, the Modern Language Association, and the American History Association. Crucially, however, it is also shaped by our

interest in replicating and amplifying the impact of best practices in graduate education internal to UD in both humanities and STEM fields: 1) practices associated with the highly regarded MS program in Art Conservation; and 2) innovations in STEM education exemplified on our campus in successful NSF-IGERT programs and NIH-funded graduate education and research training projects.

Like the MS program in Art Conservation, the PhD-level programming we seek to implement will be a 12-month (and in this case 5-year) training experience involving 9-month coursework and a series of on- and off-campus summer and winter session internships, sustained through a network of partner institutions regionally and nationally.

Similar to UD's IGERT programs, this programming will offer students a common multidisciplinary curriculum while also allowing them to tailor the rest of their coursework and research/internship experiences to suit their individual (perhaps discipline-based) interests. Like UD's NIH-funded graduate education and research training projects, this multidisciplinary initiative will require students to create an Individual Development Plan (IDP) to help them identify their career goals, in and beyond the academy, and guide their work with their faculty advisors on mapping out the full complement of learning opportunities needed to reach these career goals.

A series of planning meetings staged last year involving faculty, graduate directors, and department chairs in Art History, Black American Studies, English, and History, as well as University Museums and UD Library staff and senior administrators brought us to consensus on the following:

- We want students who are recruited to our Art History, English and History PhD programs through this multidisciplinary initiative to be well prepared for careers in libraries, archives, museums as well as for 21st-century research, teaching, and learning environments in and beyond higher education;
- We want these students to have on- and off-campus digital and public humanities training opportunities as well as research and internship opportunities in libraries, museums, and archives;
- We want this enriched curriculum to be very "learner-centered," in concert with the university's strategic planning initiatives. A key goal of program design in this regard is to provide students with an array of opportunities that will help them discover the future, rather than assuming we can predict it for them.

- Finally, we want the end-product of this training to be graduates whose research and skills can inform and enrich humanities scholarship, public discourse, and policymaking.

Project Goals and Components

The University of Delaware is proud to be leading the transformation of doctoral education in the humanities through this multidisciplinary initiative that engages so profoundly and innovatively with what Earl Lewis and Nancy Cantor aptly term the “compelling interests” of diversity for the future of our nation. NEH Chairman “Bro” Adams has argued that “work in the humanities is central to the preservation of our cultural legacy and to our capacity to address the grand challenges facing this nation. We depend upon these other forms of knowledge just as surely as we depend on scientific and technological advances.” Humanities scholarship *can* play a critical role in our nation’s public life. Meaningful presentation of humanities scholarship in multiple forms and for multiple constituencies is vital to the advancement of the field—and to our nation’s engagements with its complex history as well as “the current conditions of national life” (to borrow language from the NEH’s enabling legislation). Rather than having our doctoral students discover the importance of public humanities engagement by happenstance as they enter the workforce or academia, we seek to embed it throughout their curriculum as we also make team-based, publicly-facing research projects and exhibitions a default experience, a core element, of their doctoral training.

Now more than ever, our nation needs people who can tell stories about race (and the history of race relations in the U.S.) to audiences both within and beyond the academy. It needs prominently placed scholars of color, in higher education and beyond, who are able to harness 21st-century research and teaching technologies to engage broader audiences. As we address a critical need that is both local and national in scope—the need to diversify the professoriate *and* the cultural heritage industry—we are also working to ensure that our doctoral candidates have the full complement of training they need to be competitive in a 21st-century information economy.

Nine transformational goals and infrastructure changes related to PhD-level training are at play in this initiative:

- 1) **Restructuring student stipend, research, internship, off-campus training, and professional development support.** We need to be able to support students in this multidisciplinary cohort year-round, complementing course-based activities during the academic year with annual off-campus summer research and training opportunities, tailored to a student’s choice of career pathways. Academic-year stipend support must be competitive; summer funding must accommodate research travel, off-campus internships, and off-campus advanced training opportunities at the appropriate stages of a student’s career.

- 2) **Inter-departmental collaboration on PhD recruitment.** The graduate directors in Art History, English and History are working together, in tandem with the Director of Diversity Recruitment and Retention in the Office of Graduate and Professional Education and faculty in the Department of Black American Studies, to coordinate an annual on-campus recruitment event each spring for PhD admits who share an interest in African American art, print, and material culture studies. These admitted students will *also* participate in individual departments' on-campus recruitment events; the multidisciplinary campus visit event is an opportunity to introduce prospective students to each other, to campus resources, and to faculty and current graduate students in the broader campus community. We piloted this in March 2016 with the launch of a distinguished lecture series in African American material culture and the annual Paul R. Jones Lecture coordinated by the University Museums and the College of Arts & Sciences. This type of collaboration on multidisciplinary cohort recruitment will be refined and sustained through the grant period and beyond.
- 3) **Creation of a multidisciplinary curriculum and cross-departmental mentoring/advising structures.** "High-touch" advising involving faculty in multiple departments and internship supervisors is essential to the success of this programming. The Next Gen PhD program director is working with the graduate directors in Art History, English and History to coordinate African American course scheduling across all three departments, develop more cross-listed courses, and design new 1- and 3-credit courses that can be team-taught. She is also designing a "monthly mentoring gathering" to build the social as well as intellectual fabric of this new multidisciplinary community, and is working through the logistics of cross-departmental advising and mentoring. The Office of Graduate and Professional Education and the UD Research Office issued a university-wide recommendation in Spring 2016 that *all* doctoral programs invite students to use an Individual Development Plan (IDP) to map out their research and career goals; we anticipate that an IDP will be required for students in this multidisciplinary cohort, and we want this requirement to reflect the work that the Graduate Career Consortium's ad hoc committee is doing to re-engineer the National Science Foundation's IDP for humanities and social science fields. To that end, the Office of Graduate and Professional Education has tasked a staff member to serve on the Graduate Career Consortium's working group.
- 4) **A faculty director and professional staff support** to coordinate internship placements, assist with collaborative multidisciplinary digital humanities project management and exhibition coordination, and (eventually) manage alumni placement records is in place as of September 1, 2016.
- 5) **Enhancement of "core facility" support for research and teaching projects and exhibitions.** The launch and rapid expansion of the Colored Conventions Project over

the past several years has revealed key gaps in our department-level support structures for collaborative multidisciplinary research in the humanities involving sophisticated 21st-century digital tools and technologies. We are addressing these infrastructure issues (equipment and staffing needs, as well as funding to support exhibitions) through the NEH Next Generation implement grant and internal cost-shares among the College of Arts and Sciences, the Interdisciplinary Humanities Research Center, and the UD Library.

- 6) **Restructuring of dissertation requirements to support a broader range of career goals/trajectories.** English already allows doctoral candidates to satisfy the dissertation requirement with a born-digital project. Our planning group meetings in Spring 2016 focused on defining the full range of acceptable “capstone” projects, given our interest in intentionally opening up pathways into non-academic careers. We are pursuing our exploration of these issues with great sensitivity to the differences among the job markets in Art History, English, and History.
- 7) **Establishment/expansion of a set of significant inter-institutional partnerships to support this new model of a curriculum involving both on-campus and off-campus training.** UD’s partnerships with museums, conservation centers, and archives locally, nationally and globally have been a distinctive element of our graduate training in the humanities for many years—and are a key reason for our track record of success in placing MA, MS and PhD candidates in jobs in and beyond the academy. A key goal of this initiative will be to extend our partnership network to include more libraries, archives, historical societies, and museums with robust African American collections that have an interest in hosting student internships. Some of the institutions with whom UD already has strong partnerships are able to cost-share student stipend support for internships. While we will certainly explore cost-share opportunities with new partnership institutions, we also recognize that the supervision of interns is an “in-kind” contribution of a museum professional’s time and expertise, and recognize how under-resourced smaller cultural institutions can be. As such, we have built in modest stipends for internship supervisors as part of our project costs. We are also exploring possibilities for our students to intern at federal agencies, charitable foundations, and NGO’s dedicated to the advancement of cultural heritage and the humanities. The Museum Studies Program’s Winter Session SWOT teams’ work with and for local and regional historical societies and historic houses is an excellent model of the benefits of hands-on, real-world research projects—for students as well as for the cultural institutions that host them. While the digital humanities coursework and training opportunities on our own campus will continue to grow as new post-doc and faculty hires in academic departments and the UD Library bring new skills and interests to the

table, we will also continue to strengthen our inter-institutional digital humanities partnerships.

- 8) **Creation of a mentorship/advisory program that enlists humanities PhD alumni from various fields.** The “Legal Pathways” mentorship/advisory program that the College of Arts & Sciences established this year for undergraduates who are considering going to law school is a close-to-home model of what we will be putting in place for PhD students recruited through this multidisciplinary initiative. In the “Legal Pathways” mentoring program, UD undergraduate alumni who have pursued successful careers in law and are now serving on the college’s advisory board take on 1-3 students as unofficial mentors/advisors, helping them think about different career opportunities in law, meeting with them in person when possible as well as sustaining contact with them via phone, email, SKYPE, etc., even (perhaps) offering them internship opportunities. In the humanities, the only programs that have engaged alumni intentionally and systematically in this kind of mentoring and internship networking are the M.S. in Art Conservation and the certificate program in Museum Studies. We will establish a mentorship/advisory program that taps humanities alumni from all three of our PhD programs, and we need to begin building that inventory immediately. This will be a means of enhancing our internship network; it will also, equally importantly, be a means of providing matriculated students with “near-peer” role models, advisors, and career mentors.
- 9) **Development of a plan for tracking and publicizing long-term data about retention rates and post-doctoral career paths for all candidates and grads.** We will be working in 2016-17 with Career Services, Alumni Relations, and Center for Teaching and Assessment of Learning staff to develop a plan for tracking and publicizing long-term data about retention rates and post-doctoral career paths for all students recruited into this initiative. We will also be exploring with both the Center for Teaching and Assessment of Learning and the UD Library how best to structure a digital showcase for students’ research portfolios and internship experiences.

Work Plan with Timeline

The University of Delaware is well positioned to undertake this innovative project. During the pre-planning stages, we advertised the program, worked to establish internal and external strategic partnerships, and recruited and welcomed the inaugural student cohort. We have also solicited feedback on program design from distinguished alumni as well as distinguished scholars in African American studies, and launched an African American Material Culture lecture series to expose students to the scholarship of leading experts in the field.

Fall 2016

Inaugural program director and faculty co-PI begin recruitment outreach and planning for Spring 17 multidisciplinary on-campus recruitment event with the graduate directors in Art History, English, and History; develop PR materials (brochure and video) and a website; develop an inventory of public humanities and digital humanities training opportunities as well as a network map of UD doctoral alumni who have endorsed this initiative, some of whom have also expressed interest in hosting/mentoring students.

Program director launches monthly mentoring gatherings (Mellon Mays model) and works with the graduate directors in Art History, English and History on cross-listing courses and coordination of advising for the multidisciplinary cohort.

Project leadership continues to meet with department chairs, graduate directors, and faculty to build visibility for this initiative on campus beyond the immediate participants.

Lead PI participates in NEH Next Generation PhD monthly webinars that are being coordinated by the Council of Graduate Schools.

Lead PI is an invited participant in the session on the NEH Next Gen/CGS partnership at the national meeting (December 8).

Lead PI and Interdisciplinary Humanities Research Center leadership work with Library leadership on planning for a Digital Scholarship Center, coordination of a Digital Humanities Faculty Project Showcase (October 27), and a call for proposals for collections-based courses focused on the study of African American materials in Special Collections and the University Museums.

Graduate Office staff member continues to participate in the Graduate Career Consortium's ad hoc committee on development of an IDP for humanities and social sciences.

Office of Graduate and Professional Education's Fall 2016 meetings for all UD graduate directors focus on underrepresented minority (URM) recruitment practices, multidisciplinary program development, and IDP tools and student: mentor relationship-building.

2016-17 Implementation team solicits feedback from external consultants, Emily Swafford, Manager of Academic Affairs and Career Diversity for Historians project lead, American Historical Association, and Jesse Stommel, co-founder of *Hybrid Pedagogy* and co-director of Digital Pedagogy Lab, and finalizes planning for any program changes (new courses, changes to qualifying exams, etc.) that require college and university faculty senate approval.

2016-17 Implementation team explores emerging synergies with the Museum Studies Program and the Center for Material Culture Studies even as we continue to build out our network of inter-institutional partnerships with repositories, archives, libraries, and museums regionally and nationally.

2016-17 Implementation team works with the Center for Teaching & Assessment of Learning to develop a logic model for the curriculum (coursework + experiential learning opportunities) and a robust evaluation plan for every dimension of students' experiences in this 3-year pilot project.

Spring 2017 Colored Conventions Project (CCP) Manager coordinates an experimental collections-based multidisciplinary course that will expose students to research materials and opportunities at the Library Company of Philadelphia and the Schomburg Center for Research in Black Culture as well as at the Delaware Historical Society and the UD Library and Museums.

March 12-17 "window" for multidisciplinary and departmentally-based on-campus recruitment events. Fo Wilson, artist, curator, educator, will give the 2017 Paul R. Jones Lecture on March 14 and

will be the second speaker in the African American Public History & Material Culture series established last year by the College of Arts & Sciences.

September 2017 Submission of program change proposal(s) to college senate. If approved by both senates in 2017-8, new courses would be official as of September 2018. Experimental courses can be taught up to three times, so soft launch in the meantime is “normal.”

Recruitment goals
2016-2021 2 new PhD students/year matriculating in Art History, English, and/or History PhD programs with interest in African American public humanities and alternative academic career trajectories. Our enrollment target for the NEH Next Generation PhD implementation grant is a 6-student, 3-year cohort. Three stellar students were recruited this fall, so the maximum size of the 5-year cohort would be 11 students.

Participants

Our project team includes faculty and administrators representing all of the constituent disciplines, current graduate students as well as alumni of the three “anchor” PhD programs, University Museums and UD Library staff, and senior university leadership.

Project leadership

Ann Ardis [co-PI], Senior Vice Provost for Graduate and Professional Education; Director, Interdisciplinary Humanities Research Center, College of Arts & Sciences; Professor of English. Ardis will serve as the lead co-PI for the project and will oversee progress, impact, and dissemination. As Senior Vice Provost of Graduate and Professional Education (SVP), she will ensure the project is aligned with and builds on institutional strategic goals for doctoral education. As Director of the College of Arts and Sciences’ Interdisciplinary Humanities Research Center as well as SVP, she will coordinate collaborations with the Library on digital scholarship infrastructure build-out and collections-based course development with the Museums and Special Collections.

Debra Hess Norris [co-PI], Interim Associate Dean for the Humanities, College of Arts & Sciences; Chair and Professor, Unidel – Henry Francis DuPont Chair of Fine Arts, Director, Winterthur/University of Delaware Program in Art Conservation. Norris will serve as a co-PI for the project and will advise on overall progress, impact, and

dissemination. As interim dean for the humanities, she will manage the interdepartmental coordination of efforts and work to build additional capacity internally and externally.

Erica Armstrong Dunbar, Blue & Gold Professor of Black American Studies and History; Director of the Library Company of Philadelphia's Program in African American History; Director, UD Next Generation PhD African American Public Humanities Initiative. As inaugural faculty director, Armstrong Dunbar will oversee recruitment and mentoring of this cohort of doctoral students and will take the lead in building out some of the larger infrastructures of the initiative, i.e., web presence and internship partnerships with cultural institutions on the East Coast that, as director of the African American collections at the Library Company of Philadelphia, she is uniquely suited to vision and arrange.

P. Gabrielle Foreman, Ned. B. Allen Professor of English, Black American Studies and History; PI, Colored Conventions Project; Faculty co-PI, UD Next Generation PhD African American Public Humanities Initiative. Foreman served as ex-officio program director throughout the year prior to receipt of the NEH Next Generation PhD implementation grant, piloting a successful multidisciplinary on-campus recruitment programming, establishing buy-in from faculty, and leveraging the Colored Conventions Project's increasing reach and reputation to recruit and retain graduate students and provide them with the #alt-ac training that has become a hallmark of this Next Gen multidisciplinary initiative. She will work closely with Armstrong Dunbar on student recruitment, has already established a strong partnership with the Delaware Historical Society (supporting class visits to their collections as well as student internships), and continue to work on developing strategic partnerships internally (with Museum Studies, for example) as well as with cultural heritage organizations for student apprenticeship opportunities.

Project team members

Rebecca Davis, Director of Graduate Studies, Department of History; Associate Professor of History and Women and Gender Studies (Recruitment and Curriculum Development Team)

John Ernest, Chair, Department of English (Implementation and Advisory Committee)

Tiffany Gill, Associate Professor, Black American Studies and History (Curriculum Development Team)

Katherine C. Grier, Professor, Department of History and Director, Museum Studies Program (Implementation and Advisory Committee)

Laura Helton, Visiting Fellow, Center for Humanities and Information, Pennsylvania State University [will join the UD faculty in 2017-18] (Implementation and Advisory Committee)

Carol Henderson, Vice Provost for Diversity; Professor of English (Implementation and Advisory Committee)

Ivan Henderson, Vice President of Programs, African American Museum in Philadelphia (External Partner)

Wunyabari Maloba, Chair, Department of Black American Studies (Implementation and Advisory Committee)

Scott Mangieri, Director, Corporate and Foundation Relations, University Development (Implementation and Advisory Committee)

Julie McGee, Curator and Associate Professor Black American Studies; Associate Director, Interdisciplinary Humanities Research Center (Implementation and Advisory Committee and Curriculum Development Team)

Arwen Mohun, Chair, Department of History; and Co-Director, Delaware Public Humanities Institute (DELPHI), 2012-15 (Implementation and Advisory Committee)

Lawrence Nees, Chair, Department of Art History (Implementation and Advisory Committee)

Yasser Payne, Associate Professor, Department of Sociology and Black American Studies (Implementation and Advisory Committee)

Lauren Petersen, Director of Graduate Studies, Department of Art History; and Professor of Art History (Recruitment and Curriculum Development Team)

Gregg Silvis, Associate University Librarian for Information Technology and Digital Initiatives, University of Delaware Library (Implementation and Advisory Committee)

Tim Spaulding, Director of Graduate Studies, Department of English; and Associate Professor of English and Black American Studies (Recruitment and Curriculum Development Team)

Evaluation Plan

We expect to work closely with staff in UD's Center for Teaching & Assessment of Learning to develop the logic model for our curriculum and a robust evaluation plan for every dimension of students' experiences in this pilot. We recognize that documenting the "value added" of students' internship experiences and off-campus advanced training experiences will take us beyond the comfort zone of course-based and program-level evaluation practices in the humanities, and we will enlist the help of our non-UD partners and national consultants in the design of these particular dimensions of an assessment plan. The NEH Next Generation PhD consortium's monthly webinars are already foregrounding these issues; October's webinar will focus on the Graduate Career Consortium's Imagine PhD project to develop Individual Development Plan on-line tools for humanities and social sciences students.

We also expect to share lessons learned with UD graduate program directors in and beyond the humanities as well as via NEH and national conferences, workshops, and summer institutes supported through graduate education organizations such as the Council of Graduate Schools and the Graduate Career Consortium as well as discipline-based professional organizations (AHA, MLA, CAA).

Conclusion

This ambitious pilot project in African American public humanities education, research, and training, with a dual focus on material culture studies and digital humanities, is a platform for transformation of doctoral education broadly. Making integrative, project-based multidisciplinary education, delivered in a 5-year, 12-month format, a model for *all* doctoral-level humanities training at the University of Delaware has been a longstanding ambition, which funding from the Henry Luce Foundation would help make possible. Ultimately, we anticipate leveraging the success of this project to transform doctoral education throughout the humanities departments here at the University and beyond. The success of this pilot project will garner both internal and external support, enabling us to leverage our strengths and bolster our ambitions for the advancement of humanities research, education, and advocacy.

The University of Delaware is keenly aware of its leadership role and responsibilities to its students, the cultural community, to research and education in the humanities, and to the public. Through such transformations in graduate education and research training, we will serve our students, the academy, and the cultural heritage community at the highest level.