GradEdge
Insights and Research on Graduate Education
COUNCIL OF GRADUATE SCHOOLS
WWW.CGSNET.ORG | VOLUME 1, NUMBER 2 | MARCH 2012

Humanities for What? A Global Dialogue

Over the past several years, many humanities scholars, disciplinary societies, and graduate deans have pointed to signs that the humanities, in relation to other fields, have been hardest hit by university budget cuts and reductions in U.S. federal funding for graduate education and research. Unsurprisingly, these cuts have fueled old debates about the structure and value of humanities disciplines. In the higher education press, recent articles and opinion pieces have addressed the question of whether the humanities are worth the investments made in them, whether they need reform, and whether they can ultimately survive in a world where higher education systems are focused on the quantifiable outcomes of research and education. The widening gap between the number of humanists seeking academic jobs and the number of available tenure-track positions in their fields has also led to several widely-shared commentaries questioning the wisdom of pursuing a Ph.D. in a humanities discipline (Benton, 2009; "So You Want to Get a Ph.D. in the Humanities?" 2010).

The high-pressure environment for humanities students and faculty has presented graduate schools with their own set of challenges. Sessions at CGS annual meetings and summer workshops have addressed a range of common concerns, including securing funding for graduate students in fields with a saturated academic job market and tracking completion rates and employment outcomes. In a plenary speech for the 2011 CGS Summer Workshop, Seth Lerer, Dean of Arts and Humanities at the University of California, San Diego, presented a framework for addressing these and other pressing issues in humanities graduate education. While Lerer reminded the graduate community that in economic downturns, the humanities must "justify their worth"—a reference to the title of a 2009 *New York Times* article on worrisome trends in the field— he also stressed that humanists must articulate the social and cultural value of their work in ways that are distinct from economic worth (Lerer, 2011). Focusing on relatively recent transformations in the humanities such as the digitization of archives, Lerer argued that the humanities advocates are now in a position to demonstrate that advanced degree holders in humanities fields offer skills that will be needed in a range of social and cultural institutions outside academe.

In a broad sense, Lerer's comments shed light on the need for humanities scholars and graduate deans to participate in public discussions about the value of humanities fields in national and global contexts. To seed further discussion of this topic, CGS organized a panel session, "Humanities for What? A Global Perspective" in conjunction with the 2011 CGS Annual Meeting in Scottsdale, Arizona. On December 8, 2011, deans from three countries addressed different approaches to articulating the value of the humanities, especially as national systems of higher education seek to align graduate education and strategic areas of national need. In this context, how do humanities disciplines define—or should they define—their contributions to the workforce and to social and economic well-being? And in funding environments that increasingly demand evidence of these contributions, what challenges and opportunities exist for graduate schools and humanities scholars in the areas of assessment, funding, and advocacy? These questions were addressed by Tyrus Miller, Vice Provost and Dean of Graduate Studies at the University of California, Santa Cruz; Graham Carr, Dean of Graduate Studies at Concordia University in Canada; and Zlatko Skrbis, Dean of the Graduate School at The University of Queensland in Australia. The presentations and discussions described below suggest that the challenges surrounding graduate education in the humanities extend far beyond the U.S. However they also shed light on a number of new projects with the potential to strengthen the position of humanities disciplines in a number of contexts—within the university, in competitive funding environments, and in the government and public spheres.

Assessment, "Monastic Scholarship," and Supporting Non-Academic Careers

While the outcomes of program quality assessments are often controversial, few in the global graduate education community

Inside

would deny that the use of assessment to evaluate graduate programs and inform strategic decision-making is a trend that is here to stay. One of the central challenges identified by all panelists was the tendency of many humanities faculty to take reductive views of assessment or to avoid active participation in activities that will potentially demonstrate the value of their work. Carr and Skrbis also indicated that disagreements about the purposes and criteria for assessment have led to increasing tensions between the humanities and STEM fields in their respective national contexts. For example, in Australia a government-mandated quality assessment scheme, the Excellence in Research for Australia (ERA) Initiative, has found that the humanities, social sciences, and arts are less likely than STEM fields to measure as well against "world standards" for quality. Such outcomes, Skrbis observed, have the potential to reinforce dismissive views of humanities scholarship and to fuel over-generalized criticisms of assessment among humanists.

In the discussions that followed, it became clear that many graduate deans are called upon to strike a balance between encouraging humanities faculty to use assessment outcomes to support program improvements and critically evaluating the applicability of some indicators to humanities fields. Miller encouraged graduate deans to give serious reflection to metrics that may be biased in favor of STEM fields, citing the example of one of the most dominant measures of research productivity—the amounts and outcomes of sponsored government research. He added that different funding structures for humanities and STEM fields should inform the way universities deliberate about funding decisions: "The humanities need to be disproportionately funded through endowments, unrestricted gifts, tuition, and enrollment-generated funds, or they will never be a vigorous, relevant element of the university's life and values."

A second shared challenge identified by panelists was promoting a shift in thinking about traditional structures of humanistic scholarship and teaching. Skrbis noted that this problem was recently illustrated by a project in which a high-ranking research institution in Australia engaged graduate students in designing new spaces for scholarship and interaction. While most graduate students asked for "open," "creative," "interactive," and "diverse" spaces, graduate students in the humanities asked for spaces for private and individualized study. Skrbis argued strongly against what he called the "culture of monastic scholarship" in humanities disciplines. He acknowledged that independent scholarship is still a productive and appropriate model for the humanities, but also underscore the need for models that stress collaboration.

Finally, panelists reported that it is often difficult to convince humanities programs to incorporate or encourage forms of graduate training that are relevant to professional contexts outside the university. In his presentation on the Canadian context, Carr, who also serves as president of the Canadian Foundation for the Humanities and Social Sciences (CFHSS), said that the humanities community in Canada has taken a longer time than other fields in aligning graduate training in the humanities with non-academic spheres of employment and engagement. Miller and Skrbis echoed this concern.

The presentations and later discussions between CGS staff and the panel leaders brought to light a number of new programs and collaborations that could be used as models for graduate institutions of different types. Some of these opportunities are specifically focused on Ph.D. programs whereas others could be adapted or used in universities with a larger number of master's degree students. Four overlapping areas of opportunity—interdisciplinary collaboration, social innovation and community engagement, professional development programs, and collaborations with businesses and employers—are described below.

Opportunities for Interdisciplinary Collaboration

Skrbis noted that humanities disciplines have much to contribute to complex problems requiring the methods and expertise of different disciplines, and all panelists agreed that graduate schools should support the development of interdisciplinary projects and programs. Presentations highlighted a number of collaborations seeking to prepare students to conduct interdisciplinary research and work in multi-disciplinary teams. Miller provided background on a new grant scheme based on core concepts of NSF's IGHERT program, the Integrative Graduate Humanities Education and Research Training (IGHERT). This collaborative project between humanities centers at UC Santa Cruz, the University of Wisconsin-Milwaukee, the Justus Liebig University in Giessen, Germany, and the University of California at Davis has received planning support through a Mellon grant from the Consortium of Humanities Centers and Institutes.

The grant seeks to support the development of humanities researchers as "intellectual innovators, collaborative problems-solvers for the 21st century, and formative influences on their fields of study." It also gives attention to helping graduate students share their work across broad public audiences.

Social Innovation and Community Engagement

Carr's presentation on the Canadian context also explored a need for a shift in the language used to describe the humanities, and proposed that "innovation," a central part of the 2011 Annual Meeting theme, was a term with strong potential in advocacy work. Carr proposed that graduate deans underline

Integrative Graduate Humanities Educations and Research Training (IGHERT)

- A holistic focus on graduate humanities research, training, and financial support.
- A grant funding model blending institutional resources, private donations, and foundation/government funding to support sustainable, research initiative-based humanities graduate support.
- A pivotal role for humanities centers in organizing both research and training of humanities graduate students.
- Deep international collaboration in the training and research of humanities graduate students, using both face-to-face and distance-mediated connections.

Centre for Oral History and Digital Storytelling, Concordia University

- Involves 200 faculty members (history, political science, dance, communications, applied human psychology, journalism, film studies, social sciences).
- Participation from graduate students, artists, new media practitioners, community organizations, and youth groups.
- Combines traditional training in humanities discipline (history) with advanced new media training, oral interview and fieldwork techniques, and software development.
- Showcases range of humanities knowledge but also new and traditional skills integral to knowledge production and dissemination.

the fact that the humanities present opportunities for social innovation that emphasizes "people-centered" forms of knowledge creation in distinction from exclusively market-focused definitions of the term. Within the graduate school, this concept can be used to support activities that connect academic research, graduate student training, and the activities of not-for-profit institutions and businesses. One of the projects described by Carr, The Center for Oral History and Digital Storytelling at Concordia, illustrates social innovation as well as interdisciplinary collaboration and community outreach. According to its website, the Center is "a point of convergence for digital historical research, teaching, and publishing among faculty and students at Concordia as well as members of local, national, and international communities." One of the Center's notable projects is "Montreal Life Stories," oral histories of refugee communities displaced by wars and genocide from Holocaust to present. "No one questions the return on investment of that project," said Carr.

Skill-Based Professional Development Programs

Professional development programs were presented as a form of career preparation that holds out benefits to all students, but which may be of particular benefit to graduate students in the humanities. Miller described a program that UC Santa Cruz is piloting in Spring 2012, the Graduate Leadership Certificate Program. Through readings, interactive group activities, case studies, panel discussions and workshop sessions, graduate student participants will learn both academic and professional skills in areas such as leadership, project management and planning, negotiation, and entrepreneurship and social impact. Another model can be found in Concordia University's GradProSkills program, a set of professional development workshops and resources designed to prepare graduate students for transitions to both academic and non-academic careers. Some of the workshops relevant to humanities students include information and digital intelligence, "public spirit and social consciousness," strategic communication, and second-language training. Carr reported that much of the program was designed by a working group of graduate students and post-docs "and the uptake has been viral."

The University of Queensland has an established program with similar goals. Skrbis reported that in addition to providing skills training for all graduate students, the program supports humanities students by promoting cross-disciplinary networking.

Graduate Skills Training Program, The University of Queensland

- Encourages students to think about their career options from the beginning of their candidature.
- Addresses skills areas such as research and writing, thesis (dissertation) development, career planning, and presentation skills.
- Is interdisciplinary and encourages networking among the Ph.D. cohort.
- Engages both university experts and special guests from industry and partner institutions.
- Skills training sessions are offered throughout the year but are also consolidated into a "Grad Student Week" each semester to facilitate attendance by off-campus students.

Collaborations with Businesses and Employers

Outside the academic world, humanities disciplines are typically associated with the non-profit sector and social and cultural institutions. However, Carr's presentation outlined a number of projects that promote collaborations between humanities scholars and Canadian businesses. Several Montreal universities, including Concordia, McGill, Université de Montréal, Université du Québec à Montréal (UQAM), and École de technologie supérieure (ÉTS) currently partner with leading-edge companies such as Cirque du Soleil, Ubisoft, and Moment Factory in the Consortium en innovation numérique du Québec (CINQ). Ubisoft, a Montreal-based company that designs electronic games, provides opportunities for both master's and doctoral students in the humanities to develop "creative narratives" for the company's products. Many graduate students also capitalize on the unique facilities and training opportunities at Hexagram, the largest arts and design-based new media lab in Canada, which is housed at Concordia and UQAM. These programs suggest that graduate deans should consider pursuing regional alliances with employers and companies that hold out professional benefits to humanities students and faculty.

Helping Future Humanists Shape the Argument

One of the remarkable similarities among the strategies described in the session is that they focused on the preparation of graduate students to participate in reshaping their own fields, and to become advocates for (and examples of) the value of their own work. Supporting students in taking up this work will be more challenging, of course, in cases where there is entrenched or polarized disagreement about the answer to the question, "Humanities for What?" The challenge will be to give graduate students in humanities disciplines the opportunity to consider a variety of career pathways and, through the work they do, to demonstrate their value and impact across many professional spheres.

Contact: Julia Kent, Director of Global Communications and Best Practices, Council of Graduate Schools

CONTINUED ON PAGE SEVEN

Data Sources: Strong Employment Growth Expected for Graduate Degree Recipients

Individuals with graduate degrees will be in growing demand over the next several years, according to new employment projections from the Bureau of Labor Statistics (BLS). These projections are part of BLS' biennial examination of expected long-term changes in employment by occupation, industry, level of education, and demographics. The data provide a comprehensive outlook of employment in the United States through 2020.

Employment Projections by Educational Attainment

According to BLS' projections, the number of jobs typically requiring a doctorate or a professional degree for entry is projected to increase by 20% between 2010 and 2020, and the number typically requiring a master's degree for entry is expected to grow by 22% (Sommers & Franklin, 2012). These rates of increase exceed the overall 14% growth projected for all occupations between 2010 and 2020 and also exceed the gains expected for individuals with lower levels of educational attainment. As shown in Figure 1, the number of jobs typically requiring a bachelor's degree for entry is expected to increase by 17% between 2010 and 2020, and the number of jobs typically requiring an associate's degree for entry is expected to increase by 18%.

Overall, employment in the United States is projected to grow from nearly 143.1 million jobs in 2010 to more than 163.5 million in 2020, an increase of nearly 20.5 million jobs (Sommers & Franklin, 2012). About 877,000 of these new jobs will typically require a doctorate or a professional degree for entry, and about 431,000 will typically require a master's degree for entry.

In addition to the new jobs that are expected to be created between 2010 and 2020, job openings will also occur due to replacement needs resulting from current workers who retire, leave the labor force, or move to other occupations. When replacement needs and job growth are taken into account, a total of about 2.6 million job openings typically requiring an advanced degree for entry are expected to occur between 2010 and 2020 (Sommers & Franklin, 2012). Of these jobs, 1.7 million will typically require a doctorate or a professional degree for entry, and 900,000 will typically require a master's degree for entry.

Employment Projections by Occupation

Between 2010 and 2020, many of the occupations in which employment is expected to grow rapidly will be in health care, personal services, and social services (Lockard & Wolf, 2012). Some of the occupations with the largest projected percentage growth in jobs typically do not require an advanced degree for entry, but six of these occupations typically do. Those occupations include marriage and family therapists, with a 41.2% projected increase in jobs between 2010 and 2020; physical therapists (37.7%); audiologists (36.8%); medical scientists (36.4%); mental health counselors (36.3%); and veterinarians (35.9%).

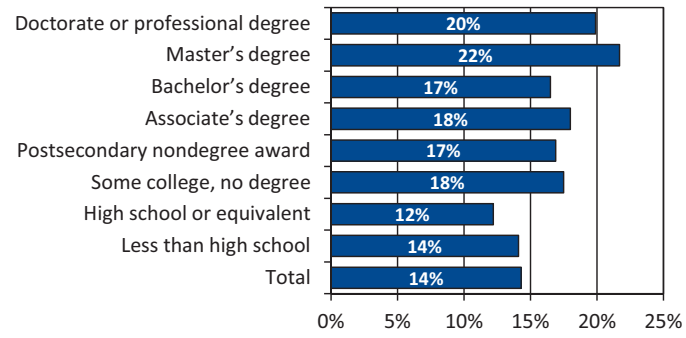
About 2.6 million job openings typically requiring an advanced degree for entry are expected to occur between 2010 and 2020.

In addition to presenting data on the occupations with the largest projected percentage growth in jobs, BLS also lists occupations with the largest projected numeric growth in jobs. Postsecondary teachers made this list of the occupations with the largest projected numeric growth in jobs between 2010 and 2020, appearing at number 10 on the list, with an expected 17% increase, from about 1.8 million jobs in 2010 to 2.1 million in 2020. All of the other occupations with larger projected numeric growth in jobs typically require lower levels of educational attainment than a graduate degree.

Employment Projections by Industry Sector

The health care and social assistance sector is expected to be the leader in employment growth between 2010 and 2020, with an average projected annual gain of 3.0% (Henderson, 2012). Educational services and professional and business services are also expected to show strong growth in employment, with projected annual gains of 2.3% and 2.1%, respectively. Some industry sectors are expected to experience declines in employment between 2010 and 2020. Leading that list is the federal government, in which BLS projects that employment will decrease by

Figure 1



Source: Sommers & Franklin, 2012

about 1.3% annually on average, falling from nearly 3.0 million employees in 2010 to about 2.6 million in 2020, with much of this decline the result of a projected reduction in jobs at the postal service.

Employment Projections by Employee Demographics

Between 2010 and 2020, the U.S. labor force is projected to continue to age, in large part because the baby-boom generation will be 56 to 74 years old in 2020 (Toossi, 2012). Individuals 55 years of age and older are expected to account for about 25% of the civilian labor force in 2020, up from 20% in 2010 and just 13% in 2000. In contrast, individuals 25 to 54 years old are expected to account for 64% of the civilian labor force in 2020, down from 67% in 2010 and 71% in 2000.

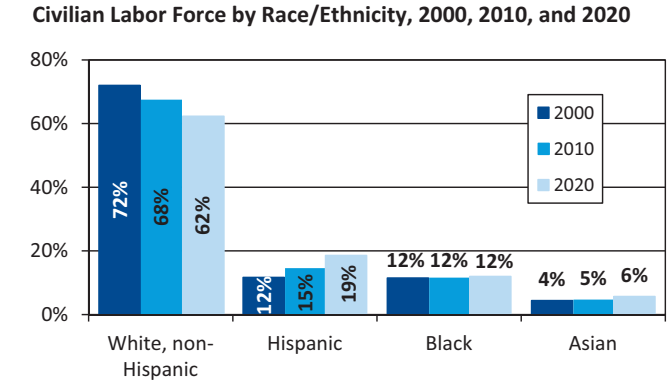
The U.S. labor force will also become more diverse in the coming years, with a slight increase in the number of women in the labor force and a larger gain in the number of minorities (Toossi, 2012). Women are expected to account for 47% of the civilian labor force in 2020, a minimal increase from 46.7% in 2010 and 46.5% in 2000. As shown in Figure 2, Hispanics and Asians are expected to account for a larger share of the civilian labor force in 2020 than they do today, while the White, non-Hispanic share is projected to continue to decline. These changing demographics of the U.S. labor force reflect the rapidly growing Hispanic population in the United States.

Discussion

The BLS data suggest robust growth in employment for individuals with graduate degrees, but the employment projections actually underestimate the number of graduate degree recipients in the labor force. BLS' projections focus on the level of educational attainment that is typically required for entry into an occupation, even though many employees in that occupation may have more advanced degrees. Teachers and engineers are two prime examples of this. Both occupations are classified as typically requiring a bachelor's degree for entry, even though many teachers and engineers hold graduate degrees. For example, 28% of civil engineers and 51% of secondary school teachers have a master's degree, a doctorate, or a professional degree (Bureau of Labor Statistics, 2012). This means that while 2.6 million new and replacement jobs requiring an advanced degree for entry are expected between 2010 and 2020, many more individuals with graduate degrees will enter the labor force in the coming years. The employment growth projected by BLS reflects the demands of an aging population as the baby-boom generation heads into retirement. Health-related occupations dominate the list of the fastest growing occupations, while projected growth in other occupations, such as postsecondary teachers, reflects the impending retirements of baby-boomers. As the labor market recovers from the recession and continues to grow over the coming years, BLS projects strong demand in employment opportunities for individuals with graduate degrees, good news indeed for today's graduate students.

By Nathan E. Bell, Director, Research and Policy Analysis, Council of Graduate Schools

Figure 2



Source: Toossi, 2012

References:

Bureau of Labor Statistics. (2012). Educational attainment for workers 25 years and older by detailed occupation, 2009. Retrieved from http://www.bls.gov/emp/ep_table_111.htm

Henderson, R. (2012). Industry employment and output projections to 2020. *Monthly Labor Review Online*, 135(1), 65–83. Retrieved from http://www.bls.gov/opub/mlr/2012/01/

Lockard, C. B., & Wolf, M. (2012). Occupational employment projections to 2020. *Monthly Labor Review Online*, 135(1), 84–108. Retrieved from http://www.bls.gov/opub/mlr/2012/01/

Sommers, D., & Franklin, J. C. (2012). Overview of projections to 2020. *Monthly Labor Review Online,* 135(1), 3–20. Retrieved from http://www.bls.gov/opub/mlr/2012/01/

Toossi, M. (2012). Labor force projections to 2020: A more slowly growing workforce. *Monthly Labor Review Online*, 135(1), 43–64. Retrieved from http://www.bls.gov/opub/mlr/2012/01/

Summer Internships with CGS

The Council of Graduate Schools offers internship opportunities for graduate students with no resource requirements. If your institution has a program to support graduate student internships in the higher education and/or non-profit sector, or you are aware of graduate students with external support who could benefit from an internship at CGS, please contact Keith Peregonov (kperegonov@cgs.nche.edu) for more information.

Interdisciplinary Doctoral Education at Tulane

Financial hardship may affect graduate programs in a variety of ways, including fewer stipends, faculty furloughs, and shrinking recruiting budgets. In the extreme, difficult choices must be made as to whether or not doctoral programs should be completely eliminated, and how such drastic change should be implemented. Sudden or catastrophic events necessitate bold, broad and immediate program elimination. Such was the case at Tulane University in the wake of Hurricane Katrina. The effects of Tulane's financial exigency on graduate education were dramatic. One-third of Tulane's 24 doctoral programs were effectively eliminated in 2005, either through the phased elimination of entire departments (in engineering), or through suspended admissions (in the humanities and social sciences).

In 2008, Tulane's President Scott Cowen authorized a special initiative on "Innovation and Interdisciplinarity in Graduate Education at Tulane" to mitigate the impact of the previous program eliminations, and ultimately to improve the quality and visibility of doctoral education at Tulane. Some of the content and ideas for this initiative were the result of a consultative visit by Andrew Wachtel, then Dean of the Graduate School at Northwestern University. Approximately 20 new teaching assistantship/fellowship positions were approved for each of three years beginning in Fall 2010. All existing, suspended, and aspirant doctoral programs were invited to submit proposals for these funds. Key components of the initiative were an emphasis on interdisciplinary approaches to doctoral education, and the introduction of first- and last-year fellowships.

The development of interdisciplinary doctoral programs has become a critical aspect of Tulane's graduate education resurgence. Interdisciplinarity is defined as the melding of two or more disciplines to create a new (interdisciplinary) discipline. "Transdisciplinarity," "multidisciplinarity," and "crossdisciplinarity" are similar terms often used to describe research and scholarship at the interface of disciplines. All of these "x-disciplinary" approaches to graduate education can be inculcated in one of two basic ways: through the immediate formation of a new program, or through building upon existing departmental strengths. Tulane recognized the tension in this dichotomy and welcomed reasoned proposals utilizing either (or both) approaches. The goal of either approach was to create innovative graduate programs; that is, programs that are revolutionary and not merely evolutionary in nature. Innovation is achieved through such transformative approaches to graduate education—those that offer a high potential for extraordinary outcomes, challenge conventional thinking, and yield exemplary results.

The first request for proposals (RFP) was distributed in September 2008 to faculty in all schools and resulted in the submission of 13 full proposals in December 2008 for programs to begin in Fall 2010. Tulane's faculty representative Graduate Council coordinated the review process. At least two external reviews were solicited for each proposal from faculty experts in the proposed field. Proposal authors could recommend external reviewers, but in most cases only one of the author-recommended reviewers was used. A small honorarium was provided to external reviewers. Graduate Council members and school deans also provided input to the evaluation process.

External evaluators and members of the Graduate Council evaluated each proposal on the following factors:

1. Innovativeness of proposed activities in doctoral education (revolutionary vs. evolutionary).
2. Qualifications of the involved faculty, including area of expertise, scholarly productivity and experience mentoring graduate students.
3. Prospects for the program to be nationally and internationally recognized for excellence.
4. History of the program in doctoral education (for continuing participant programs).
5. The extent to which the proposed program could succeed in appropriately and effectively placing its students in rewarding and fulfilling careers, including non-academic ones.
6. The extent to which the proposal addresses RFP guidelines.

In addition, Graduate Council members and internal reviewers could comment on the reasonableness and feasibility of the proposed budget.

Each proposal was assigned a lead reviewer on the Graduate Council. Lead reviewers were from the proposal's key contact person's school, but not from the same department. Graduate Council members could not be submitters of proposals, but could clearly be members of proposed programs (given the relatively small size of the faculty pool). These lead reviewers came to be known affectionately as "shepherds," as they presented a disimpassioned summary of the proposal—its relative merits and demerits—summarized the external reviews, and generally framed the conversation of the proposal for the Graduate Council.

The Graduate Council convened in a series of meetings during March and April 2009 to consider the proposals and external evaluations. The Council made recommendations for new doctoral programs to the provost in April 2009, and the following new interdisciplinary doctoral programs were approved by the University Provost, Michael Bernstein, and President Cowen in May 2009:

- Aging Studies (Coordinator: Prof. Michal Jazwinski, Medicine)
- Linguistics (Coordinator: Prof. Judith Maxwell, Anthropology)
- French Studies (Coordinator: Prof. Thomas Klingler, French and Italian)

Students matriculated into these programs for the Fall, 2010 and Fall, 2011 terms. Currently, there are 6 students in the Aging Studies program, 5 in Linguistics, and 10 in French Studies. (For additional information on these programs, please consult the Supplemental Information.)

A second round of proposals was solicited in September 2009 and reviewed by the Graduate Council in Spring 2010 using the same process as for the first phase. Seven proposals were received in December 2009, resulting in the recommendation of two new doctoral programs that were subsequently approved by the provost and the president:

- City, Culture and Community (Coordinator: Prof. Kevin Gotham, Sociology)
- Economic Analysis and Policy (Coordinator: Prof. Mary Olson, Economics)

Students matriculated into these programs in Fall, 2011. There are currently 6

students in the City, Culture and Community (CCC) program, and 8 students in the Economic Analysis and Policy (EAP) program. EAP has elected to recruit students every other year, in order to leverage teaching resources and foster cohort activities. (For additional information on these programs, please consult the Supplemental Information.)

A third and final round of proposals was solicited in the Fall of 2010. Three proposals were received, one of which was coupled with a pre-proposal submission to the National Science Foundation's Integrative Graduate Research and Teaching (IGERT) program. That NSF pre-proposal was subsequently not recommended for submission of a full proposal, so the internal proposal was withdrawn. The Graduate Council's recommendations from this third and final stage are still under review by the provost and president.

The effectiveness of this approach is still being assessed as students matriculate into, progress through, and eventually graduate from the new interdisciplinary doctoral programs. The measurable objectives of this program that are relevant to interdisciplinarity were stated at the outset of the program as:

1. increasing the number of doctoral students enrolled in interdisciplinary doctoral programs at Tulane,
2. increasing the quality of incoming Tulane doctoral students as measured by such metrics as undergraduate grade point average, standardized test scores, and pre-graduate school research experiences, and
3. achieving excellence in the career placement of doctoral graduates.

The first goal has been realized, as Tulane had virtually no doctoral programs that could be characterized as interdisciplinary prior to the initiation of this program. There are now approximately 35 students enrolled in such programs. The extent to which the other goals have been achieved will be borne out in the ensuing years as these fledgling programs enter the rotation for periodic doctoral program review.

Interdisciplinarity has helped Tulane mitigate the impact of financial hardship while providing a clear path forward for graduate education. Although graduates have not yet started to enter the workforce, we are hopeful that this approach to graduate education will also address many of the growing concerns about the state of Ph.D. education, such as early development of professional independence, training for non-academic career paths, and "trampling the boundaries" in order to prepare graduates to tackle the increasingly complex issues they will face in whatever careers they ultimately pursue.

By Michael Bernstein, Senior Vice President for Academic Affairs and Provost, Tulane University and Brian Mitchell, Associate Provost for Graduate Studies and Research, Tulane University

Recommended Reading

Lisa A. Tedesco, "Deans Address to the Graduate Faculty: State of the Graduate School," Emory Graduate School, April 15, 2008.

http://www.cgsnet.org/portals/0/pdf/GR_GradEdAmComp_0407.pdf

Carnegie Initiative on the Doctorate. *Overview of Doctoral Education Studies and Reports: 1990 – Present*. Stanford, CA. Carnegie Foundation for the Advancement of Teaching, 2001.

National Academy of Sciences, Committee on Science, 2004. *Engineering and Public Policy, Facilitating Interdisciplinary Research*. Washington, D.C.

G.E. Walker, C.M. Golde, L. Jones, A.C. Bueschel and P. Hutchings, *The Formation of Scholars: Rethinking Doctoral Education for the Twenty-First Century*. Stanford, CA. The Carnegie Foundation for the Advancement of Teaching, 2008.

Karen L. Komparens, J.P. Beck, J.L. Brockman, and A.A. Nunez, *Setting Expectations and Resolving Conflicts in Graduate Education*, Council of Graduate Schools, 2008.

Ph.D. Completion and Attrition: Analysis of Baseline Program Data from the Ph.D. Completion Project, Council of Graduate Schools, 2008.

Allison Cook, "Rethinking Ph.D.s," *Nature*, [472], 21 April 2011, pp. 280-282.

Humanities for What? A Global Perspective (continued from page three)

References:

So You Want to Get a Ph.D. in the Humanities? (2010, October). Retrieved from xtranormal, http://www.xtranormal.com

Benton, T. (2009, Jan. 30). Graduate School in the Humanities: Just Don't Go. Retrieved from *The Chronicle of Higher Education*: http://www.chronicle.com

Cohen, P. (2009, Feb. 4). In Tough Times, the Humanities Must Justify Their Worth. *The New York Times*. Retrieved from http://www.nytimes.com

Centre for Oral History and Digital Storytelling. (2012, February). *Concordia University Department of History*. Retrieved from Concordia University: http://history.concordia.ca

Concordia University Graduate and Professional Skills (n.d.). Retrieved from Concordia University: http://graduatestudies.concordia.ca

Le Consortium en Innovation Numérique du Québec (CINQ) (n.d.). Retrieved from http://www.hexagram.org

Fuqua, C. (Dec. 2, 2010). The Humanities Indicators and Graduate Education.

Presentation given at Council of Graduate Schools Annual Meeting, Washington, D.C.

HASTAC (n.d.). *About HASTAC*. Retrieved January 2012, from Humanities, Arts, Science and Technology Advanced Collaboratory: http://hastac.org

Lerer, S. (2011, August/September). Transformations in the Humanities and Implications for Graduate Education. *Communicator*, 44(7), pp. 1-3.

National Endowment for the Humanities. (n.d.). *NEH Digital Humanities Start-Up Grants*. Retrieved January 15, 2012, from National Endowment for the Humanities: http://www.neh.gov

The University of Queensland. (n.d.). *UQ Graduate School Skills Training*. Retrieved February 2012, from University of Queensland: http://www.uq.edu.au