



AMERICAN COUNCIL OF LEARNED SOCIETIES

PUBLIC PATHWAYS

Lessons about PhD Careers from 10 Years of Mellon/ACLS Public Fellows



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A Note from ACLS President Joy Connolly



ACLS is invested in the transformative work of building a “new academy”—one that answers the question “What, and for whom, is academic work?” with a broad set of meaningful possibilities. ACLS believes humanistic scholarship and education have value beyond the academy. They enrich the thinking and judgment of individuals seeking many different career paths, and they offer all manner of organizations the crucial skills, approaches, and perspectives embedded in the scholarly habits of humanistic inquiry. More than 10 years ago, with the support of the Mellon Foundation, ACLS pursued a project that aimed to demonstrate that value by launching those with PhDs in the humanities and interpretive social sciences into two-year positions outside of the academy. We were not alone in pursuing this goal, but the Mellon/ACLS Public Fellows program (2011–2022) was one of the earliest and most

robust of these efforts. It continues at ACLS in programs such as the Mellon-funded ACLS Leading Edge Fellowship and the Robert H. N. Ho Family Foundation Buddhism Public Scholars.

From 2011 to 2022, the Mellon/ACLS Public Fellows program placed 188 humanities and interpretive social sciences PhDs in two-year positions at 142 different government offices, nonprofits, policy organizations, and cultural institutions. Fellows pursued professional roles in the fields of arts management, development, research and evaluation, communications, public administration, policy, digital media, and more. Looking back at Public Fellows, it’s clear that it made a significant impact on the careers and lives of many of the fellows, and on the work of the organizations that hosted them. This report is a glimpse into that impact and into some of the lessons we can learn from the fellowship about graduate education and career pathways. We hope it can be useful to current PhD students who seek to understand the range of possible futures before them and to those who support every element of doctoral education—faculty, administrators, and beyond.

I would like to thank the former fellows, supervisors, and ACLS staff who shared their perspectives on the fellowship with us. Thank you also to the ACLS staff who worked on the project: Desiree Barron-Callaci, John Paul Christy, and Jessica Taylor, and to Stacy Hartman, who offered feedback on the report.

A handwritten signature in black ink, appearing to read "Joy".

Introduction

In 2019, 39% of humanities PhDs and 65% of social sciences PhDs worked outside of postsecondary teaching.¹ This suggests more than one-third of humanities PhDs will pursue a career beyond the college classroom over their lifetime. Given estimates of PhD program attrition rates (around 42% in 2006), an even higher percentage of those who *begin* a humanities PhD will work outside postsecondary teaching.²

Yet within the academy, faculty, departments, and administrators often have many open questions about these careers and their relation to the disciplinary learning of a PhD. This report is an attempt to answer some of these questions through the lens of the Mellon/ACLS Public Fellows Program (2011–2022)—a postdoctoral fellowship program that placed humanities and interpretive social sciences PhDs in two-year positions in government, nonprofits, policy organizations, and cultural institutions.³

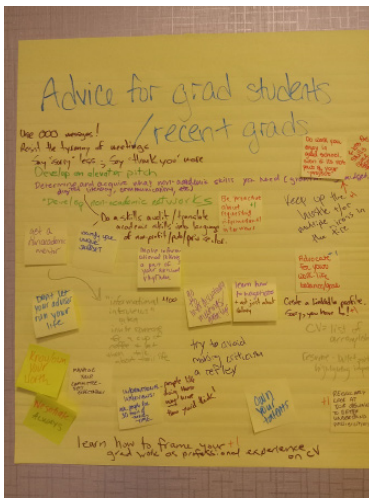
What did launching and running such a fellowship entail? What were the opportunities and challenges for fellows during their fellowships? What paths have they taken since the conclusion of their fellowships? It is hoped that these insights may be helpful to graduate departments, recent PhDs, and higher education leaders (including those in university administration and scholarly societies). As the Public Fellows program has amply demonstrated, the humanities PhD can add value to a diverse range of sectors of work beyond the academy. But as this report also shows, the culture of academic programs continues to privilege tenure-track faculty roles as the ideal career outcome for students; therefore, graduate students need support from the beginning of their programs to envision and pursue a range of meaningful careers. A look back at Public Fellows gives us 188 examples of what someone with a PhD in the humanities can do and offers inspiration for career explorations and guidance. See the “Lessons for...” sections at the close of this report for recommendations and advice for graduate students and recent PhDs, doctoral faculty and departments, and leadership at universities and scholarly associations, all of which draw on the findings of this report, as well as our [online resources](#) for other resources for career exploration. For recommendations that focus specifically on doctoral education, please also see our recent report, [*Preparing Publicly Engaged Scholars: A Guide for Innovation in Doctoral Education*](#).⁴

1 See “Occupations of Humanities PhDs” from the American Academy of Arts and Sciences: <https://www.amacad.org/humanities-indicators/workforce/occupations-humanities-phds>. This number draws on data from the 2019 National Survey of College Graduates, run by the National Science Foundation, which is one of the few nationally representative sources of data on the earnings and employment of humanities graduates. It reflects both part-time and full-time employment and does not distinguish between different kinds of positions in postsecondary teaching. See the Humanities Indicators for more detail about the data and about how occupations and disciplines are categorized.

2 “Attrition in Humanities Doctorate Programs,” Humanities Indicators, American Academy of Arts and Sciences, <https://www.amacad.org/humanities-indicators/higher-education/attrition-humanities-doctorate-programs>.

3 Some organizations have explored these questions in detail—to name just two, the Council of Graduate Schools has published a number of reports from its ongoing work <https://cgsnet.org/project/understanding-phd-career-pathways-for-program-improvement> and the American Historical Association has documented extensively the pathways of historians in “Where Historians Work: An Interactive Database of History PhD Career Outcomes,” <https://www.historians.org/wherehistorianswork>.

4 <https://www.acls.org/resources/preparing-publicly-engaged-scholars/>



This report on the history of the Mellon/ACLS Public Fellows program is based on research conducted in 2022–23. It draws on interviews with five ACLS staff, 24 former fellows, and seven former supervisors from Public Fellows hosting organizations in the nonprofit and government sectors, as well as a daylong focus group conducted with 14 additional former fellows in April 2023. It also draws on qualitative analysis of more than 400 documents, largely reports from fellows and host organizations submitted to ACLS staff, analysis of ACLS records of fellows, and publicly available information about fellows' career paths.

A photograph of a brainstorming session at the 2023 focus group (see Appendix C for more advice from the focus group)

A Brief History of Public Fellows

While discussions of career diversity for PhDs have been periodically revisited over the late 20th and early 21st century, the latest round emerged in part from the challenges to higher education and faculty hiring in the years following the 2008 financial crisis.⁵ Anthony T. Grafton and James Grossman's 2011 op-ed "No More Plan B" is illustrative of the concerns of academic historians with career pathways at that time. Departments, funders, and scholarly societies pursued programs to support diverse careers and public engagement.⁶ The Mellon/ACLS Public Fellows program (2011–2022) was one of the earliest and most robust of these efforts, and since the conclusion of that program ACLS has continued to provide support for PhDs in this space through the ACLS Leading Edge Fellowship.⁷ The program placed recent PhDs from fields in the humanities and interpretive social sciences in two-year positions in nonprofits and government organizations across the United States: from museums to the US Department of State, think tanks and advocacy groups like PolicyLink, and higher education–related nonprofits like the Forum on Education Abroad.⁸ Between 2011 and 2020, the program placed 10 cohorts of fellows, for a total of 188 fellows and 142 partnering host organizations (see Appendix E and Appendix F for a full list of fellows and their positions and a full list of organizations). In addition to providing support for the career ambitions of individual PhDs, the program sought to demonstrate the value of a humanities PhD for careers beyond the college classroom.

5 For instance, see "Who's Afraid of Elaine Showalter Now?" by Leonard Cassuto in the *Chronicle of Higher Education*, January 3, 2024, for a look back at discussions of nonacademic career options at the MLA in 1998.

6 See Cassuto and Weisbuch's *The New PhD* (2021) for a discussion of some efforts at the PhD level, as well as Katina Rogers' *Putting the Humanities PhD to Work* (2020), the 2011 "No More Plan B" op-ed from the AHA (<https://www.historians.org/research-and-publications/perspectives-on-history/october-2011/no-more-plan-b-a-very-modest-proposal-for-graduate-programs-in-history>), and Connected Academics (<https://connect.mla.hcommons.org/>), which the MLA ran from 2015 to 2018.

7 <https://www.acls.org/programs/leading-edge>. The influence of Public Fellows can also be seen in the Robert H. N. Ho Family Foundation Buddhism Public Scholars and the Mellon/ACLS Scholars and Society program.

8 While almost all positions were in the United States, the program made two placements at the Wien Museum in Vienna, Austria.

The first cohort was assembled relatively quickly as ACLS and The Andrew W. Mellon Foundation joined together to address what they saw as an immediate crisis in the academic job market in 2009 and 2010. The close working relationship between Mellon and ACLS (headed by Pauline Yu at the time) had already enabled a rapid-response program to support academic hiring—the New Faculty Fellows program—that facilitated the placement of four cohorts of fellows (168 in total) in two-year postdoctoral positions at 50 universities. This gave ACLS critical experience in running a two-track program: 1) selecting and working with host organizations; and 2) designating and supporting fellows.

The first eight Public Fellows began their fellowships in the fall of 2011. The program quickly expanded to a cohort of 13 fellows in 2012 and around 20 for most years following. As Steve Wheatley, vice president of ACLS at the launch of the program, described the early years, “it was very much hand crafted. There were lots of conversations with the potential host organizations.” Nonprofits formed the bulk of the host organizations, in addition to a handful of government organizations.⁹ For-profit organizations were not considered as hosts. In order to demonstrate the value of the humanities PhD to a wider network of organizations, ACLS consciously focused on an expanding group of host organizations over the years, with relatively few repeat partnerships with past host organizations. After an early focus on organizations based largely in New York City and Washington, D.C., the set of partner organizations expanded geographically over the years to include organizations across the United States (Figure 1).

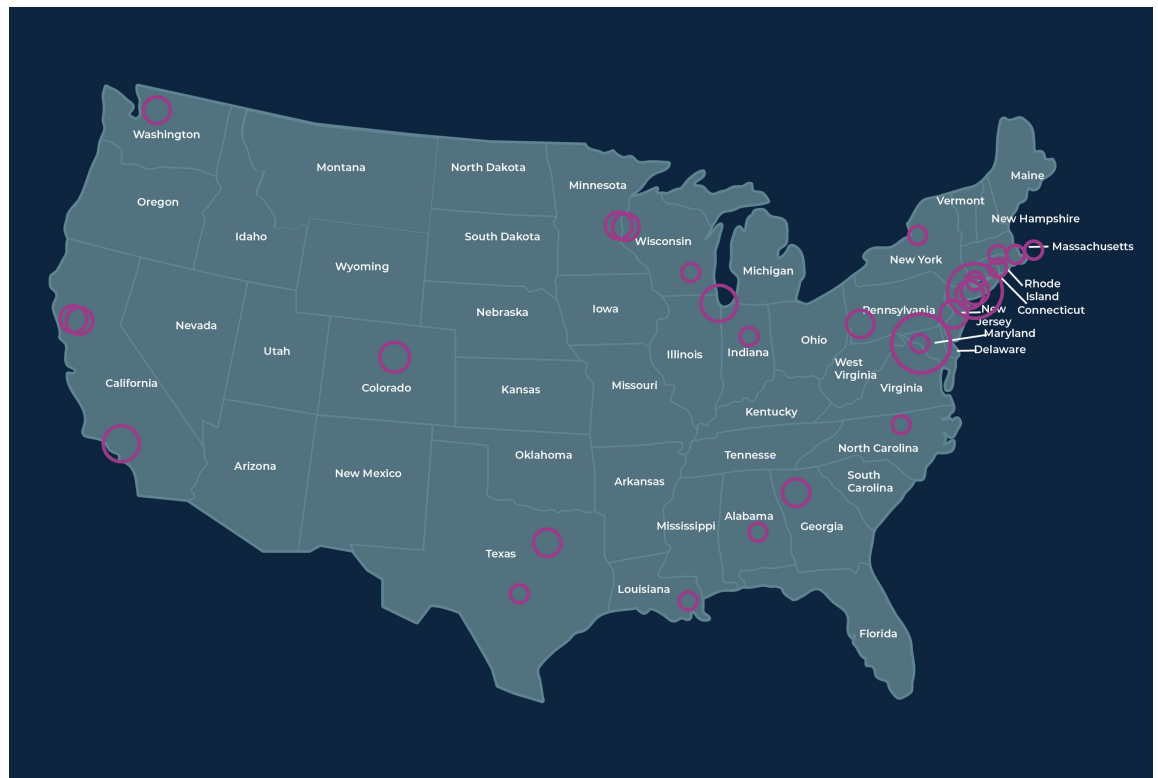


Figure 1: Locations of all Public Fellows host organizations across the US (2011–2020)

⁹ There were relatively fewer partnerships with federal agencies as compared to private nonprofit organizations, due in part to the rules of federal hiring and employment.

ACLS wanted these positions to draw on the skills and capacities honed in the course of earning a PhD in the humanities and to be legible to those outside the academy. The most common position titles over the years were policy analyst, program manager, and program officer, but fellows also took on the titles of assistant director, editor, research analyst, community engagement manager, strategic communications manager, and more. Figure 2 below is a word cloud of all 188 position titles (see Appendix E for a full list of all the titles).



Figure 2: Word frequency in all 188 Public Fellows job titles

One of the benefits of the program’s longevity was the opportunity for ACLS to adjust the program based on feedback from fellows and host partners. Over the years, ACLS staff have worked to engage host organizations, and created more opportunities for cohort building activities among fellows and engagement with program alums. ACLS began asking host partners to provide fellows with a professional mentor, learning from fellows that a mentor beyond their immediate supervisor could offer essential sector-specific advice and networking support. ACLS also provided peer mentorship by engaging past Public Fellows, who could offer current fellows the perspective of those who had gone through similar journeys and career transitions. Inspired in part by program officer John Paul Christy’s prior experience as a Presidential Management Fellow (and later further enabled by the hiring of Desiree Barron-Callaci as engagement manager), ACLS introduced more cohort building for fellows. They shifted a full cohort in-person meeting from the top of the first year to the beginning of the second year, when fellows were settled enough into their positions that they could usefully reflect on the past year, consider next career steps, and more. This meeting also began to include an alumni panel, as well as guidance from a career coach who could provide a broader perspective on career trajectories and professionalization. ACLS staff conducted site visits (not part of their process for supporting more conventional academic fellowships)—allowing them to meet fellows’ colleagues, see their workspaces, and have one-on-one conversations with both supervisors and fellows. This also served as a reminder to the host organizations of ACLS’s commitment to the success of the placement, and of the fellows’ need for professional development support.

A FELLOW'S STORY

“You can help fight some of these injustices with your knowledge”

Some fellows found a clear match of subject matter expertise between their PhD research and their Public Fellows positions, allowing them to bring their expertise in both subject and methods to bear on issues of public importance. Nichole Nelson (F'20) was one of them. Nelson was appointed as a policy analyst at the New Jersey Institute for Social Justice. She received a PhD in history from Yale University, filing her dissertation the day before she submitted her Public Fellows application and as measures were going into effect to combat the spread of COVID-19.

Nelson pursued history as a degree precisely because of its value in understanding politics. She describes sitting in an undergraduate class on the American South at the University of Pennsylvania and thinking: “History is political. And who writes history has a lot of power. Imagine if someone were up here making laws knowing history.” At Yale, she wrote a dissertation on the Fair Housing Movement in the United States in the 20th century. She examined the contradictions within the mainstream faction of the movement, which devoted itself to combating housing discrimination, yet believed only in helping African Americans move to white neighborhoods. By contrast, other factions focused on reinvesting in African American communities. The continued existence of these factions gave her hope that a more equitable form of fair housing could be achieved in the present.

Nelson was also involved in graduate student organizing, especially around issues of diversity. She saw a posting for Public Fellows in her second year and kept an eye on the program for when she would be eligible.

At the New Jersey Institute for Social Justice, Nelson worked in the Economic Justice Department. She drew on her history training and fair housing research and contacts to tackle projects aiming to increase the homeownership rate for Black and brown New Jerseyans: “A lot of the tools I used for my dissertation and that particular training, well, there was pretty much a direct translation.” The fellowship was an opportunity to build on that, to learn how policy organizations advocate, and to pick up new skills and areas of expertise (for instance, GIS mapping and fair lending).

Looking for her next step, it was clear to Nelson that she needed to stay true to her passion for fair housing, while also not being afraid “to broaden yourself out a little bit more in order to get a job.” In December 2022, she started a position as a senior policy advisor at the National Community Reinvestment Coalition in Washington, D.C., working on projects related to economic justice and reinvestment in communities of color. Studying American history, she says, has “never been more valuable given that there are so many people in this country, who hold power, who want to twist and distort our country’s history—African American history in particular. You have so much knowledge. If you hold a degree in history, especially American history, you can help fight some of these injustices with your knowledge of these historical events and narratives and what they say and tell us to think about our country.”

Who were the Fellows?

The 188 Mellon/ACLS Public Fellows spanned more than 30 disciplines (see Table 1), the majority of which were represented by one to three fellows. The largest disciplines were history (39 fellows) and English (31), with anthropology (19), American studies (10), and sociology (10) each represented by 10 or more fellows.¹⁰

DISCIPLINE	FELLOWS
African American Studies	2
African Studies	2
American Studies	10
Anthropology	19
Archaeology	2
Art History	4
Asian Studies	1
Celtic Languages and Literatures	2
Classics	2
Communication Studies	6
Comparative Literature	3
Cultural Studies	5
English	31
Ethnic Studies	1
French Language and Literature	4
Geography	2
German Language and Literature	2
History	39
International Studies	1
Italian Language and Literature	1
Justice Studies	1
Land Economy	1
Linguistics	3
Musicology	4
Philosophy	5
Political Science and Government	9
Religious Studies	3
Rhetoric and Composition	2
Sociology	10
Spanish, Portuguese, and Latin American Languages and Literatures	4
Theater and Performance Studies	4
Women's, Gender, and Sexuality Studies	3
<i>Total</i>	<i>188</i>

Table 1: Mellon/ACLS Public Fellows by discipline (2011–2020)

10 The disciplines in this table have been standardized and amalgamated where possible. When fellows self-described as two different disciplines, only the first discipline was counted.

These top five disciplines are all disciplines in which large numbers of scholars earn PhDs each year; however, with the exception of sociology, they also all represented a greater proportion of fellows than they did of new PhDs overall (see Figure 3).¹¹ History accounted for 23% of Public Fellows, but only 14% of new PhDs (in disciplines relevant to the fellowship) overall; similarly, English accounted for 18% of Public Fellows, but only 11% of new PhDs. This distribution was largely in line with the percentage of all applicants for the fellowship (if 1 or 2 percentage points higher). That is, they were not significantly more successful in obtaining the fellowship, but rather were more likely to apply. It seems possible, then, that their greater presence reflects not just their status as some of the largest humanities and social sciences disciplines, but also the fact that both the American Historical Association and the Modern Languages Association were actively pursuing programs and initiatives related to career diversity and expanding professional pathways for PhDs.

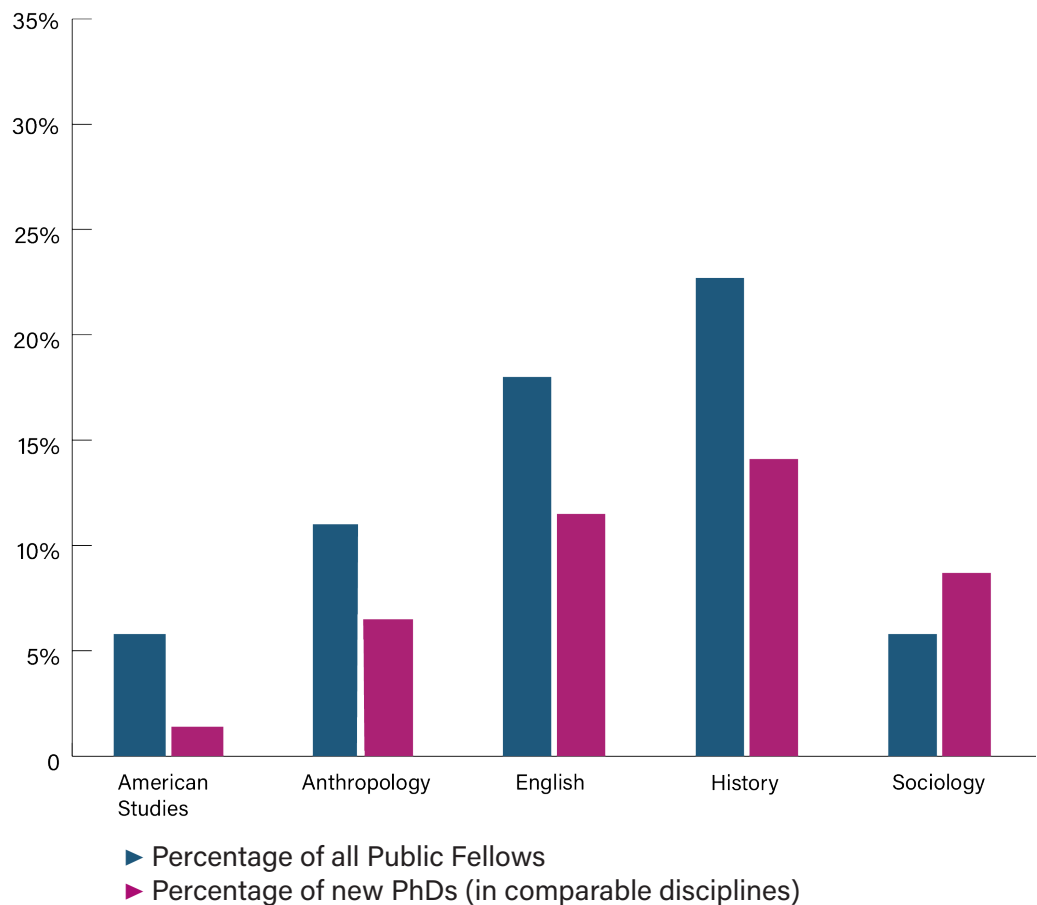


Figure 3: The comparative distribution of disciplines among Public Fellows and new PhDs (2010–2019) in comparable disciplines

¹¹ With regard to sociology, this likely reflects the fact that a larger number of sociology PhDs would not be understood as interpretive social sciences and thus not eligible for the program. For the purposes of this figure, “All PhDs” is calculated only out of the disciplines that 1) had applications for the program; and 2) had data available from the Survey of Earned Doctorates. It thus does not include all actual PhDs.

Women made up approximately 75% of the Public Fellows awardees.¹² While statistical comparison is challenging due to the relatively small numbers of awardees, it is clear that for many disciplines women applied for the fellowship at higher rates and, for some disciplines, were more successful. Over the course of the program, approximately 25% of applicants and awardees identified as scholars of color, with the rest identifying solely as “White” or providing no data. This proportion is largely in line with the percentages in the field of humanities overall.¹³

Career Pathways

The fellowship was intended to be a first step in a new career trajectory for humanities and interpretive social sciences PhDs. Many fellows who participated in the research described the fellowship as a bridge to a new career. However, this was not always a linear pathway with clear steps that replicate the academic faculty progression.¹⁴ Instead, like many people in the workforce, fellows moved to new positions and explored new sectors after the fellowship. Some even retrained in unexpected areas (as psychotherapists, landscape architects, and more), and some returned to universities and colleges as faculty or administrators. For some these journeys were shaped by family commitments and other ties to geographic areas. Several fellows pointed to the timing of this fellowship in terms of their family formation—that it occurred at the same time as many were having children or had young children. For postdoctoral fellowship programs to be more accessible, they need to be prepared for parental leaves.

A persistent challenge for recent PhDs is the feeling that they are both under- and overqualified for non-academic positions. Numerous fellows described in reports to ACLS and interviews that this fellowship provided a bridge to work outside of the university, giving them an opportunity to discover the applicability of their skills to new realms of work, as well as to develop new skills and networks. As Rebecca Hewett (F’11), a theater and performance studies PhD placed as a Public Fellow with the New York City Department of Cultural Affairs (DCA), describes: “I can trace everything in my career back to my fellowship, because I never would have gotten my job at DCA without the fellowship. Being in Texas, they would never have hired me out of state. I think they would have been turned off by the PhD. I never would have gotten that job without the fellowship program. And then all the jobs that I got subsequently.”¹⁵ As she went on to say, “I went into my PhD to study theater history, and now I get to support how theater history is being made today...I love it.” By 2023, fellows from the earlier cohorts had progressed to more senior positions, becoming a program director at a foundation, a senior assistant dean at a university, head of a museum’s archives, analysts, senior editors, and senior directors.

12 The way ACLS collected gender data evolved over the years covered by this study to allow applicants greater control over how they reported their gender identity, moving away from relying solely on binary gender distinctions. The comparable data collect only binary gender data (that is, male and female).

13 See for comparison, “Racial/Ethnic Distribution of Advanced Degrees in the Humanities” from the Humanities Indicators, <https://www.amacad.org/humanities-indicators/higher-education/racialethnic-distribution-advanced-degrees-humanities>.

ACLS refined its collection of race and ethnicity data over the years, so the following may not fully reflect all fellow identities, but overall, 75% identified as white, 8.5% as Asian or South Asian American, 8.5% as Black or African American, 4.3% as Hispanic, 0.5% as Native Hawaiian, 0.5% as Middle Eastern, 2.7% as another option, and 2.7% have no data. This adds up to more than 100%, as fellows could select more than one option.

14 Indeed, even faculty progression does not always follow this imagined ideal.

15 Hewett is now a program director at the Shubert Foundation.

A FELLOW'S STORY

“It’s like applying ethnic studies to non-academic contexts”

Anh Thang Dao-Shah (F’14) was appointed as a program manager in policy and evaluation at the San Francisco Arts Commission (SFAC). She earned a PhD in American studies and ethnic studies at the University of Southern California. Dao-Shah was living in San Francisco when she applied for the fellowship, teaching adjunct classes at numerous colleges and volunteer grant-writing for an arts nonprofit. Dao-Shah’s example illustrates a common dynamic among many fellows, who brought the frameworks and capacities they had developed in their PhD training, while not the explicit content, to their future work.

At the time she applied, Dao-Shah wasn’t sure if she qualified for a position focused on evaluation, given that her dissertation was on literature. Yet, as she described it, the fellowship “gave me a career.” Despite her initial worries, her American studies and ethnic studies work led her to “ask the right questions” about evaluating programs intended to address inequities. Among other things, Dao-Shah produced an evaluation of SFAC’s grants program with recommendations that informed a major overhaul of the agency’s grants strategy—recommendations that were then shared with other cities and grant makers. As she describes, “the department was ahead of the curve because of the work that I did because of my PhD.”

The mentoring and supervision she received during the fellowship, from both her official supervisor and mentor and peers in the program, enabled her success. Her supervisor taught her about working in a community-facing position in the public sector. Her mentor helped her to think, “How do I envision my career moving forward from here?” There were six other fellows in San Francisco, including Lindsay Green Barber (F’13), who mobilized the group to meet and share experiences and knowledge.¹⁶ As Dao-Shah describes, it was invaluable to talk with people in the same position.

After the fellowship, Dao-Shah worked at SFAC for several years as a policy and data analyst (and then senior racial equity and policy analyst). She now works as the executive director of equity and belonging at John Muir Health. “Ultimately,” she said, “even in the position that I’m doing right now, I feel like I’m just applying what I’ve learned to a bigger context and a bigger organization. It’s like applying ethnic studies to a non-academic context. I teach ethnic studies to adults.”

¹⁶ Green Barber (PhD Political Science) was a media impact analyst at the Center for Investigative Reporting and is now the founder of Impact Architects.

JOB SECTORS AND PATHWAYS

The following figure shows the employment sectors of the first six cohorts (over 50% of the fellows) at the first position after the fellowship (1 year) and 5 years after the fellowship (Figure 4; see Appendix A for the table version of this figure).¹⁷

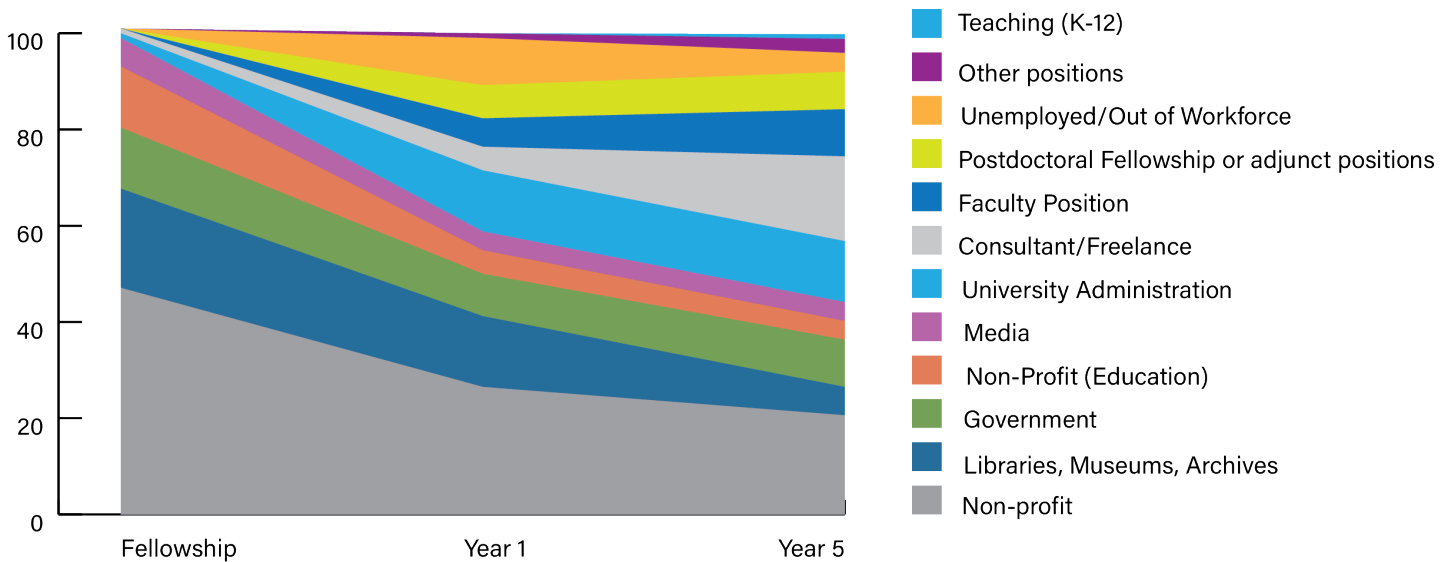


Figure 4: Changing employment sectors for the first 6 cohorts of Public Fellows

Some sectors retained fellows more than others. Libraries, museums, and archives saw the largest drop, with 21% from the first six cohorts employed in that sector during the fellowship, and 6% five years out.¹⁸ Thirteen percent of fellows had a fellowship in government, and by year 5, 10% of fellows had a position in government. Media employment likewise went from 6% to 4%. A few sectors that were not present in the fellowship grew enormously. Five years out, 18% of fellows were in consulting, or freelancing (as editors, producers, etc.). Thirteen percent were employed in university administration and 10% were employed in a faculty position (with an additional 8% in an adjunct position or academic postdoctoral position).

But how do Public Fellows' career trajectories compare to those of their peers who didn't participate

17 This sector data draws on fellow reports, interviews, and publicly available information (e.g., LinkedIn and organization websites) and represents the paths of 102 fellows. If the fellow left the fellowship substantially early (a small number left after the first year), then the position they left for has been counted as year 1. "Consultant/Freelance" includes those working for consulting companies, as well as those working as independent consultants, freelance editors and writers, and so on. Work at the Smithsonian and the National Park Service is included as "Library/Museum/Archive" despite its federal government status. Positions at universities were included in "University Administration" even if they were archive/library/museum positions. "Media" includes only organizations producing media (nonprofits about media, such as CIR, are included in nonprofits). Faculty positions include those at community colleges. "Out of workforce/unemployed" includes those stepping back from the workforce for parenting and family care, those who were completing a degree, and those who were unemployed at the time. "Other position" includes therapists, for-profit education positions, and a few others.

18 In the focus group, several fellows pointed out that faculty and students should be aware that both libraries and museums are their own professions, with their own specialized training and labor crises.

in the program? The employment sectors of former fellows are more varied than those of the overall humanities PhD, as described in two data sets from the Humanities Indicators. For those holding PhDs overall, in 2019, 61% were employed in postsecondary teaching and 9% in library and museum work.¹⁹ Of those who received their PhDs in 2020 who had a firm offer of employment, 70% were in academia, 3% in government, and 11% in not-for-profits.²⁰ The general absence of industry (that is, for-profit organizations) as an employer for the first six cohorts of Public Fellows reflects its absence among host partners, but is also in sync with the general employment patterns for humanities PhDs.

Figure 4 above, however, does not capture the degree to which movement between sectors is a key aspect of employment for many of the fellows. Figure 5 is a visualization of fellows' career trajectories. Like Figure 4, it tracks the sector fellows were working in at one year and five years out of the fellowship. This visualization, however, foregrounds the amount of movement fellows did in their careers, as well as the increase in the range of sectors by Year 5. See Appendix B for visualizations of the career paths of fellows from cohorts 1–6 in the two largest disciplines in the fellowship: history and English.

Like Figure 4, this shows the movement out of the initial fellowship sectors and into university administration (beginning in year 1) and consulting (by year 5). It makes it clear that this movement into university administration came from all the sectors, as did the movement into consulting. While a significant number of people stayed in nonprofits (not necessarily the same organizations) and in university administration from year 1 to 5, movement was characteristic of these fellows' career pathways as a whole.

Continued employment of the fellow at the host organization was never the main goal of the program, yet that did occur, with some fellows remaining for a significant period of time after the fellowship. Among the first three cohorts (2011, 2012, and 2013), 54% of the 41 fellows were employed by their host organization in some capacity (sometimes a short-term or part-time contract) in their first year out of the fellowship. Twenty percent were still employed by their host organization at 5 years out of the fellowship, and 12% at 8 years out of the fellowship. For some, the fellowship led to a clear pathway and progression, albeit one that still involved a combination of hard work and luck. As Rob Schoenbeck (F'14 and now a staff machine learning engineer at Kiva) describes, it was “my dream to be a data analyst type at a nonprofit. And that was my second job at Kiva. Basically, I got to be the reporting and data guy.”²¹ That position, data analytics manager, came about because there was a sudden opening at the company and Schoenbeck was in the position to fill in and then apply for the eventual opening. Figure 4 in the section above reveals how fellows' sectors of employment differed from those of humanities PhDs overall. Figure 5 shows what interviews with fellows also revealed—that for many it was not a matter of finding a new job title and sector, but rather developing the skills and experiences that would enable them to find new jobs across a range of titles and sectors. Between year 1 out of the fellowship and year 5, especially, there was a lot of movement between sectors.

19 III-22a, [Occupations of Humanities Ph.D.'s](#) | American Academy of Arts and Sciences (amacad.org)

20 III-20c, Job Status of Humanities Ph.D.'s at [Time of Graduation](#) | American Academy of Arts and Sciences (amacad.org)

21 As a Public Fellow, Schoenbeck (PhD, English) was a Partnership Evaluation Manager at Kiva.

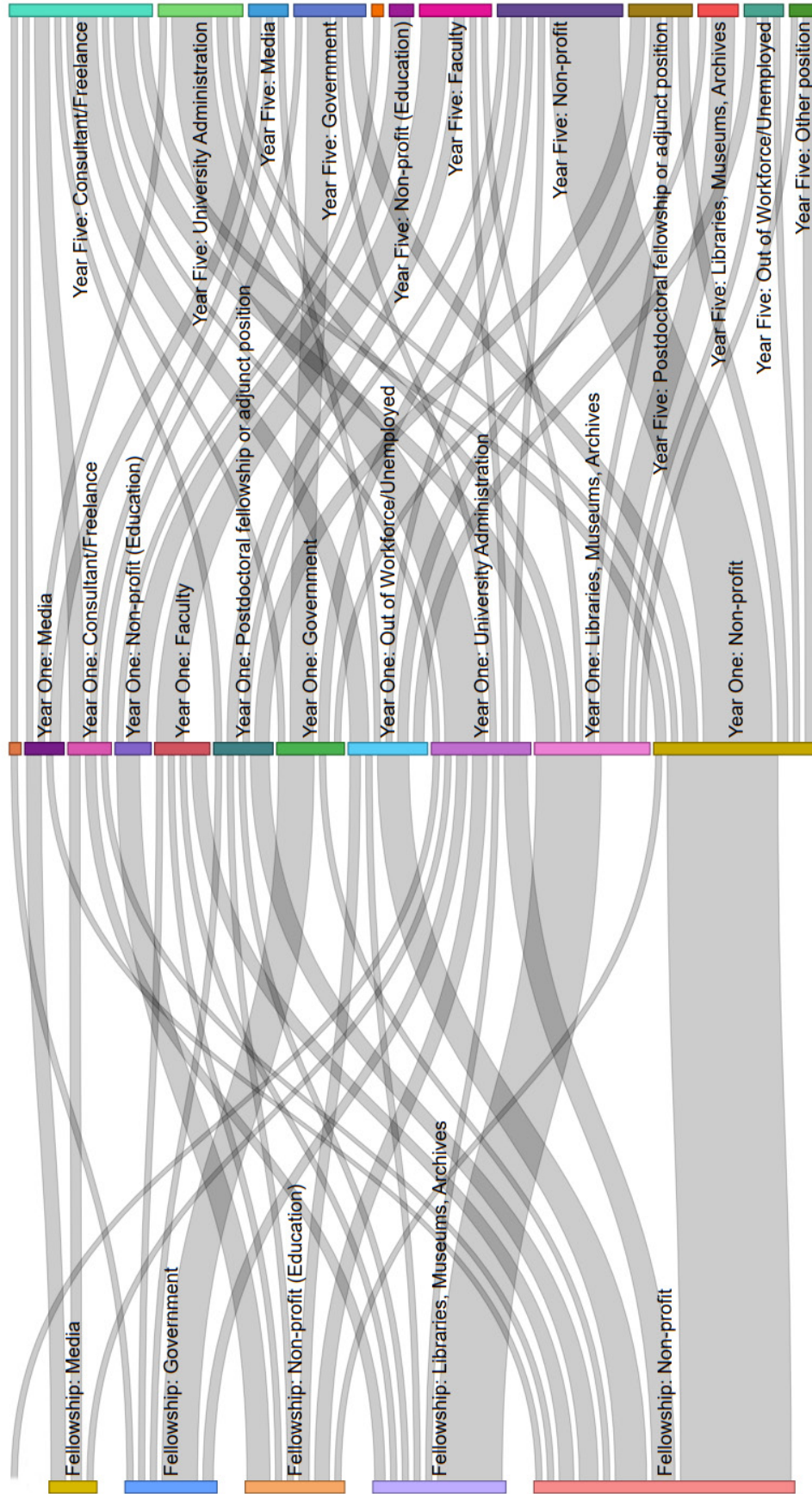


Figure 5: Career pathways of Public Fellows (cohorts 1–6)

BUILDING NEW SKILLS

For many, the fellowship provided not only a way into a position they might not have gotten otherwise, but also an opportunity to build specific skills not directly being used in their day-to-day work. Fellows took advantage of their unique position at host organizations and the professional development funds provided by ACLS to explore a variety of career-advancing opportunities. Fellows' success depended on both their own initiative (to identify what kind of activity might be useful) and a combination of workload and host organization openness. As Emily Kane (F'13) describes, "the fellowship really gave me a place to learn about [budgeting work] in a way that didn't make me feel embarrassed for not knowing it. And you need those practical skills to be able to do the bigger work in these kinds of fields."²² Liz DeYoung (F'19) was a first-generation graduate student and described in the focus group how the fellowship gave her the opportunity to learn how to navigate high-level white-collar workplaces.²³ For Michael Alijewicz (F'17), the free time to reflect and connect was essential to his success in the fellowship.²⁴

These new skills enabled movement across jobs. When Michael Tiboris (F'15) came into graduate school, he was sold on the idea that it was a linear job path.²⁵ After taking the fellowship, however, "the world felt a lot more open than it had previously, and I think that was a real blessing." This level of openness was scary, too. He stayed at the Chicago Council on Global Affairs for four years (including the fellowship) and then returned to Wisconsin as a director at a water-protection nonprofit. Anna Armentrout (F'13) learned that even though she liked her coworkers, office culture wasn't for her.²⁶ She missed schools and teaching, and after a year as director of student learning and success at ISEP, she got a job as a history and English teacher at a private school. Reports and interviews with alumni of the Public Fellows program frequently featured similar stories of discernment. The exposure to new skills, communities, sectors of work, and work cultures that the fellowship provided offered opportunities for fellows to fine-tune their understanding of what kinds of careers and work dynamics resonated with them personally and harmonized with their other personal and professional interests and commitments.

The transition to the next job following the fellowship was not always simple. In part, this was due to the challenges of a time-limited position, but it was also reflective of the challenges of finding unique positions that would match the fellows' skills and experience, as well as the contingencies of local job markets. Several fellows said it took at least six months to find a suitable position. Fellows balanced the need to be employed with the desire to stay through the whole fellowship and potentially remain at their host organization. Most organizations do not hire on the "once a year" calendar of faculty positions. Finding funding at the host organization for a position that lined up with the fellow's timeline did not always work out. However, this did mean that sometimes the fellow's success created

22 Kane (PhD, English) was appointed as a program officer at the Center for Global Education at Hobart and William Smith Colleges during her fellowship term. Kane is now the director of study abroad/associate director of the Center for Global Engagement at Longwood University.

23 DeYoung (PhD, Irish studies) was appointed as a policy analyst at the Reinvestment Fund and is now a qualitative research scientist at the Center for Guaranteed Income Research, University of Pennsylvania.

24 Alijewicz (PhD, English) was appointed as student success officer at International Student Exchange Programs and is now the director of alumni relations and student success.

25 Tiboris (PhD, philosophy) was appointed as a Global Water Fellow at the Chicago Council on Global Affairs and is now the Clear Water Farms director at the River Alliance of Wisconsin.

26 Armentrout (PhD, history) was appointed associate director of special projects at ISEP and is now a history teacher at St. Stephen's Episcopal School.

new positions at the host organization, even if the fellow was unable to take them. Liz Maynes-Aminzade (F'15) hoped to stay on at her host organization (Public Books) but was sensibly advised to begin a job hunt after the first year of the fellowship.²⁷ A year and a half into the fellowship, she took a position as a digital editor at *The New Yorker*, where she remains; she is currently the magazine's puzzles and games editor. A few fellows did have challenges in their placements, often due to a mismatch of expectations between the host organization and the fellow, and some were underemployed for a significant period after the fellowship. A number of fellows also stepped back from the workforce to care for family members at different points in their trajectory.

Still others made complete career changes. Megan Doherty (F'12) worked at her fellowship host organization for several years while retraining as a psychotherapist, doing humanistically oriented therapy with people all over the world, especially on identity.²⁸ As she describes, "It has the best parts of academia, without the worst parts." She can control her schedule and it is deeply reflective work, theoretically rich and drawing on emotional engagement. She sees a clear line through her PhD, the fellowship, and her work now as "parts of her career journey stacked on each other."

ACADEMIC TIES

One of the unexpected findings of examining the journeys of all 188 Public Fellows is the degree to which they returned to jobs at universities and colleges—whether faculty or administrative. This can best be seen by looking at the 21 fellows (F'11 and F'12) who have now been out of the fellowship for 10 or more years. While only 19% were employed at universities and colleges directly out of the fellowship, by 2023, 33% were employed thusly. While fellows were less likely to be employed in postsecondary teaching positions (only 10% of these first two cohorts were employed as faculty or adjuncts in 2023, compared to the 61% of humanities PhDs and 35% of social sciences PhDs in such roles in 2019), many fellows still found their way back to colleges and universities, even after working full-time in sectors beyond the academy for a number of years.²⁹

Several fellows took a faculty position straight out of their fellowship or after a few years in the nonprofit sector. This belies the assumption often found in humanities PhD programs that once you leave, you can never come back. For some, this trajectory was simply shaped by luck and an ongoing commitment to teaching and an academic style of research, and for others it in part reflected a disillusionment with nonprofit and government work. More than one fellow found that the unpredictability of small nonprofit funding was not to their taste and the (relative) predictability of faculty positions seemed more desirable, if they could get one.

These fellows brought back to their faculty roles skills and approaches that enhanced their research and teaching (something that ACLS attempted to replicate in the Mellon/ACLS Scholars and Society

Fellows used professional development funds to attend conferences and networking groups, as well as to learn things such as:

- Basic web design
 - Project management
 - Qualitative software
 - Statistics
 - Data visualization and how to present data
 - Programming (such as Python and R)
 - ArcGIS
 - Business Spanish
 - Survey techniques
 - Op-ed writing
 - Nonprofit leadership and finances
-

²⁷ Maynes-Aminzade (PhD, English) was appointed digital strategist at Public Books.

²⁸ Doherty (PhD, history) was appointed a program officer at the German Marshall Fund.

²⁹ "Occupations of Humanities PhDs," Humanities Indicators at the American Academy of Arts and Sciences, <https://www.amacad.org/humanities-indicators/workforce/occupations-humanities-phds>

“My degree is in cultural studies with a designated emphasis on feminist theory and research, so I feel like I’m still in the work, just not in the academic sense of the work.”

—Barbara Ceptus-Schreiber

program).³⁰ Meg Kunde (F’13), who was a program evaluator during her fellowship and is now an assistant professor at Augustana College, teaches a course in program evaluation that has at its core “a mini lab of what I did at the program evaluation division.”³¹ In fact, she felt that the fellowship experience helped her get the teaching position at Augustana, given her “ability to merge the two worlds.” Likewise, several fellows returned to the university in public humanities or professor of practice positions.

Others worked outside of universities and then returned as administrators, while still others moved from their fellowships to non-faculty positions within universities, across student-focused positions, libraries, archives, and museums, and directing centers. While 8.5% of all former fellows were employed in tenure-track positions in 2023, an addition-

al 16.5% were employed at universities in jobs ranging from non-tenure-track faculty to program administration. After his fellowship placement with the Social Science Research Council (SSRC), Michael Miller (F’18) stayed on as a program director for two years before moving to The City College of New York, where he is managing director of the Moynihan Center.³² As he described during the focus group, SSRC itself was still very close to academia, so the transition was not a major one. Others took another postdoctoral fellowship directly after Public Fellows, or adjunct lecturing. Anne Flannery’s next position, integrated database project manager at the Institute for the Study of Ancient Cultures (at The University of Chicago), was a 75% position, so she supplemented it with adjunct lecturing in German.³³ As she describes, “it was a happy medium for a couple years.” When the archivist at ISAC retired, “I had worked so closely with him and done more on the archival side than the position even called for, and so I applied for that full-time post.”

Those who ended up in administrative positions at universities often described the ways the PhD was valuable to their work. Emily Kane is now the director of study abroad and associate director of the Center for Global Engagement at Longwood University, where she coordinates the international studies minor and teaches in that department. To her, having earned a PhD is “extremely valuable as an administrator, especially as an administrator of faculty programming, like faculty-led study abroad. You know what pressures are going to faculty and how they design things.” The position involves “going to other institutions around the world and being able to assess and understand the way that they deliver education, the way that they value what they value, and the way that they work to educate their students. It’s really interesting.”

For those who did not take up faculty or teaching positions, continued connections to their PhD discipline are complicated. As Barbara Ceptus-Schreiber (F’11) described it, “my degree is in cultural studies with a designated emphasis on feminist theory and research, so I feel like I’m still in the

30 The Mellon/ACLS Scholars and Society program gave faculty space to pursue their research in partnership with nonprofits and other organizations and then use those lessons in their doctoral programs. See *Preparing Publicly Engaged Scholars: A Guide to Innovation in Doctoral Education* (<https://www.acls.org/resources/preparing-publicly-engaged-scholars/>) for a discussion of this program.

31 Kunde (PhD, communication studies) was appointed a program evaluator at the North Carolina Program Evaluation Division.

32 Miller (PhD, political science) was appointed as the program officer, Media & Democracy Program, during his fellowship.

33 Flannery (F’12 and PhD, German language and literature) was appointed assistant director, digital initiatives and services at the Newberry Library during her fellowship.

work, just not in the academic sense of the work.”³⁴ Many fellows who were several years out of their fellowship didn’t maintain strong ties to their departments, or to their PhD disciplines. While some had presented at disciplinary meetings about career paths during their ACLS fellowship, often they were not called on in any continuing fashion by their departments. Jane Carr (F’14), for instance, told the focus group that she wishes she had an opportunity to teach public writing to people like her, but despite being invited to do one-off talks, she didn’t feel part of a sustained conversation.³⁵ Many fellows had entered new professional fields, with their own conferences and conversations, more closely related to their current work.

While some fellows published work from their dissertation research while in the fellowship and their subsequent positions, others felt regret about not having “done anything” with their dissertation research. In the focus group, Alyssa Trometter (F’15) described how in 2020 she negotiated with her employer to take time to publish her dissertation book and was able to work on it slowly over the next two years.³⁶ Her employer saw the project as connected to her portfolio through its focus on social movement theory; Trometter considered publishing the book to be a way to honor the legacy of the student activists she had interviewed for her research. Negotiating that time, and finding the impetus to do it, was not always possible. A few fellows described wishing they had been able to publish more of their dissertation research. These sentiments show the tensions between a view of the PhD as having been a space to develop skills which are applicable elsewhere, and an attachment to the specific original research and subject matter of the doctoral dissertation.

Finally, it’s important to remember that this analysis of career pathways is simply a snapshot in time. The learning and networks that fellows found within the fellowship sometimes resurface in unexpected ways. For instance, Karen Park (F’12) took another postdoctoral fellowship coming out of Public Fellows, and then was an assistant professor of linguistics at the University of Pittsburgh.³⁷ “I think [the fellowship] ruined me for academia,” she said, “but it also made me a much better graduate advisor.” She recently left her academic position and went back to study, with the intention of developing a nonprofit focused on language and ecological diversity: “I have this remarkable network that was seeded way back when I was doing the work with [the Council of American Overseas Research Centers]. The model of CAORC has really influenced my thinking and how I’d like to move forward with some of the language diversity work. It’s rather lovely when you think of all the threads of experience you have, how they weave together in a tapestry that has some meaningful form to it.”

34 Ceptus-Schreiber (PhD, cultural studies) was appointed a leadership development officer at the Council on Foundations and is now senior partnerships strategist at Kindred Communities.

35 Carr (PhD, English and American literature) was appointed contributing editor at New America and is now senior editor, ideas and planning at CNN Opinion.

36 Trometter (PhD, historical studies) was appointed partnerships manager at CGI University (Clinton Global Initiative) and is now a managing director at CGI University (Clinton Foundation).

37 Park (PhD, linguistics) was appointed global projects manager at the Council of American Overseas Research Centers for her fellowship.

A VIEW FROM AN EMPLOYER

“Anybody who’s gotten a PhD knows how to get a job done”

The National Conference of State Legislatures (NCSL) was one of the few organizations to host three Public Fellows (2012, 2017, and 2019), two of whom were supervised by Wendy Underhill (now director of elections and redistricting). As she recalls it, the staff member who applied for NCSL to be a host organization in part applied because he himself had a PhD. Underhill ended up supervising some of the first fellow’s work and after that, “I was just looking for the next opportunity when we could apply.”

At NCSL fellows were viewed as a valuable addition to the team, with the fellows involved in, as Underhill put it, “our actual nuts and bolts.” Among other things, the first fellow did a series of blogs, one of which Underhill still refers back to. The fellow could see the gaps in the research material NCSL had on elections at the time and was able to frame a piece of work with “staying power.” The second fellow was a great presenter, with the ability to “put together a story that he could share at a podium.” The third fellow became an expert on elections and was hired by NCSL at the end of her fellowship.

Some of what Underhill appreciated about the experience these three PhDs brought to their positions was less about any content expertise than about the skills they learned through the PhD (or that perhaps brought them to do a PhD in the first place): “Anybody who’s gotten a PhD knows how to get a job done. They know how to organize things. They know how to keep a to-do list, and you can count on them.” Taking advantage of this may require awareness as a supervisor, that, as Underhill says, they might “have an independent streak. And it strikes me that people who are willing to sit still for seven years and work independently to get a PhD are not used to having a boss.” They might need some coaching on writing for this specific audience, but they can adjust quickly, as demonstrated by the success of the three fellows.

It was an “incredible gift,” said Underhill, “to have these capable people land in our lap.” From the fellows’ end it was also clearly a success, as “all three of them went on to have jobs that were in our professional sphere.” The fellowship, she says, “really did do exactly what they thought. Give these people two years to prove their worth and they could go out in the world and be contributors.”

The Value of Humanities Skills

At its best, Public Fellows both:

- expanded the vision of host organizations of what humanities PhDs could bring to their jobs, including the possibilities of applying humanistically informed approaches to long-standing problems and challenges; and
- gave fellows new opportunities to see what those approaches could accomplish in the world.

Adela de la Torre, who at the time was the communications director at the National Immigration Law Center (NILC), says having Patrick O’Shea (F’15) as a fellow changed how she thought about communications work in impact litigation: “Patrick’s role really did transform my view on how storytelling and litigation could work hand in hand, and now at Justice Action Center [her current organization] that’s a core tenet of what we do and how we do it.”³⁸ When O’Shea came to work at NILC in narrative research, de la Torre thought “we’re going to have somebody who can do research and somebody who can help us catalog stories.” Instead, O’Shea was “just incredible at allowing people to feel at ease and tell their story in an expansive way that really allows you to get a richer understanding of both what that person experienced, but also how you can come in as an advocate and help that person tell the most powerful version of what they want to tell their target audience.” In fact, she says, it “made our litigation better.” Each fellow brought their own unique, individual set of experiences, skills, and perspectives to each position. Several supervisors described the new viewpoints fellows brought as an invaluable asset, but one that required supervisors to be open to new approaches. Beyond this, though, both fellows and host supervisors consistently mentioned skills such as the following:

- independent work (especially on large projects)
- holistic approaches to research and topics
- ability to synthesize large amounts of information
- gathering stories ethically and expansively
- backing up work with research
- presenting to groups
- clear and effective writing

As part of the application process to host a fellow, organizations were asked to list the skills and capacities that were critical to executing the positions they proposed for an incoming fellow. Figure 6 shows the top 10 skills for cohorts 1–5, which were all requested by at least 50% of the organizations. Research, communications, and project management featured prominently, as did strategic analysis.

³⁸ O’Shea (PhD, Latin American cultural studies) was appointed a content and research manager at NILC and is now a principal researcher at FrameWorks Institute.

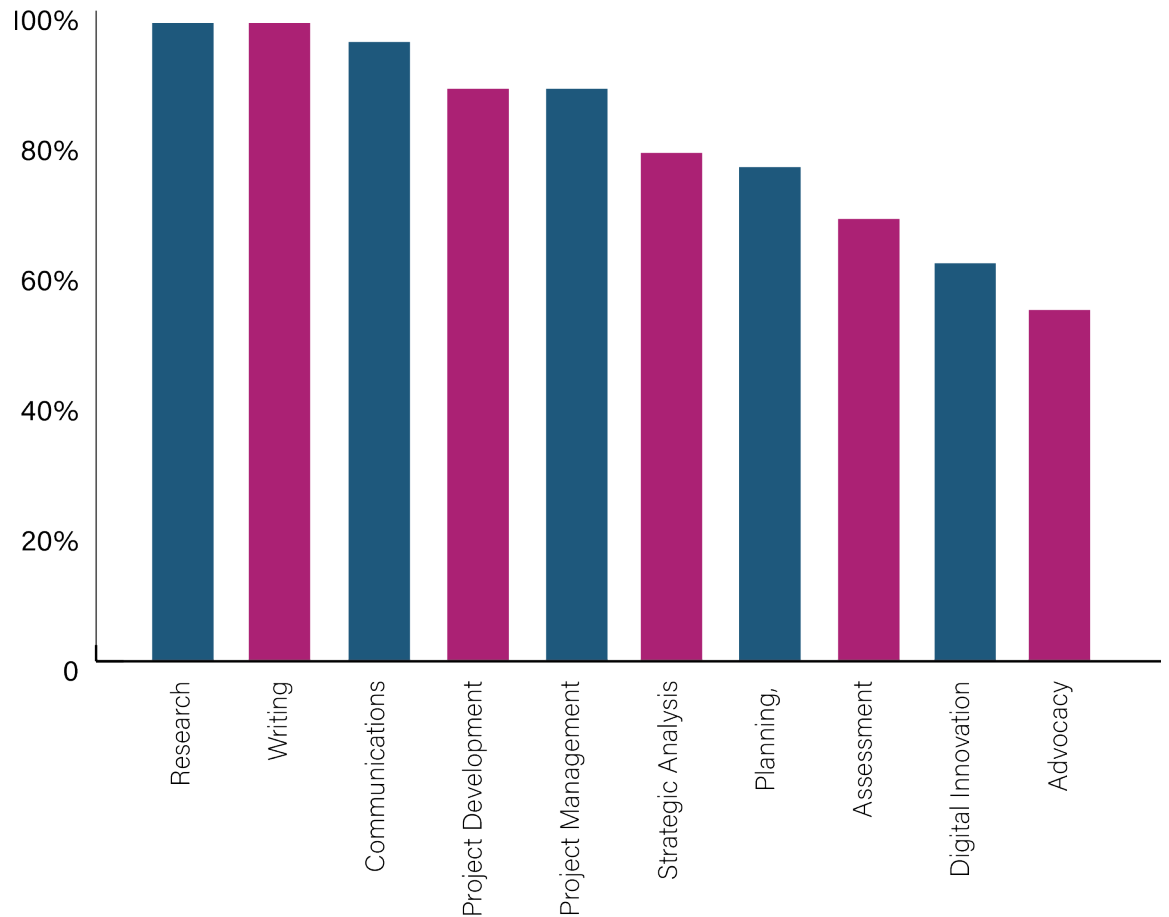


Figure 6: The top skills requested by host organizations (cohorts 1–5)

When Aviva Rosenthal, director of the Smithsonian’s Office of International Relations (now the Office of Global Affairs), which hosted fellows in 2014 and 2016, first hosted a fellow, “our office was just being built, so we really needed help, but also just smart strategic help to help us figure out where to go next.” It was a great opportunity to bring in someone who “already knows how to work independently, and find the information, also knows how to make a compelling argument.” Writing and communication skills were also at the top of the list of things both former fellows and host supervisors mentioned as key to their success. As the executive director of the Feminist Press at the time, Jennifer Baumgardner supervised fellow Nino Testa (F’13) as a development associate and described him as an “incredible writer.”³⁹ Development, she said, was essential to keeping the press afloat in 2013, and Testa’s ability to translate their conversations into approaches tailored to each potential donor was invaluable. Rachel Wimpee (F’13) described how the disciplinary training she had in French studies in “thinking about texts and literature” was essential to the storytelling she needed to do at her job: “It’s all storytelling. It’s crafting an argument and expressing an understanding.”⁴⁰

Reflecting on his own experience as a fellow and as a peer mentor for later Public Fellows, Michael Tiboris described “what an incredible advantage it is in the non-academic world to have rigorous

39 Testa (PhD, English) is now associate professor of practice at TCU.

40 Wimpee (PhD, French and French studies) was appointed as a program officer at the Rockefeller Archive Center, where is she now the associate director for research and engagement.

academic training. And I don't necessarily mean subject matter expertise. [...] I'm regularly surprised at how much my ability to harness the kind of skill set that I had as an academic comes in extremely handy in all sorts of contexts that I wouldn't have guessed." Synthesizing information was one of those skills: "You can hand me a big pile of information and I can make something out of it quickly, in a way that I think we PhDs are especially trained to do." Anh Thang Dao-Shah also described how "there are so many things that I take for granted, like my ability to speed read. And to use the information and explain what I have read as if I have known it my entire life. People were fascinated by it." She knew how to get something backed by the research, and then also to present in a way informed by her teaching experience: "in a way that is concise but understandable for an audience that is very reluctant to listen to you, but they have to be there." Joan Fragaszy Troyano (F'14) described how she uses her teaching skills to advise on internal workshops and how she is "willing to spend an hour and a half trying to find minutiae because [she] practiced that doing archival work."⁴¹

Several fellows were also called on to bring skills and learning about digital work to their positions. Steve Paulson, executive producer of the show *To the Best of Our Knowledge* from WPR, who hosted a fellow in 2014, describes how the show was at a transition point in expanding its digital reach at the time and the fellow "became our digital guy" and helped launch partnerships with digital platforms.

Some supervisors were impressed by how fellows brought their curiosity to the position and learned technical skills that weren't part of their doctoral training. As Rosenthal describes, "I was impressed with [our fellow's] ability to learn quickly and adapt to hard skills, hard and soft skills that she did not actually come with, meaning everything from video editing to graphic design, things that were definitely not in her portfolio. She wasn't afraid to go research and figure it out." As Amelia Dietrich (F'15) described about her own experience, the willingness to teach herself new skills, alongside bringing skills in research and teaching from her PhD, was essential to success in her positions.⁴²

At the same time, seeing their skills in a new way can be a challenge for recent PhDs. As former fellow Liz Maynes-Aminzade put it, now that she's in a position of hiring, "I think people who have PhD training in the humanities sometimes can feel useless, especially if they get to a point where they're applying for academic jobs and not getting them. They're often so impressive as members of the wider workforce, and they're people I often want to hire or want to work with. It feels like there's this unfair disconnect that makes it hard to make that leap without the support of these kinds of programs."

Preparing for Success: Challenges and Lessons

The Public Fellows program was a demonstration of the belief that humanities PhDs had much to offer in a variety of sectors beyond the academy. Looking back at the program, there are some clear lessons about those sectors that PhD students and those who support them (whether at a departmental, university, or scholarly society level) may want to take into consideration, as well as a few lessons specific to this kind of program.

⁴¹ Troyano (PhD, American studies) was appointed public outreach manager at the Smithsonian Institution, Grand Challenges Consortia, and later worked in digital strategy at the Environmental Defense Fund.

⁴² Dietrich (PhD, Spanish) was appointed assistant director for digital resources at the Forum on Education Abroad and is now senior director for research and publications there.

"We needed help, but also just smart strategic help to help us figure out where to go next [...] someone who] already knows how to work independently, and find the information and also knows how to make a compelling argument."

—Aviva Rosenthal, director of the Smithsonian's Office of Global Affairs

A VIEW FROM BOTH SIDES

“Bringing a more holistic view to knowledge creation”

Susannah Laramée Kidd (F’15) took up her fellowship as a research analyst with the Los Angeles County Arts Commission (now the Los Angeles County Department of Arts and Culture). She earned a PhD in religion from Emory University. Like many fellows, she heard about Public Fellows as she was writing her dissertation. This guided her thinking about what she might pursue after finishing the PhD: “I was seriously considering evaluation as a career, and so I was noting when the evaluation positions were part of the positions available for the fellowship. I was tracking, what does an evaluation position look like?” After her degree, she worked part-time for the City Auditor’s Office at the City of Atlanta—a friend working there had told her the office was open to anyone who had analytical skills, regardless of their quantitative experience (the office later hosted a Public Fellow itself in 2016). She pursued evaluation training after her PhD and during her time at the City Auditor’s Office, confirming her interest in working in applied research and evaluation. The first year she applied to Public Fellows, she was a finalist, and the feedback she received was helpful for her second round of applications.

Bronwyn Mauldin was her supervisor at Los Angeles County and had heard about the fellowship through its past successes, specifically that of Umi Hsu, a 2013 fellow at the City of Los Angeles Department of Cultural Affairs. Part of what Laramée Kidd hoped for in her position was to be “working under an experienced evaluator—being an apprentice.” She was able to work on a full evaluation project that has become her “calling card in the field.” But the project was “teed up,” and she had someone who was giving her advice along the way.

From Mauldin’s side as a supervisor, having “somebody who brought in that humanities kind of thinking was invaluable,” in that the person was able to bring in “a more holistic view of knowledge creation, a real commitment to language, and they deeply considered the interconnectivity of their projects.” Taking advantage of this thinking requires the supervisor to be open, to be willing to pause for a moment and realize, “We could look at the world that way too. That’s great.”

After her fellowship, the department had funding to keep Laramée Kidd on part-time so she could finish a large project. It was clear to her that there were not a lot of full-time positions in arts research and evaluation and she would likely pursue consulting. During her time at the County, she did a small amount of consulting to get a sense of the process, and she took a workshop on independent consulting with the American Evaluation Association. She found a position with a small arts consulting firm in Pennsylvania through the networks she had developed through the fellowship (and earlier). In early 2020, she became a full-time independent consultant and has continued in that vein, as have a number of Public Fellows. (Lindsay Green-Barber, F’13, even started her own consulting company and has since hired another Public Fellows alum to her team.) In 2023, Laramée Kidd was traveling back to Los Angeles County to consult on a public engagement process for a historic mural in Santa Monica’s City Hall.

BEFORE THE FELLOWSHIP

Not all students enter a PhD with the goal of a faculty position. Some of the fellows entered programs knowing that their commitment to public work or their temperament meant they would pursue employment outside the university. Michael Tiboris described how he “wanted to be more engaged in the practical aspects of policy and making social change. And I couldn’t do it from where I was at [within the university].” Patrick O’Shea, now a principal researcher at FrameWorks Institute, described in a focus group conversation how all he had wanted to do was tell people’s stories and it was that goal, rather than academic employment per se, that had guided his PhD work in Latin American cultural studies.

Others sought to bridge the academy with other areas of interest. Nicole Ivy (F’15), a fellow at the American Alliance of Museums, now an assistant professor at George Washington University, always knew she wanted to do something *both* publicly engaged *and* academically engaged.⁴³ Michael Miller entered his PhD program intending to become a professor but was adjuncting so much in his final year of study that he was looking for more stable employment. His family commitments also meant that he wanted that employment to be in the New York area—a challenge for tenure-track positions that often require academics to move across the country. As Anh Thang Dao-Shah described a similar situation, “I was teaching at three different schools all over the Bay Area. Over the summer, I would sometimes go teach in a different city and stay with relatives for weeks. And I thought, this is not sustainable. This is not something that I wanted to go into grad school for. So I asked myself, what else can I do?” She was grant-writing for a nonprofit as a volunteer, and that turned her eye toward nonprofit work.

Previous work experience was helpful in starting the transition from academic to non-academic careers. Almost all the fellows gained work or volunteer experience during their PhD, as well as between the BA and PhD, that made them compelling job candidates. A number had worked at nonprofits for a year or two directly after earning their undergraduate degrees. Joan Fragaszy Troyano had been an AmeriCorps volunteer for Indiana Legal Services and then a project manager for a digital history project. Barbara Ceptus-Schreiber (F’11) had taken a leave halfway through her PhD and worked at a nonprofit. Others had been actively involved in student governance in graduate school. Still others had done work beyond the more standard teaching and research work during their PhD. Susannah Laramee Kidd was a summer graduate fellow at Emory’s Center for Community Partnerships, working on a database of campus/community engagements. Laramee Kidd had, in fact, kept an eye on the evaluation positions in Public Fellows while she was finishing her dissertation and used them to frame what she might pursue while still in the PhD program. Yet she had challenges auditing a quantitative course because she was already ABD and finished coursework. This points to the challenges of a typical PhD structure that depends on front-loading coursework and doesn’t allow for changing focus or pursuing professional development for non-academic roles.

Fellows found mixed levels of support in their departments and universities for developing work experience and skills outside of teaching and dissertation-focused research. Cecily Garber (F’14), now the associate vice president, communications and member relations, National Business Officers Association, described the graduate services program at the University of Illinois as “amazing,” with programs “for the graduate students to understand what they wanted, what was out there, how to get what you wanted. I felt fortunate to have that within the ecosystem.”⁴⁴ It was more difficult, however,

43 Ivy (PhD, African American studies and American studies) was appointed a museum futurist for her fellowship.

44 Garber (PhD, English) was appointed a communications officer at the Council of Independent Colleges during her fellowship.

to have conversations with faculty or students in her home department about professional ambitions beyond the faculty track. Rebecca Hewett's theater history program had done a great job combining theory with practice and connecting students with local nonprofits. Yet they had challenges mentoring students when it came to broader full-time positions outside of academia: "It was the ACLS program that really helped me figure out how to actually take those skills and apply them in a full-time way." Several fellows described in the focus group how their departments were not always open to exploring work beyond the tenure track. Some of this has been changed by programs like Public Fellows. For instance, Elandre Dedrick (F'19) described how he was recently asked to talk to new cohorts in his home department about positions outside of academia.⁴⁵ In general, fellows wished that departments brought in non-academic speakers more often, and that universities gave more paid opportunities for graduate students to manage projects, develop budgets, and so on, rather than only supporting students' teaching work.

TURNOVER AND UNCERTAINTY

Writing about career diversity for PhDs can sometimes fall into binaries: academia good, corporate bad—or academia bad, exit good. In fact, *all* employment is embedded in the larger labor system in the United States, for good or bad. Just as academia was recovering from the 2008 crash and recession, so too were some of the nonprofits the Public Fellows joined. It is also the case that nonprofits can have turnover in supervision that substantially affects the content of a fellow's job in a way that is less common for the adjunct or faculty positions fellows were more accustomed to. This was visible in many of the reports and could pose challenges for fellows, especially if the person who had initially organized the grant left. From the program-administration perspective, as John Paul Christy describes, "managing change and trying to maintain continuity where we could was probably the biggest job." In most cases, "it was not a problem. Incoming supervisors just saw the fellow as another staff member on their team and they were going to work with them as a colleague. But we wanted to make sure that supervisors understood the reporting requirements, and how ACLS supported external professional development for the fellows."

Sometimes this turnover and change required fellows to be more independent, as well as to rely on mentors and peers for support and insight into changes. If a department is restructured, or a project shelved, fellows need to be supported in efforts to make sure the fellowship is still a useful learning experience. The mission of the program—to demonstrate the value of the humanities PhD in spaces where it may not regularly be visible—presented both an opportunity and a challenge for Public Fellows. While some of the host organizations had a prior investment in and understanding of the humanities (for instance, the Chicago Humanities Festival or Public Books), others came to the program without having a clear concept of what humanities skills and approaches fellows might bring to the position. While ACLS invested significant time and energy in preparing organizations to think about what PhDs could bring to the table (and this back and forth in position development was more frequent as the program evolved), a few organizations struggled to make the most of the incoming fellow's capacities. A handful of fellows told us something like "I'm not sure they knew what to do with me." This uncertainty could be a positive if the fellow was comfortable with being more autonomous and the organization also enabled that autonomy. Michael Tiboris described spending time "basically doing what I was already doing in academia but trying to find ways to make it relevant to the job. I started to get a better sense about how to succeed in the space. I made some friends

⁴⁵ Dedrick (PhD, cultural anthropology) was appointed program officer at the German Marshall Fund of the United States during his fellowship and is now a senior design researcher at Ford.

and then I made a decision about how I was going to approach what I was doing. It was a very supportive environment for that.” A certain amount of flexibility was generally valued by fellows. They appreciated being given time to understand the organizational culture. At the same time, some projects could feel nebulous and fellows did not always have a good handle at the time on what level of control over their assignments they could and should take. Situations like this require both sides to allow space for exploration and uncertainty. All PhDs would be well advised to expand their sources of information and mentorship as much as possible.

MENTORING AND SUPPORT

Both formal and informal mentorship were essential resources for fellows. Over the years of Public Fellows, ACLS built out the mentorship structure, beginning to require a mentor separate from the supervisor and facilitating mentorship from alums of the program. This expanded the mentorship fellows received and made sure there were spaces to ask questions they might not want to ask their direct supervisors. As ACLS staff capacity increased, they were also able to provide more conversations with program staff, who in turn facilitated more peer conversations and connections. Several fellows in the focus group contrasted the lack of preparedness of faculty to mentor them in non-academic career paths with the value of having mentors who were themselves in those career paths. Those who didn't have a mentor separate from their supervisor (in the very first program cohorts) often wished they had.

The program also provided later cohorts of fellows with professional career coaching. As Amelia Dietrich described it, the career coaching exercises “stuck with her” and were valuable in managing her career path. In addition, the professional development budget that each fellow was afforded was largely cited as a great positive. As Cecily Garber described it, “the professional development budget was wonderful. I was right in DC; there were so many options to do seminars and workshops and in-person events.” Likewise, she appreciated being able to connect with her cohort of fellows: “They understood this intersection between having spent all this time doing this research and trying to do an office job. We could commiserate over learning the niceties of a mail merge, for example.”

The Wider Influence of Public Fellows

While the program addressed the immediate employment crisis for the fellows, ACLS also put a priority on the *demonstration* aspect of the program. As John Paul Christy, a program officer at the time, put it, the fellowship was intended “to lift up stories that had been papered over or were otherwise invisible from the university’s account. Stories that have been part of the fabric of doctoral education for a long time, of people who had earned a PhD and had gone off to do some very worthy endeavor beyond the academy.” To raise the visibility of the program’s work among academic and scholarly networks, ACLS set aside funds to support fellows presenting at disciplinary meetings and at their PhD institutions. Fellows also presented on panels at the ACLS annual meeting. Staff shared program models and materials with those interested in creating similar programs (such as the University of Wisconsin Humanities Center, which began [a similar initiative](#) in 2013, also funded by the Mellon Foundation, to place graduate students in community organizations for a semester or longer). The ACLS program also received coverage in both higher education and more general media.⁴⁶

⁴⁶ For instance, the program was discussed in “The Repurposed Ph.D.,” Rebecca Tuhus-Dubrow, November 1, 2013, *The New York Times*, and “Ph.D. programs get a lot more practical,” Christopher J. Gearon, March 28, 2014, *U.S. News & World Report*.

Even the existence of the fellowship postings themselves expanded what graduate students imagined as the range of possibility for their future employment. The Public Fellows program required partnering host organizations to develop a position description, which ACLS would post to the program's website (see this report's [online resources](#) for examples). Applicants would apply for one or two positions (this was expanded to two in later years) with a resume and cover letter. ACLS managed an initial peer review process; then top candidates were passed along to host organizations for a set of interviews. Numerous former fellows described having followed those job postings from the first time they heard of the program and using them to think about the kinds of positions they might want to pursue after graduate school and the skills and experiences that might be useful in those positions. Applicants gained experience with converting an academic CV into a resume and writing a non-academic cover letter. Those who interviewed gained experience with non-academic interviews, even if they did not receive the fellowship.

Administering the Public Fellows program also influenced wider programming at ACLS, from conceptual thinking about what a career with a humanities or interpretive social sciences PhD could look like, to more practical aspects such as the kinds of supplementary supports and funding provided to awardees.⁴⁷ It was part of an increased interest in what ACLS refers to as the “fellowships plus” model of grantmaking, which supports the individual projects of scholars while also offering cohort-building activities, professional development opportunities, convening, and mentorship.

Conclusion

Looking back at the Mellon/ACLS Public Fellows program, it is clear that it made a significant impact on the careers and lives of many of the fellows, and on the work of the organizations that hosted them. They produced a range of high-impact publications that generated media coverage and influenced organizational decisions. They helped build networks and support coalitions. They produced successful events and exhibits. This report gives an insight into some of the opportunities that came out of the fellowship, the career paths fellows took, the ways humanities skills were valued in their positions, and the challenges that the fellowship aimed to address.

Public Fellows was also influential in the efforts of universities and scholarly societies to support PhD students in considering a wider range of careers. While it would be difficult to measure the program's effects on the overall hiring environment or job prospects for humanities PhDs, looking back, the fellowship can give students, faculty, departments, graduate schools, and scholarly societies 188 examples of what someone with a PhD in the humanities can do, and offer inspiration for their own career explorations and guidance. What follows are some lessons from this research for specific audiences: 1) graduate students and recent PhDs; 2) faculty and departments; and 3) leadership at universities and at disciplinary societies.

⁴⁷ Public Fellows required payments to the host organization, relocation money to fellows, funding for benefits, professional development funding, etc., and thus opened horizons for payment structures.

Lessons for graduate students and recent PhDs

You are not alone

- In 2019, 39% of humanities PhDs and 65% of social sciences PhDs worked outside of postsecondary teaching. See the narratives from former fellows throughout this report for examples of those working outside of faculty positions. Your university or disciplinary society may also provide examples of alumni and members who are pursuing careers beyond the academy.
- Build a broad base of mentor and peer mentoring relationships (see “Turnover and uncertainty” and “Mentoring and support” for some reasons why). Building both non-academic networks and support groups of PhDs outside of academic employment can be essential to navigating the career transition and beyond. Your university career office may have suggestions for how to find people to connect with.
- Many fellows described the identity challenges of making this career transition. Give yourself space to talk with those going through the same transition. Sharing these challenges and finding new ways to think about the relationship between your identity and your work can help.
- Many scholarly associations have devoted significant resources to supporting the diverse career ambitions of emerging scholars in their fields. See, for example, the Modern Language Association’s “Connected Academics” project and the American Historical Association’s “Career Diversity for History PhDs” research and resources.

For many, career pathways are not linear

- See Figures 4 and 5 and “Job sectors and pathways” for an overarching perspective on fellow pathways. Movement between sectors was very common. This means that you are not making an irreversible decision on a future career to remain in for the rest of your working life, and your next job doesn’t have to meet that very high bar. This can require a shift in mindset if you have thought primarily about a faculty career—which often looks quite linear and permanent in comparison—up till now.
- Embrace your side interests during your PhD. Take opportunities as they come, if you’re interested, as you never know where they might lead. See “Before the fellowship” for a discussion of how fellows brought different kinds of experience to their positions.
- Consider a range of future jobs early on in your program. This might shape what kinds of courses, research, and work you take on. Look at job postings and talk with alums. See Figure 2 for key words in position titles from the fellowship and our online resources for examples of job descriptions, including the kinds of work various positions involved and experiences and skills they required.
- Career transitions take time. Allow yourself time to reflect on what you want in a career (see “Job sectors and pathways”). Informational interviews and research on the range of positions will likely be an important part of your job search, but you do not need to wait until you’re looking for a job to do them. They can help you think about what skills you may want to learn next, or simply build networks. While hiring processes and cultures vary across organizations and sectors, the job hunt can take a while—six months was not atypical.
- Remain curious about opportunities to pick up new skills and approaches (see “Building new skills”). You may have done a PhD precisely because of your interest in and talent for learning—there will be many opportunities to use it throughout your career.

Humanities PhD skills are valued, but need translation

- See “The Value of Humanities Skills” for examples of the kinds of skills employers valued and fellows found valuable; in particular, see Figure 6 for the key skills host organizations identified as necessary for their Public Fellows positions. Consider which of those you already have, how you might describe your experience using those skills, and which of them you would like to acquire.
- Your content-area expertise will not always be the thing that gets you the job. The world beyond the university doesn’t usually think in terms of disciplines. Think broadly about the knowledge, skills, and frameworks you’ve learned over your PhD and career in general. See Anh Dao-Shah’s story for how the frameworks she learned in her PhD were essential to her work, and Susannah Laramee Kidd’s story for how she brought a holistic perspective to the work, grounded in her PhD, but learned new methods along the way.
- Look at job postings and resumes to understand how others have framed their experiences in terms of professional skills. [ImaginePhD](#), a free, confidential career exploration tool for humanists and social scientists from the Graduate Career Consortium, has example resumes. Learning to translate your experiences into the language of a resume will be essential.
- The norms and practices of nonprofit and policy work vary from those within academia. Be prepared for an adjustment period—to learn what presentation slides look like for a government agency vs. for teaching a course, to learn what people mean by “research,” to learn the norms for email and running a meeting, to learn the pace and rhythms of what collaborative work looks like in your particular workplace. Try to keep yourself in learning mode and get as many perspectives as you can. Don’t be discouraged if you make missteps early on—just learn from your mistakes and keep persisting.

Lessons for faculty and departments

A large number of your students will not work as faculty

- In 2019, 39% of humanities PhDs and 65% of social sciences PhDs worked outside of postsecondary teaching (see the Introduction for some further discussion of these numbers). These trends are unlikely to change in the near future. Many students will pursue a tandem search for both academic and nonacademic jobs.
- See Table 1 for the range of disciplines among fellows. Is your disciplinary society supporting multiple career paths? What resources does your university or disciplinary society offer that you could access or point students toward?
- See “Job sectors and pathways” for a glimpse into the sectors fellows were employed in. You may know of alumni who are employed in these sectors who could serve as contacts for your students. Your staff colleagues may also have PhDs—several fellows ended up in administrative positions at universities. Consider how they might be included in departmental planning for career diversity. For instance, connect students with your staff colleagues for informational interviews and invite them to share their expertise as appropriate.
- Plan for a diversity of careers for your students. A focus on a singular pathway only makes things more difficult for them (see “Before the fellowship”). Give students the opportunity to consider a range of future jobs early on in their program. This might shape what kinds of courses, research, and work they take on. Low-stakes options include:

- * asking students directly about their professional priorities;
- * bringing alumni who have gone into nonacademic careers to speak at the department;
- * including information about a range of careers in professional development courses.

Flexibility and developing career agency are key

- A significant number of fellows have had careers characterized by movement across sectors (see “Job sectors and pathways”). They did not end up with one new job title or sector that they stayed in for the rest of their careers. This goes against the grain of faculty jobs, which have tended to look both linear and permanent (even if they often are not in reality). In preparing doctoral students for future careers, remind students that their first job will not be their forever job, and they should remain open and self-reflective as they move through their careers.
- Enable students to bring as much of their whole selves as they want to their doctoral work—including their prior work experience, their current work beyond the classroom, and their future hopes. See our recent report, [*Preparing Publicly Engaged Scholars: A Guide for Innovation in Doctoral Education*](#), for more discussion. Graduate students are often treated as blank slates, but they are not—treating them as experts in their own right, and about their own lives, will provide them with some much-needed agency over both their studies and their career exploration process.
- Give doctoral students the opportunity to do funded work that goes beyond teaching and traditional research. This gives them more opportunities for flexibility in the future. See “Before the fellowship” for examples of how work experience was valuable, and of how fellows had mixed experiences in their home departments. Internships, both inside and beyond the academy, can be one way to help students gain work experience. Departments have found a variety of ways to introduce internships into their curricula. If you haven’t yet done that, it is worth considering.
- Explore how to give students opportunities to learn useful skills across their time in the program (see “Building new skills” for examples from the fellowship). Grant writing, budgets, and managing teams were all skills many fellows mentioned wishing they had more opportunity to develop during their PhDs—and skills that are useful across both academic and nonacademic jobs. Consider, for example, whether you can ask students to write a grant proposal rather than a final paper in one of your courses.
- Teamwork and collaboration were also essential skills for success in the sectors where Public Fellows took up positions. Building teamwork and collaboration into discipline-based classroom instruction can feel artificial, since all the participants tend to bring similar skills to the table. Encourage students to seek out opportunities for authentically interdisciplinary collaboration on campus or with community partner organizations. If humanists are often excluded from these sorts of interdisciplinary opportunities on campus, advocate for their inclusion.
- These learning opportunities and activities will take time and resources. Consider how they might be incorporated into curricula and everyday department activities. The only way to ensure that every student gets proper professional development is to make it an integral part of the graduate program, rather than extracurricular. Otherwise, some will inevitably fall through the cracks.

No individual can do it all

- Departmental faculty do not have to do it all and, in fact, should not. Fellows benefited from a wider range of mentors and peer support groups. Consider how you might draw on resources

at your university beyond your department—from career center programming to alumni group resources to pre-existing internship programs—to support your students. You may not be an expert in sectors of work beyond the academy, but by demonstrating to students that they are not only encouraged but expected to make use of university resources for career exploration, you can help them feel that they do not need to reproduce your own pathway.

- A few fellows mentioned that a disconnect between university graduate services (including career services) and their home department's lack of interest in career diversity made things more difficult for them. Consider building stronger connections between your graduate careers office (if there is one) and your department. If there is no one doing graduate student career services at your university, advocate for hiring someone. Invite careers staff to new student orientation or prospective student visits. Ask them to do a brief presentation in a professional development seminar. Make sure that your students know who to ask for help and that the department encourages them to do so.
- It is probable that you have faculty colleagues who would like to be supportive of their students' pursuing a range of careers but are unsure how to get started. If you are in a leadership position in the department, consider devoting at least one faculty meeting each year to this topic. Focus on things that faculty members can do in their own advising and teaching to help students.
- Find allies in your university's administration, such as directors and associate directors of humanities centers. Dean-level administrators are often open to new ideas. These sorts of partnerships can open up new resources for the work. Likewise, find allies in other departments and among colleagues at peer institutions. They may have models and insights to share.

Lessons for leadership at universities and disciplinary societies

Strengthening career diversity among PhDs requires resources

- Many fellows *entered* their PhDs interested in a range of careers outside the university. In 2019, 39% of humanities PhDs and 65% of social sciences PhDs worked outside of postsecondary teaching (see the Introduction for some further discussion of these numbers). It is not admitting failure for the university and disciplines to devote resources to planning for this very outcome, but rather an acknowledgment of students' desire to bring their knowledge to a wide range of careers. Devoting resources to ameliorating the labor situation within universities and devoting resources to supporting diverse careers need not be at odds.
- Making supporting career diversity an institutional priority can make a big difference. Recognize, reward, and highlight the work of departments and faculty leaders who are pursuing unique and innovative professionalization work and mentoring for graduate students. Create spaces for conversations about career diversity, curriculum, and beyond, both within the university and within disciplinary communities. Just as fellows found that having cohorts and mentors made their experiences much better, so too do faculty and program staff. Some of the lessons discussed in the faculty section above, such as facilitating internships and funded work for PhDs beyond the classroom, may be strengthened by having centralized university or disciplinary resources devoted to them. Or they may require changes in rules that can't solely be made at the departmental level.
- For disciplinary societies, explicitly creating space and programming for PhDs working outside of the academy is one way to increase participation and the visibility of non-faculty PhDs, and to build a larger scholarly community of practice that overlaps different sectors. Whether or not hiring

and job interviews are a part of your meetings or events, consider inviting nonprofit and industry leaders to present and meet with graduate students in addition to academic departments.

Strengthening humanities knowledge outside the university requires communication

- It is important to share examples of the value of humanities knowledge and skills in many different sectors. Many host supervisors told us they were interested in the fellowship because they had heard of a successful fellow in their networks. We should deliberately tell success stories and encourage others to tell them as well. PhDs who want to work outside of university teaching often feel like they are alone and carving out an untrodden path. But, as the numbers show, they are less alone than they think. And organizations are drawing on the expertise of humanities PhDs more than they know. Communications can be one way to address this challenge. This requires strategically thinking about where, how, and whose stories you want to share, as well as resources: to do outreach, to interview PhDs outside the university, to bring together those with similar interests, and more.
- Humanities skills are valued, but often both students and non-academic organizations don't know how to frame them. See "The value of humanities skills" and "Turnover and uncertainty" for some examples. Consider the ways you can support departments, faculty, and students in their communications around humanities skills and their own particular experiences. Consider if you might have staff time that could be spent doing some of this translation and relationship-building work with employers, to help them understand what skills and experiences someone with a PhD tends to bring to the table and how those could benefit their organization.
- It is also critical to share successful program models. Because ACLS was willing to share fellowship materials, we could offer models for other programs about how similar fellowships could work, as well as learning from those programs. Funders and practitioners should be generous and thoughtful with how they share models, information, and resources. See "The value of humanities skills" and "The wider influence of Public Fellows" for more discussion. Devote resources to properly sunset programs so that they leave useful resources and information behind. This can be difficult as program staff move on, but it should be a priority so the program and its resources can benefit not only the program's participants but also others down the road.

Appendix A: Job Sectors of First 6 Cohorts (Table form)

The following table shows the employment sectors of the first six cohorts (102 fellows; over 50% of the fellows), at the first position after the fellowship (1 year) and 5 years after the fellowship. If the fellow left the fellowship substantially early (a small number left after the first year), then the position they left for has been counted as year 1. “Consultant/Freelance” includes those working for consulting companies, as well as those working as independent consultants, freelance editors and writers, and so on. Work at the Smithsonian and the National Park Service is included as “Library/Museum/Archive” despite its federal government status. Positions at universities were included in “University Administration” even if they were archive/library/museum positions. “Media” includes only organizations producing media (nonprofits about media, such as CIR, are included in nonprofits). Faculty positions include those at community colleges. “Out of workforce/unemployed” includes those stepping back from the workforce for parenting and family care, those who were completing a degree, and those who were unemployed at the time. “Other position” includes therapists, for-profit education positions, and a few others.

	Fellowship	Year 1	Year 5
Nonprofit	47.1%	26.5%	20.6%
Libraries, Museums, Archives	20.6%	14.7%	5.9%
Government	12.7%	8.8%	9.8%
Nonprofit (Education)	12.7%	4.9%	3.9%
Media	5.9%	3.9%	3.9%
University Administration	1.0%	12.7%	12.7%
Consultant/Freelance	0.0%	4.9%	17.6%
Faculty position	0.0%	5.9%	9.8%
Postdoctoral fellowship or adjunct position	0.0%	6.9%	7.8%
Out of workforce or Unemployed	0.0%	9.8%	3.9%
Other position	0.0%	1.0%	2.9%
Teaching (K-12)	0.0%	0.0%	1.0%

Table 2: Employment sector of first 6 cohorts of fellows over time

Appendix B: Career Pathways in Specific Disciplines

CAREER PATHWAYS FOR HISTORY PHDS

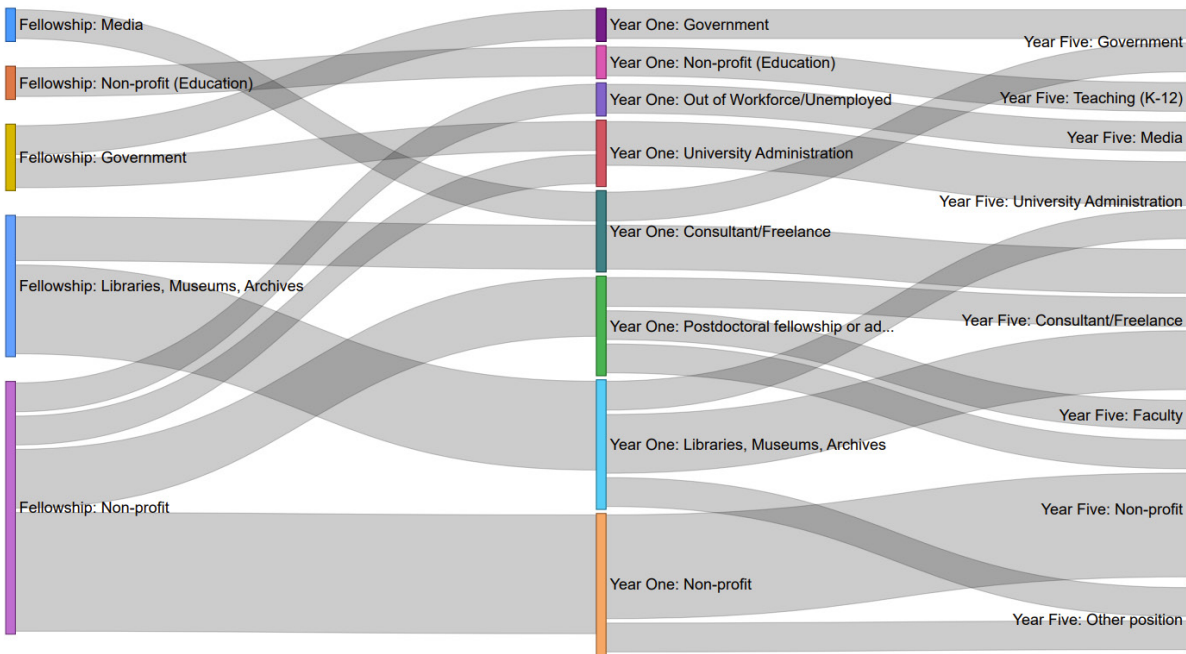


Figure 7: The career pathways of Public Fellows with history degrees, cohorts 1–6 (23 fellows)

CAREER PATHWAYS FOR ENGLISH PHDS

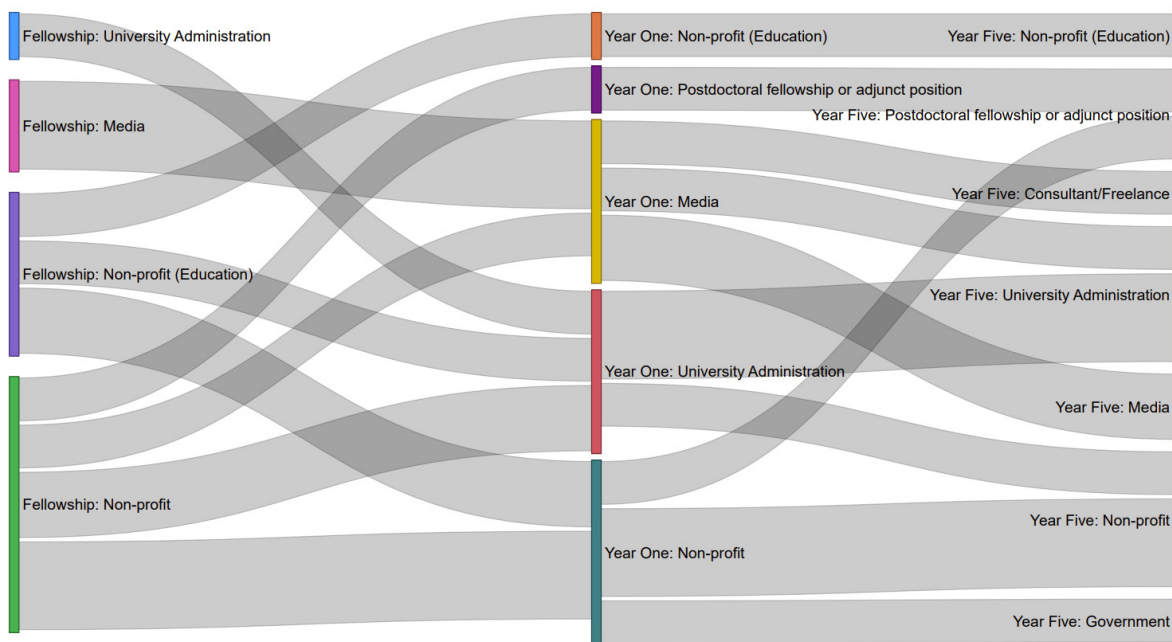


Figure 8: The career pathways of Public Fellows with English degrees, cohorts 1–6 (15 fellows)

Appendix C: Transcribed Advice from 2023 Focus Groups

In our 2023 focus group, former Public Fellows generated the following advice for graduate students and recent graduates on transitions to nonacademic work environments, for scholarly societies, and for graduate departments (see page 5 for an image of the advice generation process). These have been edited for clarity, and to avoid repetition.

Advice for graduate students and recent grads

- Do work you enjoy in grad school, even if it's not a required part of your dissertation project. Lots of skills can come from this.
- Keep up the hustle and/or multiple irons in the fire.
- Advocate for your work-life balance.
- Create a LinkedIn profile.
- While a CV is a more comprehensive list of accomplishments, a resume is more useful as a set of brief bullet points highlighting your impact.
- Regularly look at job openings in sectors that interest you to better understand a wider range of professional possibilities.
- Own your talents and be confident about presenting your accomplishments and skills.
- Know your own worth—be willing to negotiate to get what you want and need in any professional circumstance.
- Learn how to frame your graduate work/study as professional experience on your resume.
- Be proactive about requesting informational interviews. Generally, people like sharing about their work and experience, so asking for 30 minutes of their time is usually successful.
- Try to avoid making criticism a reflex.
- Say “sorry” less; say “thank you” more.
- Develop an elevator pitch, or a short summary of your current work and professional goals to share when networking and in briefer professional encounters.
- Determine and acquire non-academic skills you might need (grantmaking, budget, digital literacy, communications, etc.) using resources available at your university and beyond.
- Continue to develop and nurture your networks outside of graduate school, including mentorship by people working outside of academic roles.
- Do a skills audit or inventory to translate academic skills into the language of the nonprofit sector, or other sectors where you are seeking work.
- Identify your unique skill set.
- Be proactive in your relationship with your academic committee, and make sure that you are aligned with respect to your goals for the dissertation project and beyond.

Transition from academic culture to other professional contexts

- Ask questions more than you answer them—it's important to demonstrate a willingness to learn.
- Collaboration and delegation are important skills for team-based work.
- While you might be used to more individual work, colleagues outside of academia often expect you to ask for help.
- Reorganization and turnover are fairly typical in sectors outside of academia.
- Meetings should have agendas and strong facilitators, but also adequate space for contributions and breathing room. Facilitation is a balance of achieving collaborative goals while being inclusive and responsive.
- Don't leave a meeting without clear takeaways and a sense of your role.
- Active listening in team meetings can help communicate your interest in colleagues' work and willingness to contribute.
- It helps to set strong personal boundaries when it comes to work that is stressful or high stakes, and to depersonalize the outcome of processes outside of your control.
- It's OK to walk away at 5 p.m.
- People outside academia often have different or more expansive understandings of expertise. Don't sell yours short.
- Send calendar invites and show appreciation and respect for other colleagues' time.
- Setting priorities is a team activity, because your work should be in service of larger organizational goals and vision.
- Prioritization is key to planning and executing projects in a feasible way.
- Most of the time, supervision in the nonprofit sector will take a very different form than academic mentoring. The former is often more formalized, higher frequency, and less personal than the latter.
- Impostor syndrome is as real in the nonprofit sector as it is in academe.
- Make note of your contributions and keep track of your impact, both for evaluation conversations and for recording on your resume.
- Email and other communication norms are different in each sector and workplace.
- If you'd like to bring your research expertise to bear at work, or to share it with colleagues, find ways to make your subject/research interesting and relatable. Often, explaining your own interest in the topic can help to translate this experience to nonacademics.
- Generally, roles without a university affiliation will have limited or no access to academic research tools. Often, university libraries will provide alumni access to some resources, and others might be available through membership in a scholarly society.
- Writing in nonacademic roles is common, though it is generally done more quickly and in more collaborative ways than in some academic settings.

Advice for scholarly societies

- Highlight and celebrate a variety of professional pathways among your membership.
- Highlighting the accomplishments of PhDs working outside of the academy can provide inspiration and help faculty and mentors to understand potential career pathways for their students.
- Acknowledging and celebrating non-academic work can increase the visibility of humanities to the wider public.
- Creating opportunities for meaningful non-academic professional development will increase engagement in your association by PhDs working outside of the academy.
- More expansive definitions of scholarship will allow a wider range of scholars to contribute to your disciplinary conversations and community.
- Acknowledge the varying incentives and resources faculty and nonfaculty have to perform unpaid service on committees, as mentors, reviewers, etc.
- Building relationships with peer “practitioner” societies might enrich and expand definitions of scholarship and excellence.
- Reward academic departments doing innovative work with graduate students and alumni.

Advice for PhD departments

- Seek and incorporate graduate student advice, particularly for designing professionalization programming and curriculum.
- Hire faculty with a wide range of professional, as well as academic, experience and skills.
- Feature scholars working outside the faculty track in department colloquia and events, including humanities practitioners beyond the academy.
- Encourage students to explore non-academic careers and express this interest openly without fearing a loss of mentorship or esteem.
- Have conversations in courses about translating the skills and knowledge students are learning into a variety of professional contexts.
- When speaking to students about the job market, remember that “alt-ac” positions are not necessarily more readily available or easily accessible than academic ones.
- Develop curriculum to teach students how to apply for grants, manage teams, and manage budgets. These are extremely useful skills, no matter what career a graduate pursues.
- Provide faculty with resources and information about mentoring a diverse community of students for a wide range of career outcomes.
- Consider providing funded opportunities for students to explore work beyond the university.

Appendix D: List of Interviewees

Thank you to everyone who spoke with us about their experiences with the Mellon/ACLS Public Fellows program.

ACLS staff

Desiree Barron-Callaci, Kelly Buttermore, Jaelen Floyd, John Paul Christy, and Steven C. Wheatley

Public Fellows alumni

Anna Armentrout, Christopher Barthel, Barbara Ceptus-Schreiber, Anh Thang Dao-Shah, Megan Doherty, Anne Flannery, Nick Galasso, Cecily Garber, Lindsay Green-Barber, Rebecca Hewett, Kristen Hodge-Clark, Emily Kane, Meg Kunde, Susannah Laramée Kidd, James Manos, Liz Maynes-Aminzade, Nichole Nelson, Karen Park, Katya Salmi, Rob Schoenbeck, Karen Shanton, Michael Tiboris, Joan Troyano, Rachel Wimpee

Michael Alijewicz, Ashley Bowen, Jane Greenway Carr, Jennifer Cossyleon, Elandre Dedrick, Elizabeth DeYoung, Amelia Dietrich, Nicole Ivy, Nana Kaneko, Michael Miller, Patrick O'Shea, Adam Steinberg, Alyssa Trometter, Laurel Seely Voloder

Host organization supervisors

Lisa Ackerman, Jennifer Baumgardner, Bronwyn Mauldin, Steve Paulson, Aviva Rosenthal, Adela de la Torre, and Wendy Underhill.

Appendix E: Full list of fellows and their positions

2011

Andrews, Sean K.; Program Officer, National Institute for Technology in Liberal Education (NITLE); PhD, Cultural Studies, George Mason University

Ceptus, Barbara; Leadership Development Officer, Council on Foundations; PhD, Cultural Studies, University of California, Davis

Epstein, Pamela I.; Cultural Communications Specialist, New York City Department of Cultural Affairs; PhD, American History, Rutgers University, New Brunswick

Hewett, Rebecca; Cultural Programs Specialist, New York City Department of Cultural Affairs; PhD, Theatre History and Criticism, University of Texas, Austin

Hodge, Kristen N.; Policy Analyst, Association of American Universities (AAU); PhD, American Studies, University of Maryland, College Park

Smid, Karen; Human Rights/Democracy Promotion Specialist, US Department of State Bureau of Democracy, Human Rights, and Labor; PhD, Anthropology, University of Michigan, Ann Arbor

Voloder, Laurel Seely; Religious Freedom Promotion Specialist, US Department of State Bureau of Democracy, Human Rights, and Labor; PhD, Literature, University of California, Santa Cruz

Zwicker, Marianne C.; Program Officer, Institute of International Education (IIE); PhD, German Studies, University of Edinburgh, Scotland

2012

Bailin, Deborah J.; Democracy Analyst, Union of Concerned Scientists; PhD, English, University of Maryland, College Park

Doherty, Megan K.; Program Officer, German Marshall Fund of the United States; PhD, History, Columbia University

Flannery, Anne; Assistant Director, Digital Initiatives and Services, Newberry Library; PhD, German Language and Literature, Johns Hopkins University

Frohlich, Elizabeth; Associate Director, Forum on Education Abroad; PhD, French Language and Literature, Boston University

Galasso, Vittorio (Nick); Policy and Research Advisor, Oxfam America; PhD, Global Governance/International Politics, University of Delaware

Jackson, Korey; Program Coordinator and Analyst, Anvil Academic Publishing, Council on Library and Information Resources (CLIR); PhD, English Language and Literature, University of Michigan, Ann Arbor

Mahoney, Maureen; Policy Analyst, Consumers Union; PhD, History, University of Wisconsin, Madison

Mazzarino, Andrea Clare; Researcher/Advocate, Human Rights Watch; PhD, Cultural Anthropology, Brown University

Park, Karen E.; Global Projects Manager, Council of American Overseas Research Centers (CAORC); PhD, Linguistics, University of Oxford

Podhurst, Suzanne; Special Projects Coordinator, New York Public Library; PhD, History, Princeton University

Salmi, Katya; Researcher/Advocate, Human Rights Watch; PhD, Sociology, University of Sussex

Shanton, Karen; Legislative Studies Specialist, National Conference of State Legislatures (NCSL); PhD, Philosophy, Rutgers University, New Brunswick

Wilson, Nicole J.; Associate Development Officer, The Metropolitan Museum of Art; PhD, Greek and Roman Studies, University of Calgary

2013

Abbott, Franky; Project Manager, Digital Public Library of America; PhD, American Studies, Emory University

Armentrout, Anna J.; Associate Director for Special Projects, International Student Exchange Programs; PhD, History, University of California, Berkeley

Barthel, Christopher A.; Senior Manager for Academic and Public Programming, Center for Jewish History; PhD, History, Brown University

Eisert, Carolyn; Policy Analyst, Amnesty International; PhD, History, Princeton University

Evans-Walker, Erin; Fulbright Foreign Scholarship Board, US Department of State; PhD, Religious Studies, University of Edinburgh, Scotland

Feldkamp, Lisa D.; Senior Coordinator, Science Communications, The Nature Conservancy; PhD, Classics, University of Wisconsin, Madison

Goddard, Jeanette; Program Manager, Chicago Humanities Festival; PhD, Comparative Literature, University of Wisconsin, Madison

Green-Barber, Lindsay N.; Media Impact Analyst, Center for Investigative Reporting; PhD, Political Science, City University of New York, Graduate Center

Hardy, Molly O'Hagan; Digital Humanities Curator, American Antiquarian Society; PhD, English, University of Texas, Austin

Hinthorne, Lauren Leigh; Bureau of Conflict and Stabilization Operations, US Department of State; PhD, Politics, University of York, England

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Jones, Jane Joann; Program Analyst, BronxWorks; PhD, Sociology, New York University

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Kunde, Margaret H.; Program Evaluator, North Carolina General Assembly; PhD, Communication Studies, University of Minnesota, Twin Cities

Manos, James; Planning Associate, Vera Institute of Justice; PhD, Philosophy, DePaul University

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Young, Benjamin; Content Development Analyst, JSTOR; PhD, French & Romance Philology, and Comparative Literature, Columbia University

2014

Carr, Jane Greenway; Contributing Editor, *New America*; PhD, English and American Literature, New York University

Dao-Shah, Anh Thang; Program Manager, Policy and Evaluation, San Francisco Arts Commission; PhD, American Studies, University of Southern California

Dufton, Emily; Engagement Analyst, Center for Public Integrity; PhD, American Studies, George Washington University

Eley, Craig; Digital Producer, *To the Best of Our Knowledge*, Wisconsin Public Radio; PhD, American Studies, University of Iowa

Fadgen, Timothy Philip; Program Manager, Social Enterprise Projects, American Refugee Committee; PhD, Political Studies, University of Auckland

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Mehta, Samira K.; Manager of Strategic Initiatives, Museum of Jewish Heritage; PhD, Religion, Emory University

Moore, Bradley Matthys; Research and Partnerships Manager, Lenox Hill Neighborhood House; PhD, History and the History of Science, Medicine and Technology, University of Wisconsin, Madison

Moses, Jennifer Lee; Program Developer, National Constitution Center; PhD, American History, University of Delaware

Mulligan, Rikk; Program Officer for Scholarly Publishing, Association of Research Libraries; PhD, American Studies, Michigan State University

Murphy, Ciara Elene; Strategy and Planning Manager, The Public Theater; PhD, Theater and Performance Studies, Stanford University

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Troyano, Joan Fragaszy; Public Outreach Manager, Our American Journey, Smithsonian Institution, Grand Challenges Consortia; PhD, American Studies, George Washington University

Ursell, Michael G.; Program Manager, Los Angeles Review of Books; PhD, Literature, University of California, Santa Cruz

Wall, Rebecca; Program Officer, Office of International Relations, Smithsonian Institution; PhD, History, University of Michigan, Ann Arbor

2015

Dietrich, Amelia J.; Assistant Director for Digital Resources, Forum on Education Abroad; PhD, Spanish, Pennsylvania State University

Doron, Edith; Senior Program Manager, Nexus Projects, Carnegie Museums of Pittsburgh; PhD, Modern Thought, University of Aberdeen, UK

Farmer, Victoria R.; Senior Manager, Audience Development, Public Radio International (PRI); PhD, English, Florida State University

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Langston, Abigail J.; Policy Analyst, Equitable Economic Growth, PolicyLink; PhD, Literature, Duke University

Laramee Kidd, Susannah T.; Research Analyst, Los Angeles County Arts Commission; PhD, Religion, Emory University

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Potluri, Keerthi C.; Strategic Outreach Manager, Central Park Conservancy; PhD, Rhetoric, University of California, Berkeley

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Prottas, Nathaniel J.; Education Specialist, Museen der Stadt Wien (Vienna Museum); PhD, Art History, University of Pennsylvania

Shousterman, Cara; Partnerships and Engagement Manager, Harmony Institute; PhD, Linguistics, New York University

Tiboris, Michael G.; Fellow, Global Cities, Chicago Council on Global Affairs; PhD, Philosophy, University of California, San Diego

Trometter, Alyssa L.; Partnerships Manager, CGI University, Clinton Global Initiative; PhD, Historical Studies, University of Melbourne, Australia

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Vogt, Jennifer A.; Innovation Manager, Ashoka; PhD, Anthropology, Vanderbilt University

Ziliak Michel, Zoe L.; Policy Analyst, Job Quality, Center for Law and Social Policy (CLASP); PhD, Linguistics, University of Florida

2016

Baker, John Carl; Political Engagement Strategist, Ploughshares Fund; PhD, Cultural Studies, George Mason University

Best, Johanna; Program Manager for Scholarly and Public Engagement, Smithsonian Provenance Research Initiative (SPRI), Smithsonian Institution; PhD, Classical and Near

Eastern Archaeology, Bryn Mawr College

Boon, Erin D.; Research Analyst, The Texas Tribune; PhD, Celtic Languages and Literatures, Harvard University

Button Kambic, Emily; Cultural Resources Public Outreach Coordinator, Cultural Resource Division, Office of Resource Stewardship and Science, National Capital Region, National Park Service; PhD, Anthropology, Brown University

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Goodman, Carly; Communications Analyst, American Friends Service Committee; PhD, History, Temple University

Jordan, Nandi Dill; Digital Content Specialist, Los Angeles County Museum of Art; PhD, Sociology, New York University

Kaplan, Rebecca; Education Specialist, Pulitzer Center; PhD, History of Health Sciences, University of California, San Francisco

Lederman, Emily Ann; Community Engagement & Policy Advocate, Grant St. Settlement; PhD, English, University of Texas at Austin

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Mason, Jessica; Workplace Programs Federal Policy Analyst, National Partnership for Women & Families; PhD, Anthropology, University of Wisconsin-Madison

McKinley, Eric Garcia; Senior Research Analyst, Engagement and Inclusion, American Public Media Group; PhD, History, University of Illinois at Urbana-Champaign

Miller, Cassie Patricia; Research and Investigations Specialist, Southern Poverty Law Center; PhD, History, Carnegie Mellon University

Minor, Olive Melissa; Research and Evaluation Officer, International Rescue Committee; PhD, Anthropology, Northwestern University

Mitzner, Veera Eliisa; Global Philanthropy Specialist, Rare; PhD, History and Civilization, European University Institute

Peterson, Samantha Jo; Business Development Associate, Smithsonian Institution, Smithsonian Enterprises; PhD,

French Language and Literature, Boston University

Robinson, Rebecca S.; Senior Performance Auditor, City of Atlanta, City Auditor's Office; PhD, Justice Studies, Arizona State University

Steinberg, Adam; Policy Analyst, Reinvestment Fund; PhD, Geography, Rutgers University-New Brunswick

Vandagriff, Rachel Sinsheimer; Membership Engagement Manager, Center for Investigative Reporting; PhD, Music, University of California, Berkeley

2017

Alijewicz, Michael James; Student Success Officer, International Student Exchange Programs; PhD, English Literature, Vanderbilt University

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Brown, Aleia M.; Program Manager, Humanities Action Lab; PhD, Public History, Middle Tennessee State University

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2018

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Rockefeller Archive Center; PhD, Art History, City University
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History Institute; PhD, American Studies, Brown University

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Chew, Hui bin (Amee); Associate, Equitable Economy
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Faini, Maria; Narrative Impact Analyst, Race Forward; PhD,
Ethnic Studies, University of California, Berkeley

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University of Wisconsin-Madison

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Ethnomusicology, University of California, Riverside

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Salters, Jasmine; Content Strategist, Innocence Project; PhD,
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Schwenz, Caroline Lee; Audience Development and
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University

Stephens, Lucas; Senior Research Analyst, Transportation
Innovation, Environmental Law & Policy Center; PhD, Art
and Archaeology of the Mediterranean World, University of
Pennsylvania

Straut-Eppsteiner, Holly; Research Program Manager, National Immigration Law Center; PhD, Sociology, University of North Carolina at Chapel Hill

Usman, Mohammad; Policy Analyst, United Neighborhood Houses; PhD, Land Economy, University of Cambridge, UK

Vitulli, Elias Walker; Strategic Research Associate, Center for Popular Democracy; PhD, American Studies, University of Minnesota, Twin Cities

2019

Bird, Jessica; Communications Project Manager, Center for Court Innovation; PhD, History, Temple University

Carey-Webb, Jessica Ann; Campaign Advocate, Latin America Project, Natural Resources Defense Council; PhD, Spanish and Portuguese, University of Texas at Austin

Clary, Alyson; Senior Research Analyst, American Public Media; PhD, Comparative Literature, Emory University

Cossyleon, Jennifer E.; Policy Advisor, Community Change; PhD, Sociology, Loyola University Chicago

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DeYoung, Elizabeth H.; Policy Analyst, Reinvestment Fund; PhD, Irish Studies, University of Liverpool

Galvin, Annie; Associate Editor, Public Books; PhD, English, University of Virginia

Gervasio, Nicole Marie; Festival Programs Manager, PEN America; PhD, English & Comparative Literature, Columbia University

Haley, Joseph; Program Manager, World Justice Project; PhD, English, Johns Hopkins University

Karak, Madhuri; Community Engagement Manager, Center for Behavior and the Environment, Rare; PhD, Cultural Anthropology, City University of New York, The Graduate Center

Kompelmakher, Margarita; Community Engagement & Audience Development Manager, Alliance Theatre; PhD, Theater History, University of Minnesota, Twin Cities

Laas, Molly; Editor, Data & Society; PhD, History of Science, University of Wisconsin-Madison

Langer, Lara R.; Grants Manager, Harriet Beecher Stowe Center; PhD, Art History, University of Maryland, College Park

Mena, Meryleen; Policy & Budget Analyst, Citizens' Committee for Children of New York; PhD, Cultural Anthropology, University of Colorado Boulder

Murfin, Ira S.; Program Manager, Chicago Humanities Festival; PhD, Theatre, Northwestern University

Threet, Daniel; Research Analyst, National Low Income Housing Coalition; PhD, Philosophy, Georgetown University

Tynan, Caroline F.; Research Manager, Committee to Protect Journalists; PhD, Political Science, Temple University

Zhou, Shuxuan; Senior Researcher, Seattle Office for Civil Rights; PhD, Feminist Studies, University of Washington

Zoch, Amanda; Legislative Policy Specialist, National Conference of State Legislatures; PhD, English, Indiana University Bloomington

Zukowski, Scott; Outreach Programs Manager, Library of America; PhD, English, State University of New York, Stony Brook

2020

Aleman-Diaz, Aixa M.; Engagement Project Manager, Washington Center for Equitable Growth; PhD, Anthropology, American University DC

Anderson, Richard; Public Programming and Exhibitions Manager, Humanities Action Lab; PhD, History, Princeton University

Azalia, Loy L.; Senior Research Associate, Children's Defense Fund; PhD, African Studies, Howard University

Banahi, Mariam; Program Manager, Refugees International; PhD, Anthropology, Johns Hopkins University

Cai, Kathryn; Public Goods Policy Strategist, Partnership for Working Families; PhD, English, University of California, Los Angeles

Coan, Jaime Shearn; Communications Manager, One Archives Foundation; PhD, English, The Graduate Center, CUNY

Dani, Valeria; Community Engagement Director, Alliance for Higher Education in Prison; PhD, Romance Studies | Literary Criticism, Cornell University

Donnelly, Andrew; Education Programs Manager, National Book Foundation; PhD, English, Harvard University

Duvisac, Sara; Research and Policy Advisor, Oxfam America; PhD, Sociology, New York University

Escobar, Raquel; Public Engagement Manager, Humanities Action Lab; PhD, History, University of Illinois at Urbana-Champaign

Goldberg, Barry; Writer and Editor, Communications Team, Partnership for Public Service; PhD, History, City University of New York, The Graduate Center

Iasiello, Steph Catanese; Director of Education and Information, Alliance for Higher Education in Prison; PhD, English, Emory University

Majid, Asif; Community Impact Analyst, San Francisco Arts Commission; PhD, Anthropology, Media, and Performance, University of Manchester, UK

Nag Chowdhuri, Yagna; Manager of Strategic Research, Asian Cultural Council; PhD, Asian Studies, Cornell University

Nelson, Nichole A.; Policy Analyst, New Jersey Institute for Social Justice; PhD, History, Yale University

O'Brien, Cyrus J.; Research Fellow, American Civil Liberties Union; PhD, Anthropology and History, University of Michigan-Ann Arbor

Presswood, Alane Lee; Higher Education Program Specialist, Solutions Journalism Network; PhD, Communication Studies, Ohio University

Soeder, Meredith; Program Analyst, Allegheny Regional Asset District; PhD, History, Carnegie Mellon University

Swenson, Haylie Brooke; Government Relations Project Manager, American Association for the Advancement of Science; PhD, English, The George Washington University

Van Oort, Madison; Audience Development Project Manager, Twin Cities Public Television; PhD, Sociology, University of Minnesota, Twin Cities

Wong, Angela Veronica; Advocacy Director, University Settlement Society of New York; PhD, English, University of Buffalo, State University of New York

Young, Andrew J.; Assistant Director of Global Learning and Assessment, Institute for Study Abroad; PhD, Sociology, Temple University

Appendix F: Full list of host organizations

Allegheny Regional Asset District	Center for Public Integrity	Innocence Project
Alliance for Higher Education in Prison	Central Park Conservancy	Institute for Study Abroad
Alliance Theatre	Chicago Council on Global Affairs	Institute of International Education
American Alliance of Museums	Chicago Humanities Festival	International Rescue Committee
American Antiquarian Society	Children's Defense Fund	International Student Exchange Programs
American Association for the Advancement of Science	Citizens' Committee for Children of New York	JSTOR
American Bar Association Rule of Law Initiative	City of Atlanta, City Auditor's Office	Kiva
American Civil Liberties Union	Clinton Global Initiative	Lapham's Quarterly
American Friends Service Committee	Committee to Protect Journalists	Lenox Hill Neighborhood House
American Public Media	Community Change	Library of America
American Refugee Committee	Community Partners	Los Angeles County Arts Commission
Amnesty International	Consortium of Humanities Centers and Institutes (CHCI)	Los Angeles County Museum of Art
Ashoka	Consumers Union	Los Angeles Department of Cultural Affairs
Asian Cultural Council	Council of American Overseas Research Centers	Los Angeles Review of Books
Association of American Colleges and Universities	Council of Independent Colleges	Metropolitan Museum of Art
Association of American Universities	Council on Foundations	Minneapolis Institute of Art
Association of College & Research Libraries	Council on Library and Information Resources (CLIR)	MinnPost
Association of Research Libraries	Data & Society	Museum of Jewish Heritage
Bay Area Video Coalition	Digital Public Library of America	National Audubon Society
BronxWorks	Division of Economic Support for Families, US Department of Health and Human Services	National Book Foundation
Brooklyn Academy of Music	Environmental Law & Policy Center	National Conference of State Legislatures
CARE (Cooperative for Assistance and Relief Everywhere)	Forum on Education Abroad	National Constitution Center
Carnegie Museums of Pittsburgh	Free Press	National Immigration Law Center
Center for Court Innovation	German Marshall Fund of the US	National Institute for Technology in Liberal Education (NITLE)
Center for Genetics and Society	Grand St. Settlement	National Low Income Housing Coalition
Center for Global Education, Hobart and William Smith Colleges	Harmony Institute	National Park Service
Center for Investigative Reporting	Harriet Beecher Stowe Center	National Partnership for Women and Families
Center for Jewish History	Human Rights Campaign	National Trust for Historic Preservation
Center for Law & Social Policy	Human Rights Watch	National Women's Law Center
Center for Popular Democracy	Humanities Action Lab	Natural Resources Defense Council

New America
New Jersey Institute for Social Justice
New Orleans Museum of Art (NOMA)
New York City Department of Cultural Affairs
North Carolina Program Evaluation Division
NYC Mayor's Office of Immigrant Affairs
One Archives Foundation
Oxfam America
Participatory Budgeting Project
Partnership for Public Service
PEN America
Ploughshares Fund
PolicyLink
PowerSwitch Action
PRX
Public Books
Race Forward
Rare
Refugees International
Reinvestment Fund
Rockefeller Archive Center
San Francisco Arts Commission
Science History Institute
Seattle Office for Civil Rights
Seattle Office of Arts & Culture
Smithsonian Institution
Social Science Research Council
Solutions Journalism Network
Southern Poverty Law Center
Stockholm Environment Institute—US Center
Tenement Museum
The Feminist Press
The Field Museum
The Nature Conservancy
The New York Public Library
The Newberry
The Public Theater
The Pulitzer Center on Crisis Reporting
The Texas Tribune
Twin Cities PBS
Union of Concerned Scientists
United Negro College Fund
United Neighborhood Houses
University Settlement Society of New York
US Department of State
Vera Institute of Justice
Vienna Museum
Washington Center for Equitable Growth
Wisconsin Public Radio
World Justice Project
World Monuments Fund
Yerba Buena Center for the Arts



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