

FORDHAM
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Graduate School of
Arts and Sciences
Celebrating 100 Years



The “Living Humanities PhD” for the 21st Century

Eva Badowska, Ph.D., Dean
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At a Glance



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10 Ph.D. programs (of which 5 in the humanities)

21 M.A. and M.S. programs

Fall 2017: 369 Ph.D. students/ 332 Master's students

Majority of Ph.D.'s fully funded for 3-6 years

Fordham/GSAS Context

- Humanities disciplines are traditional strengths of Jesuit universities in the US
- Majority of graduates find careers outside of academia
- Most stay local
- Fordham's mission as a Jesuit, Catholic university is to foster knowledge that makes a difference in the world: an apt context for a reform of doctoral education

GSAS PhDs at a Glance



awarded across five humanities disciplines

employed outside academia



reside in the NYC metropolitan area

New Initiatives, 2014-

- **GSAS Futures**: Preparation for Compatible Careers
- **GSAS/GSA Interdisciplinary Lab**
- **GSAS Fellowships in Higher Education Leadership**
- **GSAS PFF** (Preparing Future Faculty)

**“Go and set
the world on fire.”**

-- Joseph M. McShane, S.J.,
President,
Fordham University

Ongoing Fordham/GSAS Initiatives



GSAS Futures

for graduate students, by graduate students



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THE PROBLEM

Steep Declines in Full Time Faculty Jobs in the Humanities

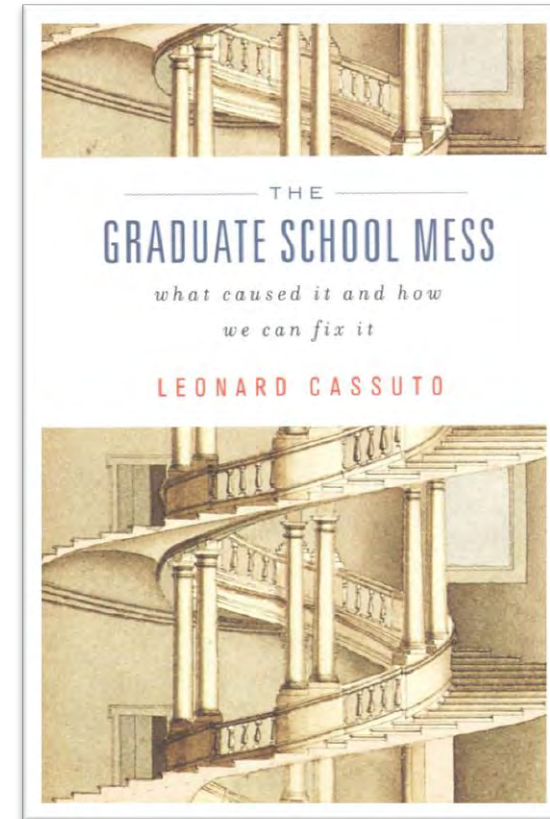
- Steep decline in academic job postings in the 6 major humanities disciplines from a peak in 2007-08: 30% down in most humanities disciplines, except in Classics, where the drop was 14% (*Humanities Indicators*)



THE PROBLEM

PhD Programs Prepare Students for Jobs That Don't Exist

- “[T]housands of professors are currently in the business of preparing thousands of graduate students for jobs that don’t exist.” (Leonard Cassuto, *The Graduate School Mess: What Caused and How We Can Fix It* [2015])

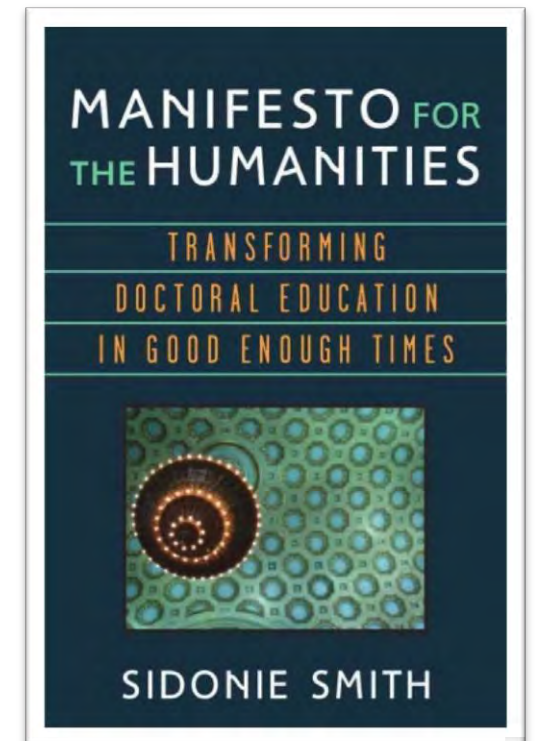


THE SOLUTION

Recognize that Times are “Good Enough”

Sidonie Smith, *Manifesto for the Humanities: Transforming Doctoral Education in Good Enough Times*

- “hold the vision of inclusive excellence in sight”
- “muster data for evidence-based counternarratives”
- “recognize the larger community of activists throughout the academy and the resources they mobilize for making change happen”
- “remember all the humanists and allies out there; and act to make doctoral education forward-looking for future humanists”



The “Living Humanities PhD” for the 21st Century Planning Themes

1. Revitalize and Rethink Learning Outcomes
2. Inhabit the New Learning Ecosystem
3. Mentor the Whole Person: Career-wise Counsel, Promising Partnerships
4. Incorporate Service and Community Engagement
5. Ensure Access and Inclusion
6. Cultivate and Curate a “Living Humanities” PhD Model

fordham.edu/nextgenphd

Creating a Community of Change-Makers

Core Planning Group

- Two co-PI's (Dean and Department Chair)
- Faculty from across humanities disciplines
- Current doctoral candidates
- Recent humanities alumni working outside of academia



Constituent Advisory Group

- Representatives from MLA & AHA
- University Press director
- Director of International Initiatives
- Museum and Historical Society Curators
- Non-Profit Leaders in various areas
- Charter School Principal
- University Assessment Officer
- Director of Development
- Director of Service Learning
- CEO of a major health organization

Living Humanities at Fordham GSAS

GSAS Outlook

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GSAS

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← Margaret Yardley Fellowship Opportunity Upcoming Event! Understanding and Handling Inclusive Teaching →

OCTOBER 26, 2016 - 6:59 PM

“Living Humanities” Ph.D. Grant Project Kicks Off at Fordham!

The National Endowment for the Humanities has awarded GSAS and Fordham University a Next Generation Humanities PhD grant for the project entitled “The ‘Living Humanities’ Ph.D. for the 21st Century.” For more on this project, [see its website](#).

The inaugural meeting of “The ‘Living Humanities’ PhD for the 21st Century” project took place on Friday, October 14. The meeting started on a somewhat bleak note – the unhappiness of graduate students. In his introductory talk, featured speaker Leonard Cassuto highlighted that, in the current plan of graduate education in the humanities, professors teach graduate students to want something that their professors can’t supply – the tenure-track academic position – so they’re effectively teaching their students to be unhappy. Drawing on two chapters from his 2015 book, *The Graduate School Mess: What Caused It and How We Can Fix It*, “Admissions” and “Conclusion: In Search of an Ethic,” Cassuto charted how we got to this point, giving a snapshot of graduate education and job placement since the 1950s. Most damningly, he suggested that current doctoral education is designed for people who could be the grandparents of our current students – the doctoral candidates who graduated during an academic job boom in the 1950s and 60s.

Recent Posts

- Opening the Gates: Ensuring Access and Inclusion During the Admission Process
- Humanities Institute Fellowship Opportunity
- “Words Matter” Graduate Conference Call for Proposals!
- Message to the GSAS Community
- Upcoming Event! Understanding and Handling Inclusive Teaching

Recent Comments

Archives

- December 2016
- November 2016
- October 2016
- September 2016
- May 2016
- April 2016
- March 2016
- December 2015
- November 2015
- September 2015
- August 2015
- July 2015

Fordham GSAS @FordhamGSAS · Aug 10
Learn about our #LivingHumanitiesPhD project, which aims to better prepare students for 21st-century job prospects.

Fordham University @fordhamnotes
@FordhamGSAS won an @NEHgov #nextgenPhD grant to transform PhD programs in the #humanities: bit.ly/2bgkBPk

Fordham GSAS @FordhamGSAS · Aug 10
Honored to be one of the 28 grant recipients! #nextgenPhD #LivingHumanitiesPhD #FordhamGSAS @fordhamnotes @NEHgov

NEH @NEHgov
NEH seeks to foster a culture change in humanities graduate education through #nextgenPhD. bit.ly/2b73Oym

“What We Talk About When We Talk About Mentoring” (*example of in-process outcome*)

- Steve D’Augustino, Director of Online Learning, summed up one of the strands of our November discussion in a blog post on a potential list of **mentoring components and associated outcomes:**
 - *Academic*
 - *Disciplinary*
 - *Social*
 - *Professional*
 - *Ethical*
 - *Cultural*

Tensions & Issues to Address

- Janus-faced PhD model: In/Out, Academic/Non-Academic
- Student-focused/faculty-focused
- Academic rigor/expanding career focus
- Shorter time to degree/revitalized SLO's
- Incremental change/total overhaul
- Right Now/"Not Until" (. . . Elite schools lead the way, promotion criteria change, etc.)

Report from the Trenches: “LIVING” OUTCOMES

- **Model of incremental, diffuse, across-spectrum change**

Movement across the spectrum simultaneously

- Admission criteria and search committees
- Coursework, comp exams, dissertations
- Job ads and questions to job candidates
- Criteria for evaluation, tenure, and promotion
- Public advocacy and connecting with the “humanists out there”

- **Model of a broad community of change-making partners**

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Thank you!

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