



Strategies for Recruiting Students to the Humanities:

LEVERAGING SCHOLARLY
SOCIETY RESOURCES

STUDY THE
HUMANITIES



Strategies for Recruiting Students to the Humanities: Leveraging Scholarly Society Resources

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The National Humanities Alliance (NHA) is a nationwide coalition of organizations advocating for the humanities on campuses, in communities, and on Capitol Hill. Founded in 1981, NHA is supported by over 200 member organizations, including: colleges, universities, libraries, museums, cultural organizations, state humanities councils, and scholarly, professional, and higher education associations. It is the only organization that brings together the U.S. humanities community as a whole.

The NHA is a 501(c)(4) non-profit association and is strictly nonpartisan. The National Humanities Alliance Foundation is the 501(c)(3) supporting foundation of the National Humanities Alliance. It works to research and communicate the value of the humanities to a range of audiences including elected officials and the general public. This resource is a product of the National Humanities Alliance Foundation's *Study the Humanities* initiative, which is funded by The Andrew W. Mellon Foundation.

Introduction

This report highlights strategies and resources developed by scholarly societies that faculty and administrators can leverage in their efforts to attract more undergraduates to the humanities. It complements *Strategies for Recruiting Students to the Humanities*, which profiled over 100 successful *campus-based* initiatives.

Our aim here is to share broadly applicable strategies and resources developed by organizations associated with particular disciplines that have the potential to strengthen recruitment efforts across the full range of humanities disciplines. While individual disciplines face particular challenges and opportunities, many are shared. Consequently, the resources scholarly societies develop frequently translate beyond the disciplines they serve. We hope that this report will inspire readers to consult and adapt the wealth of tools, strategies, and models offered by scholarly societies across the humanities and humanistic social sciences.

Scholarly societies have responded to the widespread decline in humanities majors and enrollments since 2008 by investing in resources that support undergraduate teaching and recruitment. However, knowledge of these efforts rarely extends across disciplinary boundaries. Even members may not know the full extent of the resources offered by their own scholarly societies, particularly since many of these are not explicitly linked to recruitment. This report illustrates connections between undergraduate humanities recruitment and the media, events, pedagogical resources, advocacy guides, and professional development opportunities offered by scholarly societies. We hope that faculty and administrators will avail themselves of these resources as they work to attract more students to the humanities.

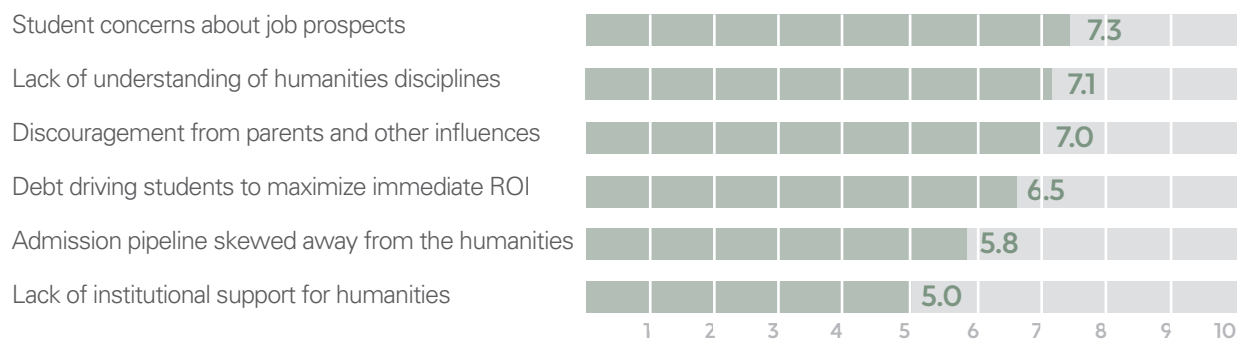
In this report, we profile exemplary resources and strategies scholarly societies have developed for (1) articulating career pathways, (2) supporting curricular innovations, (3) promoting the discipline to undergraduates and other key audiences, and (4) fostering humanities/disciplinary identity and community. Each section begins with a summary of the overall landscape of available resources before exploring subcategories. For each subcategory, we provide a brief list of examples with an eye toward diversity of representation, spotlighting one particularly robust initiative. These lists are not exhaustive; for each subcategory, there may be additional scholarly societies making contributions in this area. Collectively, the examples listed serve to illustrate the range of valuable resources for strengthening undergraduate recruitment efforts that scholarly societies offer.

Our Research

Since 2018, the National Humanities Alliance has researched undergraduate humanities recruitment through our *Study the Humanities* initiative, which is generously funded by The Andrew W. Mellon Foundation. Our 2019 Humanities Recruitment Survey (HRS) asked nearly 400 faculty and administrators about the challenges they experienced in attracting undergraduates to the humanities and the strategies they had developed to address those challenges. Quantitative and qualitative data collected through this survey illustrated the need to combat misleading tropes about humanities job prospects, innovate new curricula to attract a broader range of students, hone strategies for marketing humanities courses and majors, and foster humanities/disciplinary identity among students.

FIGURE 1.1.

Overview of the influences of challenges. Respondents were asked how influential each challenge is on their campus, with 10 indicating a major challenge.



Source: Oliver, Y., & Muir, S. (2020). Humanities Recruitment Survey: Challenges and Audiences. Washington, D.C.: National Humanities Alliance.

In the summer of 2021, we conducted focus groups with scholarly society directors and staff to identify the resources they offer that support undergraduate recruitment, using the four broad categories of recruitment strategies identified in *Strategies for Recruiting Students to the Humanities* as an analytical framework. These conversations yielded a wealth of resources, information about how and why organizations had developed these particular resources, and examples of how scholarly society members are leveraging these resources to attract more students. In light of our pan-humanities orientation and previous research, we paid particularly close attention to initiatives that (a) were distinct from the kinds of strategies and resources developed on campuses and (b) seemed to translate well across disciplinary boundaries.

Articulating Career Pathways

Respondents to our 2019 Humanities Recruitment Survey (HRS) rated “student concerns about job prospects” the most influential challenge to recruiting students to the humanities (see Figure 1.1 on page 4). Additionally, there is the related challenge of persuading students who are unlikely to major or minor in the humanities that additional humanities courses will enhance their job prospects.

Scholarly societies are well positioned to help faculty and administrators articulate career pathways because of their ability to aggregate perspectives and elevate the strongest connections drawn by members of the discipline. Operating on a national or regional level, they can often produce more polished materials, events, and media than any individual department and disseminate them on a broader scale. Departments can leverage and build upon these resources as they work to provide information to prospective and current students and recent alums to help them translate humanities knowledge and skills to various career fields.

(Virtual) Career Events

Scholarly societies have hosted job fairs, career panel webinars, resume workshops, and speed networking opportunities, as well as career-oriented programming at their annual meetings. On the surface, it may seem that a given society’s offerings would only prove relevant for students in that particular discipline. But in reality, many of the transferable skills highlighted apply to adjacent fields, and societies across the humanities offer strategies and models for communicating those skills to students.

- The **American Classical League** has produced live webinars and videos in which ACL board members interview a diverse group of professionals about how they have drawn upon their classical learning in their careers.
- The **National Communication Association** hosts a job fair for students at its annual convention that connects undergraduates and employers looking to leverage their abilities to analyze communications.
- The **Linguistic Society of America** sponsors a month-long virtual career launch bootcamp that exposes students to a range of possibilities for applying disciplinary knowledge and skills, as well as strategies for illustrating those applications to potential employers.
- The **National Council on Public History** hosts a biennial Careers in History Symposium that includes speed networking opportunities for students.
- The **Society for Ethnomusicology** offers programming at its annual meeting that informs students about various career possibilities in the field, including jobs at museums, archives, media companies, and arts presenting organizations.

SPOTLIGHT

The **American Sociological Association** offers an annual webinar that features recent sociology graduates discussing how they landed their jobs and how they draw on their sociological knowledge and skills. NHA research suggests that stories from recent graduates are more compelling to students because they find their experiences more relatable and reassuring than those of alums further along in their careers. Sociology departments have held watch parties for these events, which has helped boost attendance. One such webinar drew over 1,000 attendees. The ASA is now developing resume workshops to help students illustrate how their coursework has helped them develop highly valued transferable skills.

Career Pathway Guides

Scholarly societies have produced a wide variety of print and online publications and other media that help articulate career pathways for students. These resources can be easily distributed not only to current and prospective students, but also to parents, employers, and staff in career services, advising, and admissions offices to help shift perceptions of the professional value of humanistic study more broadly.

- The **American Historical Association's** *Careers for History Majors* booklet offers a comprehensive approach to articulating career pathways and transferable skills, incorporating quantitative data, essays full of practical advice, and talking points for conversations with employers.
- The **American Philosophical Association** has created a one-page flyer on philosophy and careers, online lists of famous philosophy graduates across nine professional categories, and a poster series featuring photos and quotes from a diverse group of 19 famous individuals who studied philosophy as undergraduates.
- The **Society for Classical Studies'** *Careers for Classicists* compiles resources from a variety of sources into an online toolkit that illustrates the professional value of a degree in classics. SCS has created two distinct versions for undergraduates and graduate students.

SPOTLIGHT

The **American Folklore Society** created a "Why I'm a Folklorist" playlist on YouTube featuring brief (less than 3 minutes each) video interviews with more than 50 individuals working in diverse contexts about how and why they became folklorists and how they have applied that training in the work that they do. AFS is building upon the project's success with a new print publication from Indiana University Press entitled *What Do Folklorists Do?* The book provides a more detailed look at the breadth of the field through more than 70 essays edited by former AFS executive director Timothy Lloyd. These essays also make for engaging reading assignments for undergraduate students being introduced to the discipline.

Career Outcomes Research

Scholarly societies have also helped to articulate career pathways by conducting research on alums career outcomes and employer attitudes. These studies provide a more detailed look at pathways in particular academic fields, complementing the more broad-based data compiled in the *Study the Humanities* toolkit, the American Academy of Arts and Sciences' Humanities Indicators, and the American Association of Colleges and Universities' annual employer survey.

- The **National Communication Association** tracks job outcomes for graduates, including the job fields they land in and their salaries. NCA is paying more attention to surfacing less-obvious pathways through this research.
- Since undergraduate anthropology programs can vary a great deal in their areas of focus (e.g., cultural, biological, linguistic, archaeology), the **American Anthropology Association** has taken a capacity-building approach, supporting departments' efforts to keep better track of alums career pathways beyond those that continue onto further anthropological study.

SPOTLIGHT

Since 2014, the **National Council for Public History's** Joint Task Force on Public History Education and Employment has surveyed public history employers to identify the professional skills they consider most valuable. The survey has garnered more than 500 responses from a wide range of employers, including museums, historical societies, archives, libraries, and preservation organizations. Results suggest that written and oral communication skills are the most highly prized, followed by research capabilities, historical/historiographical knowledge, public speaking, project management, and editorial skills. NCPH distributed these findings to departments to help faculty and students match their coursework to employer needs. The survey also yielded other valuable information—the value of internships, how long it took graduates to find employment, job satisfaction, etc.—that helps departments better serve students and assuage employment concerns.

Curricular Innovations

Much like career pathways resources, innovative curricula can help shift perceptions of the applicability of humanities knowledge and skills. Respondents to the 2019 Humanities Recruitment Survey (HRS) rated “lack of understanding of humanities disciplines” as the second most influential challenge to attracting undergraduates to the humanities (see Figure 1.1 on page 4). Many emphasized that students, parents, and others frequently fail to appreciate the applicability of humanistic study to their lives and the world.

Scholarly societies have long supported the development of curricula by serving as a hub for sharing course syllabi and effective pedagogical practices through their publications, conference proceedings, and networks. In recent years, scholarly societies have been finding ways to spur curricular innovation on a larger scale, devoting more time and energy to enhancing undergraduate teaching with greater focus on what resonates with today’s students. Faculty and administrators can consult these resources to learn about the most promising national models for curricular innovations in their respective disciplines.

Conferences and Workshops

Many scholarly societies have ramped up annual meeting programming focused on undergraduate teaching. Others have created new conferences and workshops devoted specifically to developing innovative curricula. These offerings serve to convene communities of practice around pedagogical innovation that help participants take their teaching to the next level.

- The **American Historical Association** has incorporated Assignment Charette into its annual meeting, which facilitates peer review of assignments pitched to all levels of history education via a three-hour workshop, with particular attention to innovative assignments and those that engage primary sources.
- The Pedagogy Study Group of the **American Musicological Society** hosts an annual Teaching Music History Conference. Concurrent sessions are organized around topics like leveraging new technologies, incorporating student perspectives, innovative classroom activities, empathy and hospitality in the classroom, and diversity and anti-racism in survey courses. The community gathered through the conference continues to support one another throughout the year, sharing reviews of new books on pedagogy, inclusion resources, and topical blog posts.
- The **National Communication Association** hosts an annual Institute for Faculty Development, also known as the Hope Conference, focused specifically on innovation in undergraduate teaching. Participants share ideas for developing new courses, draw connections from theory to pedagogical practice, and present pedagogical research.

SPOTLIGHT

The **Modern Language Association's** Association of Departments of English and Association of Departments of Foreign Languages offer regional summer seminars for leaders of undergraduate programs and departments that provide models for reforming and innovating curricula. These seminars also feature sessions on a range of recruitment strategies, including outreach to prospective students, community college transfer pathways, and opportunities for leveraging gen ed requirements to attract students. Due to the pandemic, these regional seminars were replaced by a national joint leadership institute held over Zoom in 2020 and 2021.

Pedagogical Tools and Resources

Scholarly societies have also created repositories for pedagogical resources in the form of publications, websites, and listservs. In recent years, many scholarly societies have developed more comprehensive resources that help strengthen instruction in their disciplines and expand access to them.

- The **American Political Science Association** created an online teaching resource library called *APSA Educate*. The sophisticated platform hosts video lecture series, interactive games for students, guides to online instruction, and digital media production assignments. It also features syllabi, topic guides, and resource collections geared toward timely topics, such as “Teaching #BlackLivesMatter.”
- In 2017, a section of the **American Anthropological Association** called the Society for Anthropology in Community Colleges created *Perspectives: An Open Invitation to Cultural Anthropology*. This open-access, peer-reviewed textbook was specifically designed for use in introductory courses in community colleges and high schools, with the goal of providing high-quality instruction to students who might not otherwise have access to anthropology. *Perspectives* introduces students to various subfields, core concepts, and research methods in an accessible manner. A second open-access textbook, *Explorations: An Open Invitation to Biological Anthropology*, was released in 2019. A third open-access textbook on archaeology is also forthcoming.
- In the context of the pandemic, the **American Philosophical Association** launched a virtual event series called APA Live/APA On Demand that has included several sessions on innovative approaches to undergraduate teaching. These sessions have offered tips for optimizing online learning, diversifying curricula, and implementing anti-racist pedagogies, including philosophical approaches to racism, policing, and criminal justice.

SPOTLIGHT

With a grant from the Arthur Vining Davis Foundations, the **American Academy of Religion** created “Religious Literacy Guidelines: What U.S. College Graduates Need to Understand about Religion.” One of the goals of the project is to expand the discipline’s reach by strengthening teaching about religion at institutions that lack a formal religious studies department/curriculum. The guidelines underscore the attainment of religious literacy in college as a general education priority for all institutions. The document lays out a variety of distinct approaches to teaching religion and addresses First Amendment concerns for those teaching in public institutions. The guidelines identify core student outcomes, including the capacity to identify accurate and credible sources, appreciation of the internal diversity within religious traditions, and understanding how traditions shape and are shaped by their surrounding cultural context. The guidelines also present models for achieving these outcomes drawn from different institutional and disciplinary contexts.

Supporting Innovation Through Curricular Initiatives

Scholarly societies have also launched initiatives that engage members in new pedagogical approaches designed to cultivate undergraduate interest in their disciplines. These interventions help ensure that programs are welcoming for all students, particularly community college students, students from underrepresented minority backgrounds, and first-generation students.

- The **Modern Language Association** awards \$3,000 Humanities Innovation Grants annually to support the development of courses and programs designed to boost enrollments and cultivate student interest in the humanities—particularly interdisciplinary and collaborative projects and ones that engage global questions and local communities. Award recipients are invited to present their projects in the Language and Literature Program Innovation Room at the annual convention, and brief summaries are published on the MLA website.
- Searching for ways to integrate the humanities and other disciplines, the **Community College Humanities Association** assisted the Community College of Baltimore County (CCBC) in applying for and eventually administering several grants from The Andrew W. Mellon Foundation. These grants supported contextualized writing courses that demonstrate the value of humanistic thinking for STEM, pre-allied health, business law, and performing arts students by critically analyzing writings associated with these fields. They also helped CCBC infuse parts of the humanities curriculum into non-humanities disciplines such as nursing, education, psychology, environmental science, biology, engineering, business, and computer science. Teams of professors from these disciplines work together to stress the importance of a humanities approach to all

academic areas through pedagogy and curriculum design. As a result, CCBC students who may not be inclined to seek out humanities courses are nonetheless experiencing the power of the humanities in their coursework.

- The **American Sociological Association** has been working with departments to make undergraduate and graduate curricula more inclusive with the goal of encouraging more students from historically underrepresented groups to take sociology courses and continue on to further study. For example, ASA has hosted webinars and distributed resource lists to support efforts to diversify departmental curricula and address the role of settler colonialism in shaping social inequality. In these efforts, ASA has placed a particular emphasis on ensuring that all students in introductory/gen ed courses see themselves represented in the discipline.

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The **American Historical Association** created the *History Gateways* initiative to redesign introductory history courses in partnership with the John N. Gardner Institute for Excellence in Undergraduate education. With a grant from The Andrew W. Mellon Foundation, AHA is working closely with departments at 11 institutions to better serve first generation, Pell-eligible, Latinx, Black, and Native American students. Faculty partner with their campuses' offices of institutional research to learn more about their introductory course population and student outcome patterns, combining that data with student-centered pedagogical interventions to redesign introductory courses. AHA is distilling and distributing lessons learned from these efforts through numerous webinars, resource lists, its annual meeting, and an annual conference in Texas devoted to strengthening introductory courses. On a separate but related front, AHA (along with the Modern Language Association) has partnered with the Teagle Foundation to host workshops to explore opportunities for elevating the humanities in general education based on the success of the Cornerstone initiative led by historian Melinda Zook at Purdue University. Both projects support humanists to make the most of gen ed courses as crucial opportunities to persuade students to pursue further study in the humanities and facilitate the success of underrepresented student populations.

Enhancing K-12 Curricula

Scholarly societies have launched a variety of curricular initiatives that expose K-12 students to their disciplines before they arrive on campus. They have produced high school level curricula and guidelines and offered workshops and awards that elevate promising models for incorporating subjects frequently overlooked in high school curricula.

- The **American Anthropological Association** is holding summer workshops with K-12 teachers to develop learning modules and other materials that align with their school system's needs and constraints. These materials will make it easier for K-12 teachers to incorporate anthropology into their courses.
- In addition to the religious literacy guidelines profiled on page 10, the **American Academy of Religion** worked with the National Council for the Social Studies to create another set of guidelines entitled "Guidelines for Teaching About Religion in K-12 Public Schools in the United States." They are written for public school teachers, administrators, members of school boards, and other citizens to provide guidance for how to teach about religion in intellectually sound ways from the nonsectarian perspective appropriate for public schools. The document clarifies the implications of the First Amendment regarding the study of religion and highlights a variety of appropriate approaches that teachers and administrators can incorporate into their curricula.
- The **Linguistic Society of America** has been working to build out high school level curricula in order to expand opportunities for pre-college exposure to the discipline. LSA is currently building support for an AP linguistics course that would help incentivize schools and students to take up linguistics.
- The **American Folklore Society** hosts K-12 workshops for teachers exploring opportunities for bringing folklore/folklife methodologies and concepts into their classes. The *Journal of Folklore and Education* frequently publishes summaries of the content presented through these workshops.

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The **Renaissance Society of America** received funding from an anonymous donor to offer cash awards to incentivize innovative K-12 projects that immerse students in the culture and history of the era. High school teachers are invited to apply for \$2,000 grants for Renaissance studies projects that leverage primary source materials. Awardees were also provided with travel funds to present their projects at the RSA's annual meeting. During the COVID-19 pandemic, RSA hosted a virtual awards event. Eight recipients of \$1,000 awards for developing exceptional K-12 course materials on the Renaissance presented their projects.

Promoting the Discipline to Undergraduates and Other Key Audiences

Another factor contributing to the decline in humanities majors and enrollments is what one might call a “PR problem.” The second and third most influential challenges identified by Humanities Recruitment Survey (HRS) respondents were “lack of understanding of humanities disciplines” and “discouragement from parents and other influences,” suggesting that humanists could do a better job conveying the value of a humanities education to students and those who influence them (see Figure 1.1 on page 4).

Scholarly societies offer a wealth of resources for promoting their disciplines to prospective students and other key audiences such as parents, advisors, and guidance counselors. Several societies now offer guides that highlight the most effective messages and approaches for reaching these audiences, including honed pitches for the major that help address career concerns. Many societies have produced media that convey disciplinary concepts and contributions in particularly engaging and accessible ways. Scholarly society social media campaigns serve to distill and distribute compelling messages about the value of the discipline. Finally, scholarly societies facilitate and incentivize faculty outreach to undergraduates and the public through programs and awards.

Advocacy Guides and Messaging Resources

Scholarly societies have developed materials that distill compelling advocacy messages for particular audiences, including pitches for the major and minor to prospective students (and their parents) and advocacy toolkits with guidance for addressing a range of audiences.

- For decades, the **Linguistic Society of America** has produced a frequently updated publication that frames and answers the question, *Why Major in Linguistics?* LSA offers free copies in bulk quantities to any linguistics department or other campus program that wishes to distribute them to students. The long-running publication now exists in a digital format as well. LSA has also elevated related material on its website, which features prominent links labeled “studying linguistics” and “careers in linguistics.”
- The **National Council on Public History**’s Public History Navigator, an annually updated digital/print publication, was conceived as a guide to choosing and thriving in a public history MA program. However, faculty have found that its descriptions, illustrations, and career pathways content make it a valuable undergraduate recruitment tool as well.

- The **American Folklore Society** revamped its advocacy toolkit to better serve the diversity of its membership. Users can “choose their own adventure,” selecting among pathways customized for public, independent, and academic folklorists depending on whether they are advocating for research projects, local communities, or programs and agencies, as well as their target audience and chosen medium. This reorganized approach responds to a growing appreciation among academic folklorists of the need to advocate for their field and includes strategies for advocating for students, courses, and academic programs.
- Appreciating the value of the advocacy toolkits created by other scholarly societies, the **American Historical Association** compiled existing advocacy resources into an online department advocacy toolkit. The toolkit organizes these resources—including career pathway guides (see page 6), resources from AHA’s Tuning project (2012-2016), recruitment materials, relevant blog posts and essays, and History Gateways resources (see page 11)—into four distinct versions pitched to faculty, administrators, students, and career counselors and academic advisors. In this way, the AHA toolkit elevates component resources aimed at these audiences and makes them easier to use.

SPOTLIGHT

From 2017 to 2019, the **American Philosophical Association** worked to compile a Department Advocacy Toolkit with a particularly impressive scope. The APA’s Committee on the Status and Future of the Profession collected approaches that had successfully shifted perceptions of philosophy and strategies that had proved most helpful to departments threatened with budget cuts. The resulting 50-page document consolidates effective approaches for engaging prospective students, parents, the broader public, and potential partners on campus who are key to undergraduate recruitment efforts, including admissions and advising offices, alums, career services, internship offices, student ambassadors, and upper administrators. The APA toolkit also offers guidance on clarifying career pathways, articulating key philosophy skills and competencies, and developing and promoting attractive course offerings. “Most of these things are not exclusive to philosophy,” says APA Executive Director Amy Ferrer. “A lot of the strategies would work for any department that wants to make sure its place is secure.” The toolkit’s concise style, modular structure, and alphabetical organization make it easy to use and adapt to individual departments’ needs and resources. The APA has also produced companion resources to aid with the implementation of the messaging strategies highlighted in the toolkit, including a one-page “Why Study Philosophy?” flyer and a “Who Studies Philosophy?” poster series (see page 6).

Public-Facing Media

Scholarly societies also provide accessible and compelling entry points to their disciplines through the public-facing media they produce. Faculty and administrators can leverage media that help communicate research findings and core concepts to broader audiences in their efforts to recruit undergraduates.

- The **National Communication Association** has created the *Concepts and Praxis in Communication* video series to explain complex disciplinary concepts in plain language for external audiences. NCA also has a public programs initiative that brings communication scholars to local communities to discuss the ways communication can help address problems ranging from climate change to health. Finally, NCA publishes *Communications Currents*, which conveys the findings from studies recently published in the association's academic journal for both scholarly and lay audiences. Faculty have found these resources to be valuable in their courses and in outreach to prospective students.
- The **Society of Architectural Historians'** *SAH Archipedia*—a peer-reviewed online encyclopedia of U.S. architectural history—expands access to the discipline among undergraduate and K-12 students. The society has created *SAH Archipedia*-based lesson plans for K-12 teachers and a guide that helps professors facilitate class projects in which undergraduates write histories of a local site for consideration as potential *SAH Archipedia* entries.
- The **Latin American Studies Association** has launched an open-access video series called *LASA Dialogues*, which provides scholarly perspectives on issues of broad interest through regular conversations in Spanish. The series helps make the field more accessible to the Spanish-speaking communities the field encompasses. Individual sessions cover a range of timely topics (e.g., the social impact of COVID-19, the impact of the U.S. presidential transition in Latin America), providing current content for use in undergraduate classrooms.

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Through two major initiatives, the OpEd Project and the Annual Ethnographic Film and Media Festival, the **American Anthropological Association** supports media that convey disciplinary perspectives and research in compelling, high-profile formats. The Film and Media Festival features films from all over the world that attend to anthropological topics and methodologies, highlighting the long, ongoing tradition of films showcasing ethnographic and archaeological work. Meanwhile, AAA's OpEd Project trains scholars to publish their work in newspapers. Each year, 20 members are selected for a day-long writing workshop led by working journalists who help these scholars write an accessible summary of their work that would appeal to an editorial board of a newspaper and the

much broader readership it serves. Through these efforts, AAA encourages the wider distribution of anthropological research in engaging formats that make for accessible entry points to the discipline for undergraduates.

Reaching Students Through Social Media

Scholarly societies have launched social media campaigns that advocate for the value of their disciplines using language and platforms that can reach prospective students. The succinct style and broad reach of social media deliver highly distilled messages on the value of these disciplines that advocates can distribute far and wide.

- The **American Academy of Religion** ran a successful social media campaign featuring testimonials from its members on the value of religious studies. Posts included graphics with quotes and member pictures.
- The **Society for Classical Studies** created a LinkedIn group to connect students and people with training in ancient studies working in a wide range of career fields. The group illustrates diverse career pathways and facilitates opportunities for students preparing to enter the workforce.

SPOTLIGHT

The **National Communication Association** enabled students to take over NCA social media accounts, particularly Instagram. Students drove a campaign that promoted communication studies as a distinct discipline with unique contributions to our understanding of human communication beyond honing basic communication skills. By targeting and enlisting student organizations, the campaign helped students become more effective ambassadors for the discipline, providing a platform to clearly articulate to their peers an understanding of the discipline and the ways communication concepts are used by these students in their campus communities.

Programs That Facilitate and Incentivize Outreach

Scholarly societies facilitate and incentivize faculty outreach to undergraduates and the public. They do so through programs and awards that build the capacity of faculty to conduct effective outreach on behalf of their disciplines.

- The **Society for Classical Studies** incentivizes advocacy and outreach through its awards and honors, including the SCS Outreach Prize, the Forum Prize for public-facing programs, SCS Awards for Excellence in Teaching (with separate awards for instructors at the K-12 and college levels), and the President's Award for advancing public appreciation and awareness of the discipline.
- The **Association for Asian Studies** created a Distinguished Speakers Bureau that brings specialists to classrooms at institutions where Asian studies is not well represented. The program format includes time for the speaker to meet with students in addition to presenting a lecture.
- The **American Institute for Conservation** has hosted an outreach program aimed at HBCUs to encourage a more diverse range of students to consider careers in preservation.
- The **Society for Architectural Historians** is fundraising a prize to be given to an architectural historian for an original essay and public lecture on the history of race and the built environment for a public audience. Such public scholarship helps to raise awareness about the field and can be used in undergraduate courses.

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The **Modern Language Association**, together with its Association of Departments of English and Associations of Departments of Foreign Languages, has created a number of structures that enable faculty to share their expertise to support curricular reforms, undergraduate recruitment, and broader outreach efforts on other campuses. The ADE-MLA and ADFL-MLA Consultancy Service provides departments with guidance from faculty members with administrative experience on a wide range of issues, including curricular design, strategic planning, and outreach. For its 2020 Annual Meeting, MLA created a Language and Literature Innovation Room to facilitate more sharing of effective strategies among departments. More than 100 presenters from a wide range of institutions shared successful new programs, collaborations, and other pedagogical initiatives. Participants are also invited to upload their presentations to a digital repository hosted on the MLA site for broader access.

Fostering Disciplinary Identity and Community

Creating opportunities for students to connect with like-minded peers is a crucial, if underappreciated, part of fostering enthusiasm for humanities disciplines. By providing a community of peers, facilitating connections with faculty, and offering impactful experiences, these programs reinforce students' commitments to the humanities in the face of obstacles, such as discouragement from peers and parents.

Scholarly societies engage in a range of activities that encourage students to identify with the disciplines they represent and connect with peers and mentors. Society annual meetings offer a great opportunity for undergraduates to experience humanities disciplines—when scholarly societies make the effort to make these events affordable and engaging for undergraduates. Scholarly societies also encourage students to identify with their disciplines through honors societies, awards, and special seminars, which often include opportunities to connect with like-minded peers and mentors. Finally, scholarly societies facilitate programming for high school students, efforts that are especially crucial for cultivating interest in disciplines not commonly taught in K-12 schools.

Encouraging Undergraduate Conference Participation and Membership

Many scholarly societies have taken steps to include undergraduates in their annual meetings and other events, offering special registration opportunities and student-facing programming.

- The **American Society for Aesthetics** offers greatly reduced rates for membership and annual meeting registration to students, as well as generous travel grants to students whose papers are accepted to be presented at the annual meeting.
- The **Renaissance Society of America** recently instituted a “Bring Your Class” initiative that encourages faculty to bring students to the annual meeting. Through the program, 300 students gained access to a recent annual meeting, which was held virtually due to the COVID-19 pandemic.
- The **National Council on Public History** recently expanded its highly active graduate student committee to include undergraduates. NCPH also has a Student and New Professional Committee that welcomes new attendees at each annual meeting as well as informal virtual gatherings throughout the year. The group hosted a Zoom-based scavenger hunt when the annual meeting went virtual in the context of the COVID-19 pandemic.

- The **Middle East Studies Association** hosts an undergraduate research workshop at its annual meeting. Ten students are selected each year and provided with funding to attend the conference. They present their projects at a special poster session and workshop ideas for further research.

SPOTLIGHT

For its annual meeting, the **Society for Ethnomusicology** offers free registration to undergraduates and student-focused programming. In each host city, SEM works with local ethnomusicologists to encourage local students to attend. Recent annual meetings have included sessions focused on helping students learn about various career possibilities in the field. For its 2021 virtual annual meeting, SEM worked with members who are alums of HBCUs to encourage students to participate in a pre-conference symposium and the main conference. A similar initiative is underway for the 2022 annual meeting in New Orleans. Students are also encouraged to attend a reception for first-time attendees. In addition, SEM's education section hosts workshops for K-12 teachers and students as part of the annual meeting. In all these ways, SEM has worked to make its annual meetings an event that helps students see themselves as part of the future of ethnomusicology.

Undergraduate Honors Societies, Awards, and Seminars

Scholarly societies also foster identity and community through undergraduate honors societies, contests, awards, and selective seminars. These programs create opportunities for students to connect with one another and explore their interest in the disciplines together. They also hold special appeal for students looking to distinguish themselves.

- The **Modern Language Association** holds an annual undergraduate essay contest called *Writing with Style!* that draws thousands of submissions each year. The five best papers are published on the MLA website and the authors receive certificates and \$50 gift cards to an online bookstore.
- The **Latin American Studies Association** is preparing to launch a photography contest for undergraduate students to foster interest in contemporary issues in Latin America. The inaugural 2022 contest calls for photos that illustrate socio-economic polarization in Latin American contexts.
- The **National Council of Teachers of English** has strengthened its relationship with the National English Honors Society, which has 912 chapters across the country and inducted more than 24,000 members in the 2020-2021 academic year. NCTE is also

cultivating relationships with student groups in adjacent fields like journalism. These groups help foster identity and community around literary studies that students can build upon as undergraduates.

SPOTLIGHT

Since 2006, the **American Philosophical Association** has supported diversity institutes for philosophy undergraduates from historically underrepresented groups. In 2015, The Andrew W. Mellon Foundation awarded a grant that has enabled APA to continue supporting this work with operational support re-grants and programs for institute alums. At the institutes, which are independently hosted by various institutions, participating students enjoy an intimate seminar experience designed to foster their intellectual confidence and passion for philosophy. The institutes cultivate a sense of belonging in the discipline and emphasize how diverse perspectives enrich it. The **American Society for Aesthetics** has participated in these programs by sponsoring speakers in aesthetics for three of the institutes, paying the full cost of their stipend and travel. This partnership shows how smaller societies representing subdisciplines can benefit from and contribute to programs offered by scholarly societies representing the broader discipline, which may be beyond the capacity of smaller organizations to offer.

Initiatives That Engage K-12 Students

In addition to curricular efforts, scholarly societies have launched community-building initiatives that help expose more students to their disciplines long before they arrive on campus, including competitions and honors societies. These efforts hold special appeal for students looking to distinguish themselves and are especially crucial for raising the profile of disciplines not commonly taught in K-12 curricula.

- The **Linguistics Society of America** established the North American Computational Linguistics Olympiad, which engages thousands of high school students in linguistics each year. Participation in the contest is the foundation for extracurricular linguistics programs across the U.S. and Canada, one of the primary ways K-12 students are exposed to the discipline.
- The **American Institute for Conservation's** foundation has raised money for a new endowment fund that will provide grants for increasing awareness of conservation, preservation, and related career paths among middle school students with a goal of diversifying the field. AIC also uses its annual meeting as an opportunity to conduct outreach to K-12 students in the conference's host city.

- The **College Art Association** has partnered once again with the School of the Art Institute of Chicago's (SAIC) College Arts Access Program (CAAP) to hold design competitions for high school students inviting winners to be recognized at CAA's Annual Conference. CAA also hosted workshops with educators to develop curricular materials for teaching studio/visual art in virtual settings to help ensure continued access to art education throughout the pandemic.
- In 2015, the **American Anthropological Association** declared the third Thursday of February to be World Anthropology Day. Since then, AAA has used the day, in part, as an opportunity to raise awareness about the discipline among K-12 students. More than 500 K-12 schools now celebrate World Anthropology Day.

SPOTLIGHT

The **Society for Architectural Historians** has raised money from private donors to support initiatives that immerse K-12 students in histories of the built environment. In 2015, SAH created the Field Trip grant program, which provides docent-led tours of exceptional buildings, public parks, gardens, and urban planning for underserved students in grades 3-12. The program leverages local partnerships to reach students in seven states and the District of Columbia. SAH also offers grants to design education organizations and house museums to bring underserved youth to their sites for presentations that focus on untold stories of people of color. Finally, SAH has partnered with the National History Club to encourage usage of its open-access *SAH Archipedia* resource (see page 15) to incorporate lessons on the built environment into K-12 history courses. In all these ways, SAH is facilitating engaging opportunities for K-12 students to learn about the field.

THE NATIONAL HUMANITIES ALLIANCE (NHA) is a nationwide coalition of organizations advocating for the humanities on campuses, in communities, and on Capitol Hill. Founded in 1981, NHA is supported by over 200 member organizations, including: colleges, universities, libraries, museums, cultural organizations, state humanities councils, and scholarly, professional, and higher education associations. It is the only organization that brings together the U.S. humanities community as a whole.

The NHA is a 501(c)(4) non-profit association and is strictly nonpartisan. The National Humanities Alliance Foundation is the 501(c)(3) supporting foundation of the National Humanities Alliance. It works to research and communicate the value of the humanities to a range of audiences including elected officials and the general public.



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