

Preparing Humanities Doctoral Students for Diverse Career Paths

Deans Toolbox Session

CGS Summer Workshop & New Deans Institute

Denver . July 8-12, 2023



Presented By:

Mary Farmer-Kaiser, Ph.D.

Dean of the Graduate School

Professor of History



The University of Louisiana at Lafayette



OUR ROADMAP

Humanities PhDs:
What We Know

CGS PhD Career
Pathways

Strategies

Humanities PhD Career Paths

Guiding Resources

→ American Academy of Arts and Sciences: State of the Humanities 2022 - From Graduate Education to the Workforce

American Historical Association (AHA): Career Diversity for Historians & Where Historians Work

Beyond the Professoriate

→ CGS: PhD Career Pathways, Humanities Coalition, Promising Practices in Humanities Professional Development

Graduate Career Consortium: Imagine PhD - Career Exploration / Planning Tool for the Humanities and Social Sciences

Humanities for the Public Good

Humanities Without Walls Consortium

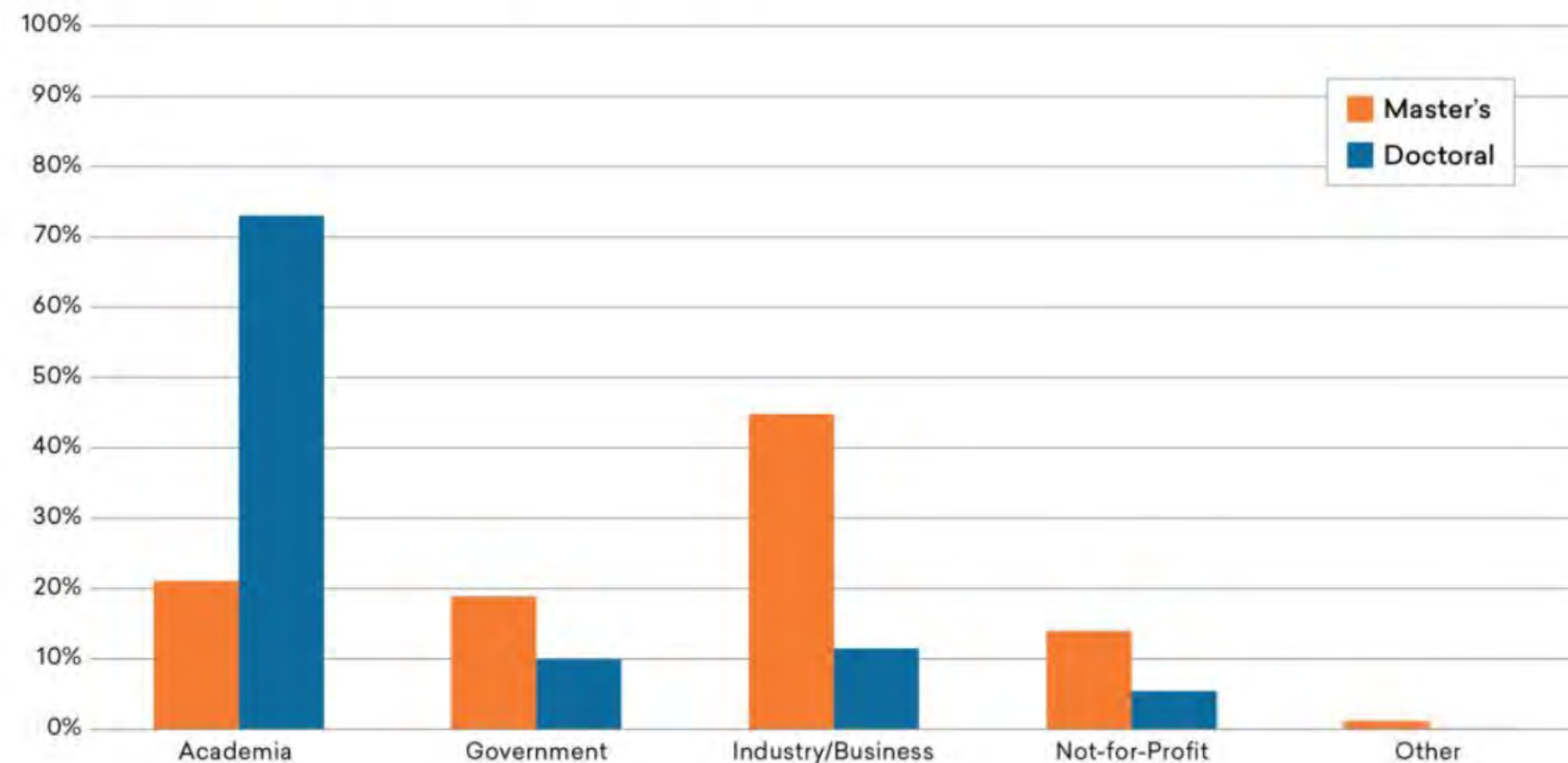
Modern Language Association (MLA): Connected Academics - Preparing Doctoral Students of Language and Literature for a Variety of Careers

NEH: NextGen Humanities PhD Project

The Versatile PhD

Where are humanities PhDs working?

Distribution of Graduate Humanities Degree Holders across Employment Sectors, by Level of Highest Degree, 2019

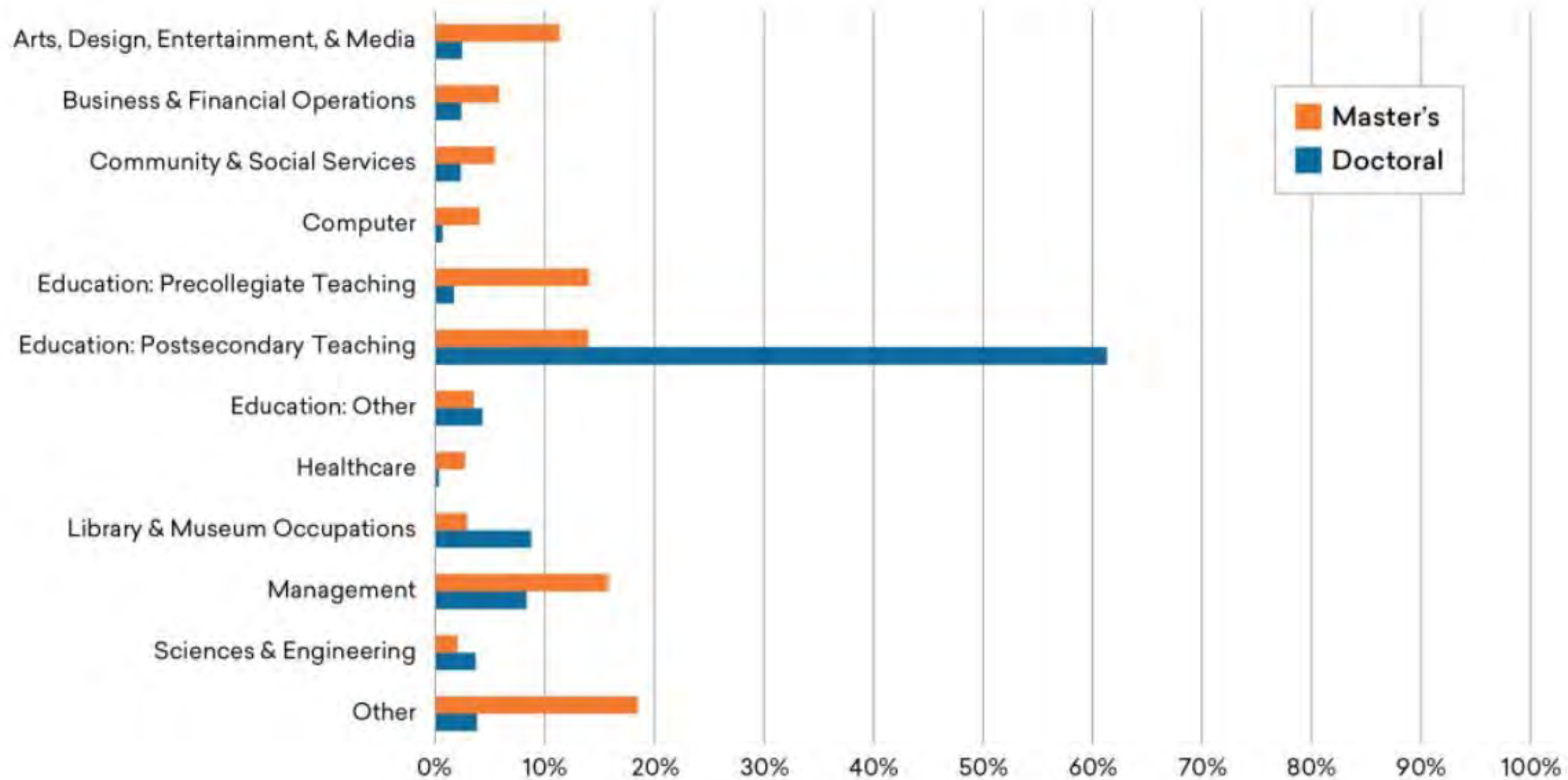


Jobs in “academia” are those in higher education. K–12 education jobs are included in the “government” category. State of the Humanities 2022: From Graduate Education to the Workforce, American Academy of Arts and Sciences

70%

According to analysis of data from the National Science Foundation, National Center for Science and Engineering Statistics, and the National Survey of College Graduates, the American Academy of Arts & Sciences **Humanities Indicators** reports that 70% of humanities PhDs work in **HIGHER EDUCATION.**

Occupational Distribution of Graduate Humanities Degree Holders, by Level of Highest Degree, 2019

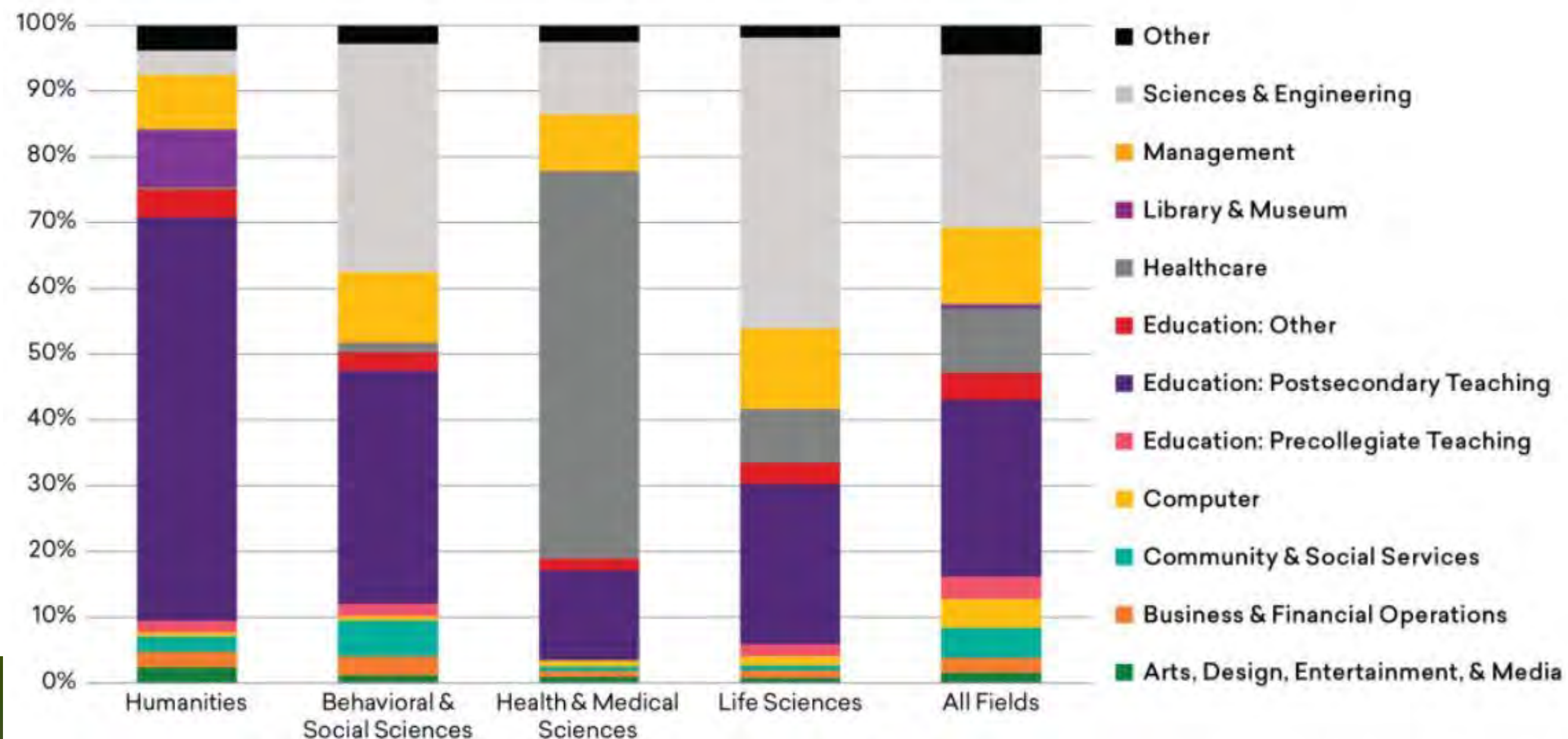


61%

The American Academy of Arts & Sciences Humanities Indicators reports that 61% of those with doctorates in the humanities were employed in **ACADEMIC TEACHING JOBS** in 2019.

State of the Humanities 2022:
From Graduate Education to the Workforce
American Academy of Arts and Sciences

Occupational Distribution of Doctoral Degree Holders, by Field of Degree, 2019

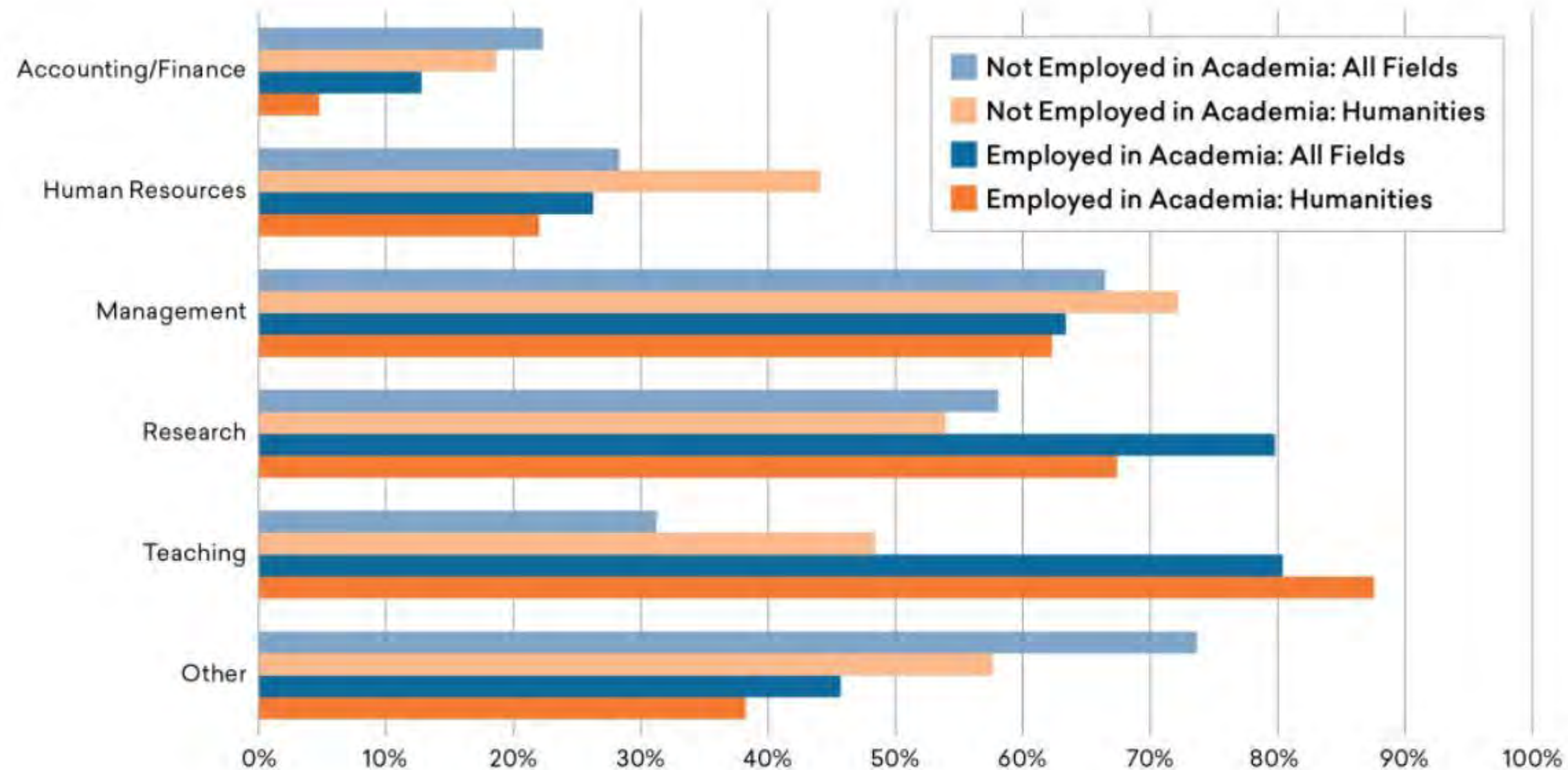


27%

Among PhD recipients generally, only 27% were employed in **ACADEMIC TEACHING JOBS** in 2019 (compared to the 61% of those with doctorates in the humanities).

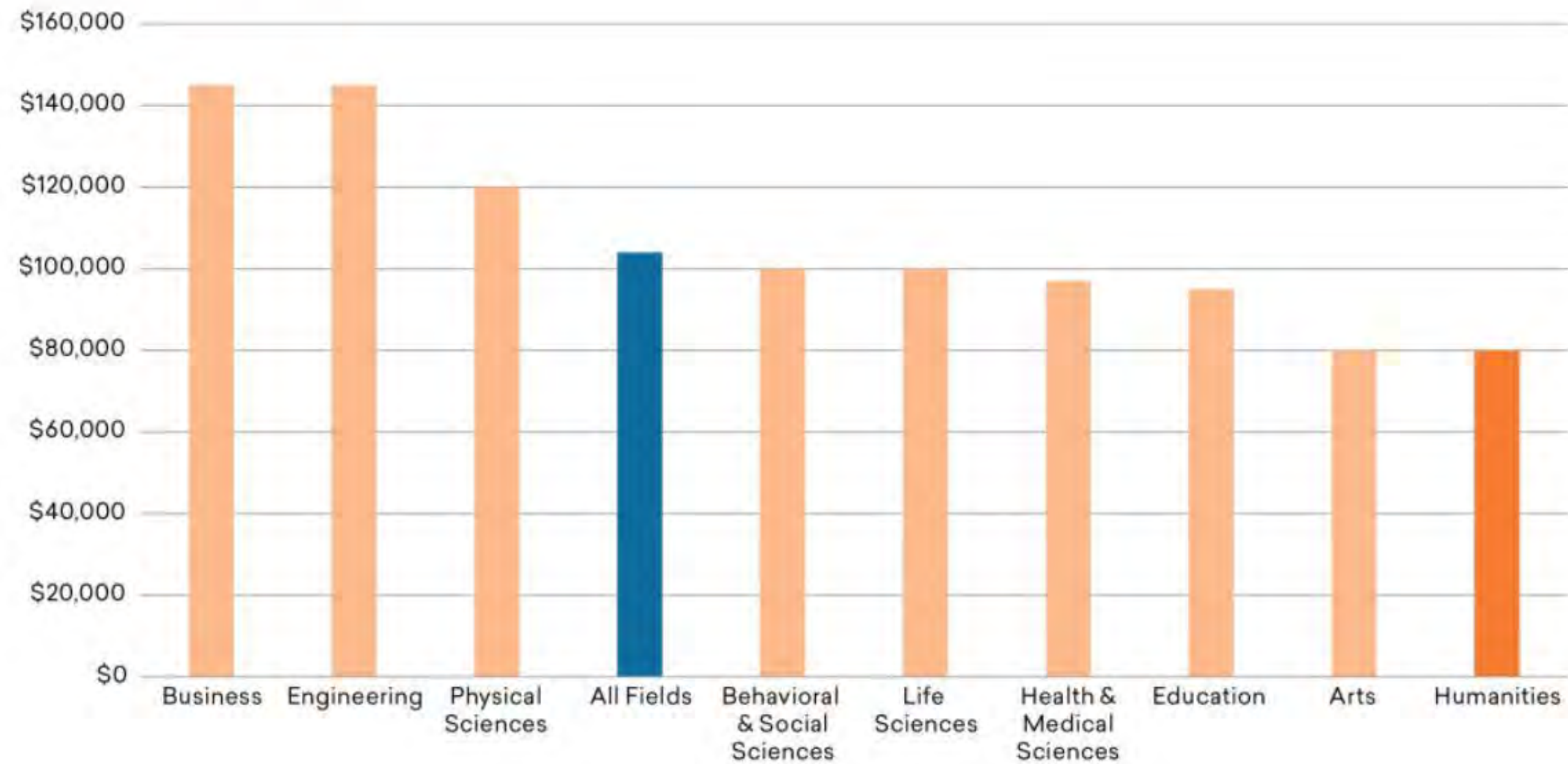
State of the Humanities 2022:
From Graduate Education to the Workforce
American Academy of Arts and Sciences

Work Activities on Which Doctoral Degree Holders in the Humanities Spend at Least 10% of Their Time, by Academic Employment Status, 2019



State of the Humanities 2022:
From Graduate Education to the Workforce
American Academy of Arts and Sciences

Median Annual Earnings of Doctoral Degree Holders Employed Full-Time, by Field of Degree, 2018



State of the Humanities 2022:
From Graduate Education to the Workforce
American Academy of Arts and Sciences

How satisfied are humanities PhDs?

92%

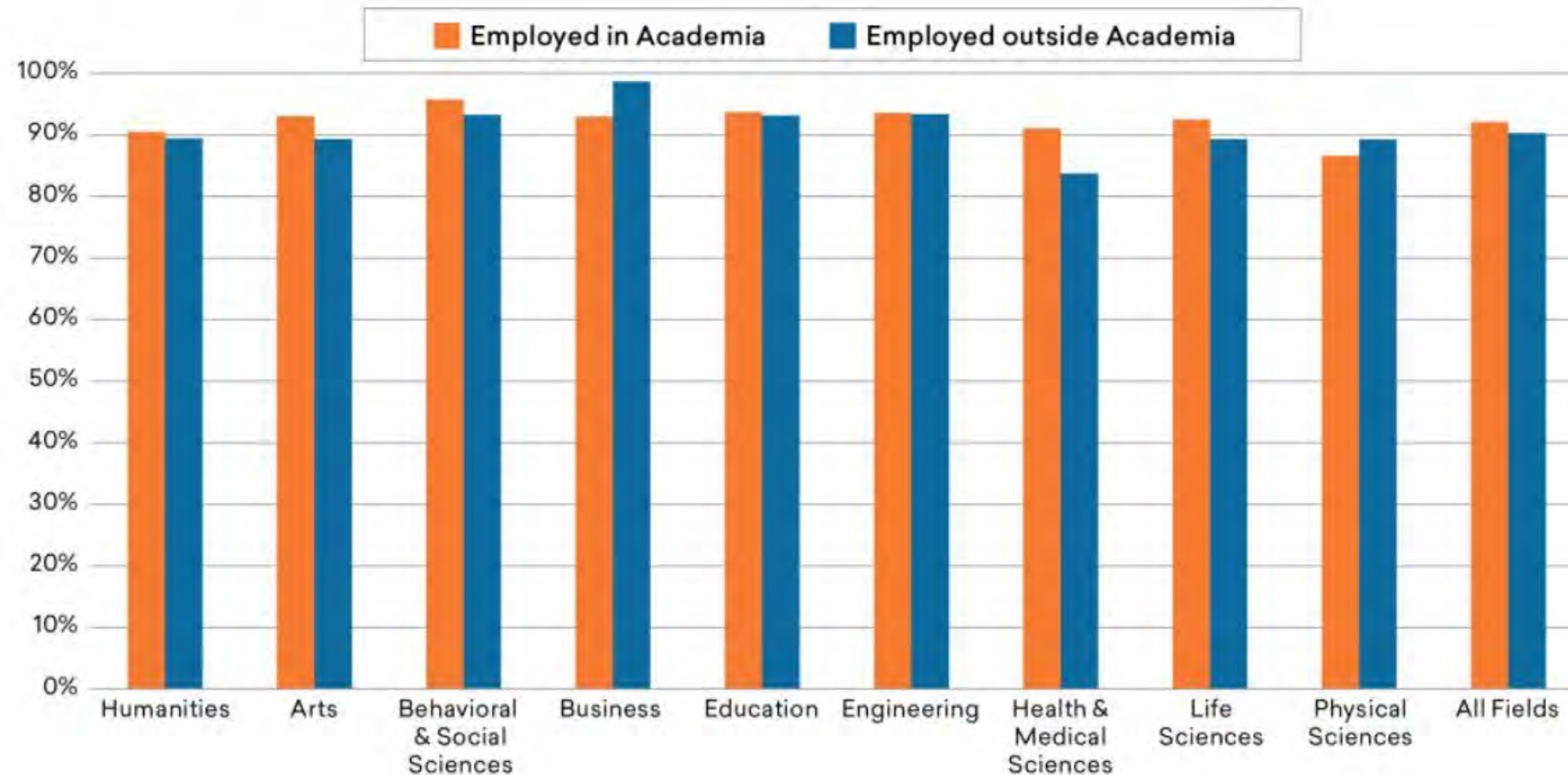
According to the biennial National Survey of College Graduates by the NSF, 92% of humanities PhDs working in 2015 **held jobs that are closely or somewhat related** to their PhDs.

85%

The same survey found that 85% of humanities PhDs who are employed are **satisfied or very satisfied** with their current work.

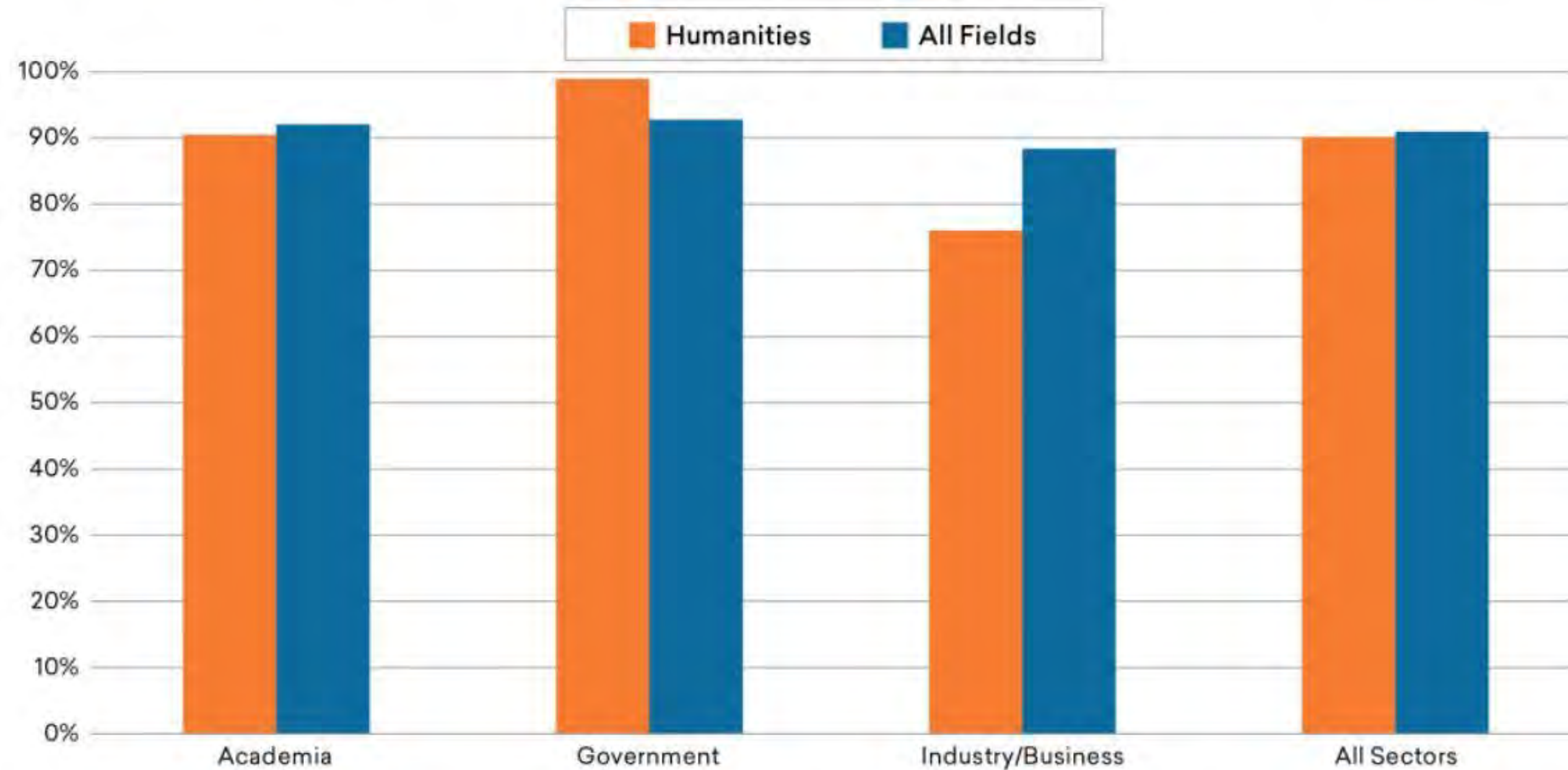
This percentage is consistent for the 92% who work in related fields and the 8% who work in fields unrelated to their humanities PhD degrees.

Job Satisfaction among Doctoral Degree Holders, by Field of Degree and Academic Employment Status, 2019



State of the Humanities 2022:
From Graduate Education to the Workforce
American Academy of Arts and Sciences

Job Satisfaction among Humanities Doctoral Degree Holders, by Employment Sector, 2019



State of the Humanities 2022:
From Graduate Education to the Workforce
American Academy of Arts and Sciences

How satisfied are humanities PhDs?





PhD Career Pathways

A PROJECT OF THE COUNCIL OF GRADUATE SCHOOLS

THE
ANDREW W.
MELLON
FOUNDATION



The Humanities Coalition

In 2021, Phase III of the PhD Career Pathways project began. CGS invited eligible participants to submit proposals to join a new coalition of funded projects.

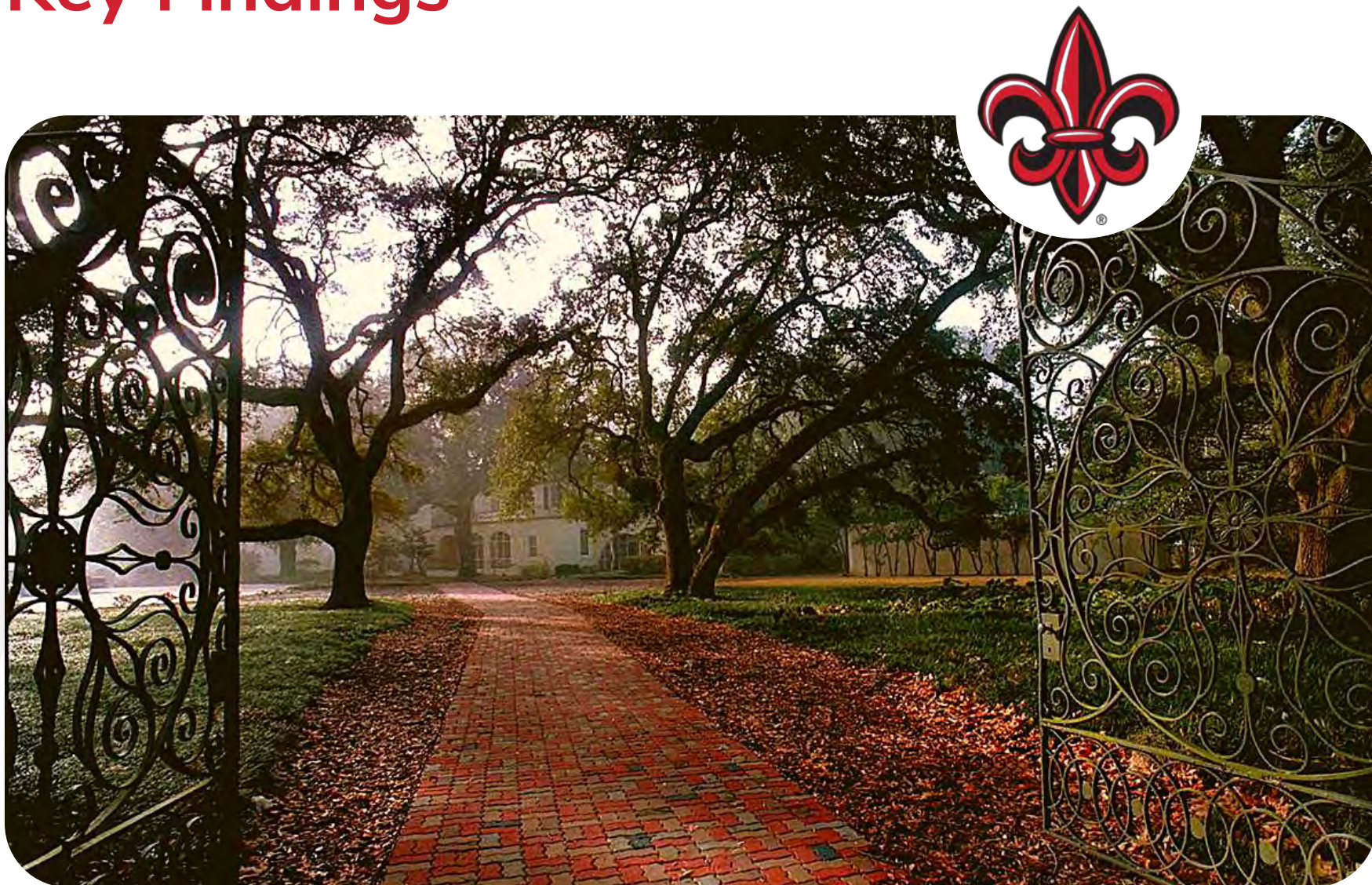
The PhD Career Pathways project is a multi-phase initiative to improve doctoral education through data collection, information-sharing, university networks, and resource development.

With support from the National Science Foundation, The Andrew W. Mellon Foundation, and the Alfred P. Sloan Foundation, CGS built a coalition of **75 doctoral institutions** working to help universities improve student and alumni experiences and outcomes through an evidence-informed approach.

In addition, CGS collected aggregate data on PhD career aspirations and outcomes from our partner universities and provided insights on the experiences and outcomes of doctoral training at the national level.

PhD Career Pathways

Key Findings

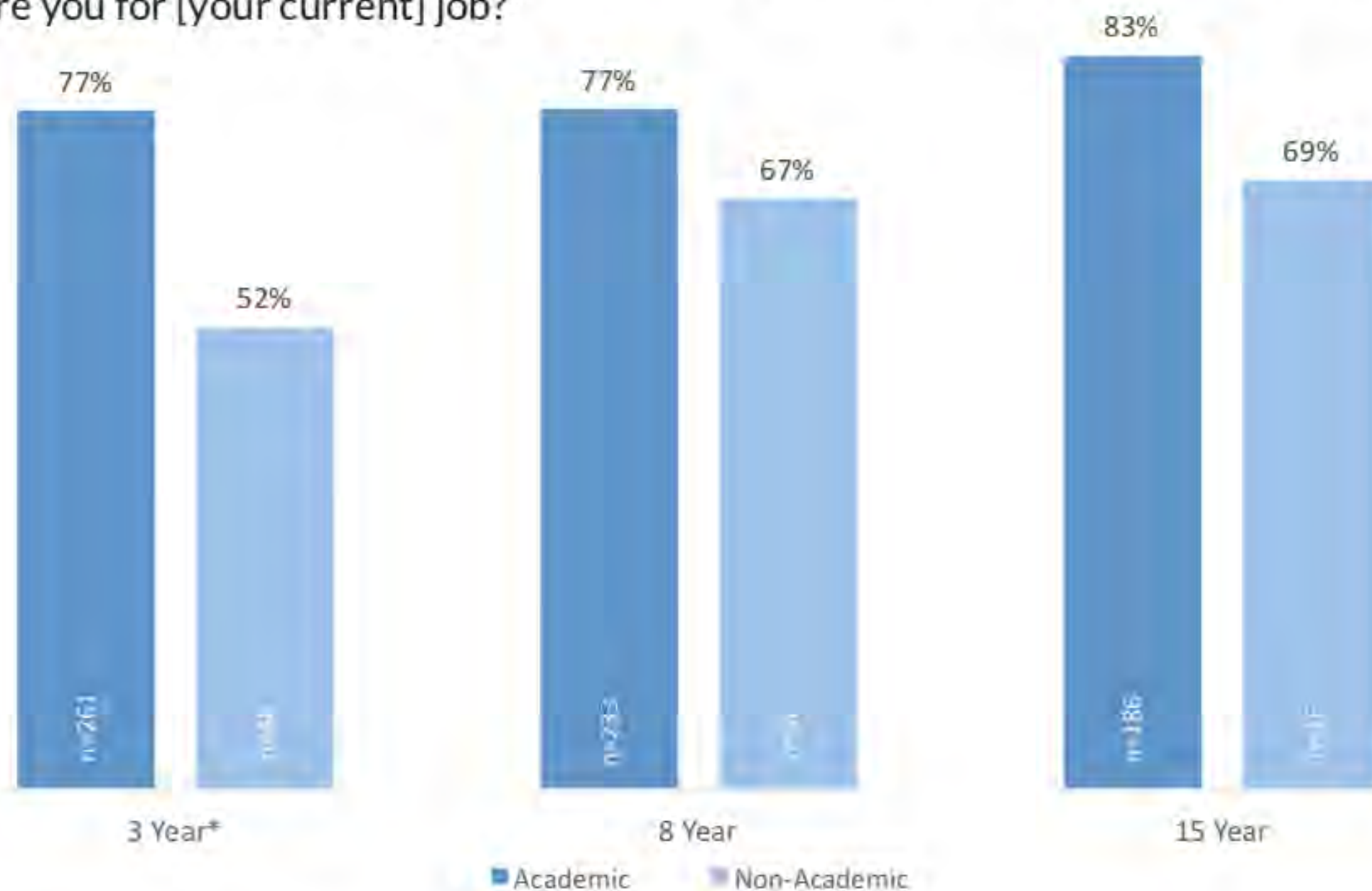


01

Preparation

Whether in academia or non-academic careers, a large majority believe their **humanities PhD education** prepared them well for their jobs.

Figure 1: Percent responding “Extremely Well” or “Very Well” to survey item “How well did your PhD prepare you for [your current] job?”



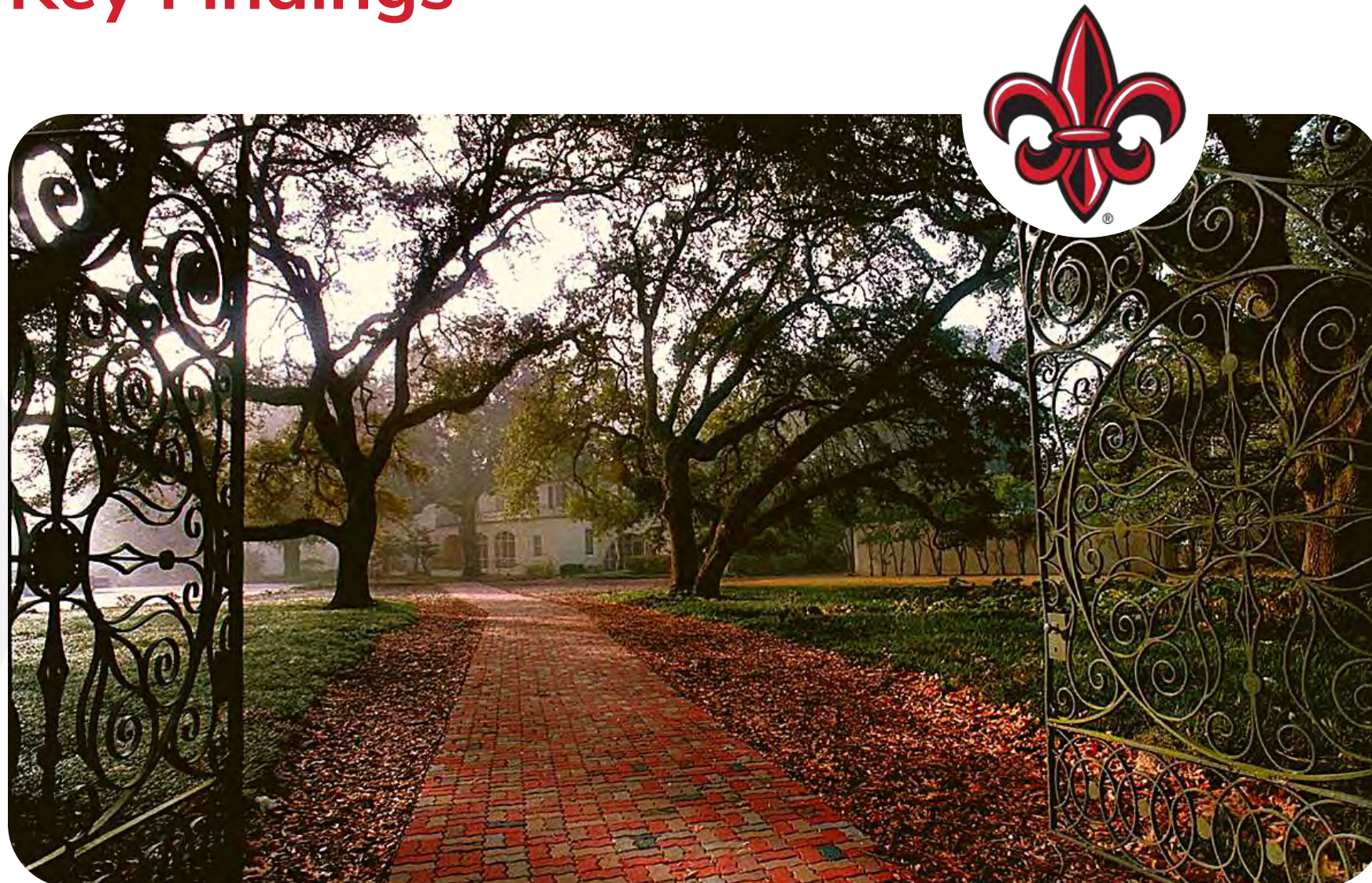
* Statistically significant difference, $p < 0.05$

Source: Council of Graduate Schools, Understanding PhD Career Pathways for Program Improvement Project, Fall 2017 Alumni Survey

Closing Gaps in our Knowledge of PhD Career Pathways: How Well Did a Humanities PhD Prepare Them? CGS Research in Brief, October 2018

PhD Career Pathways

Key Findings



01

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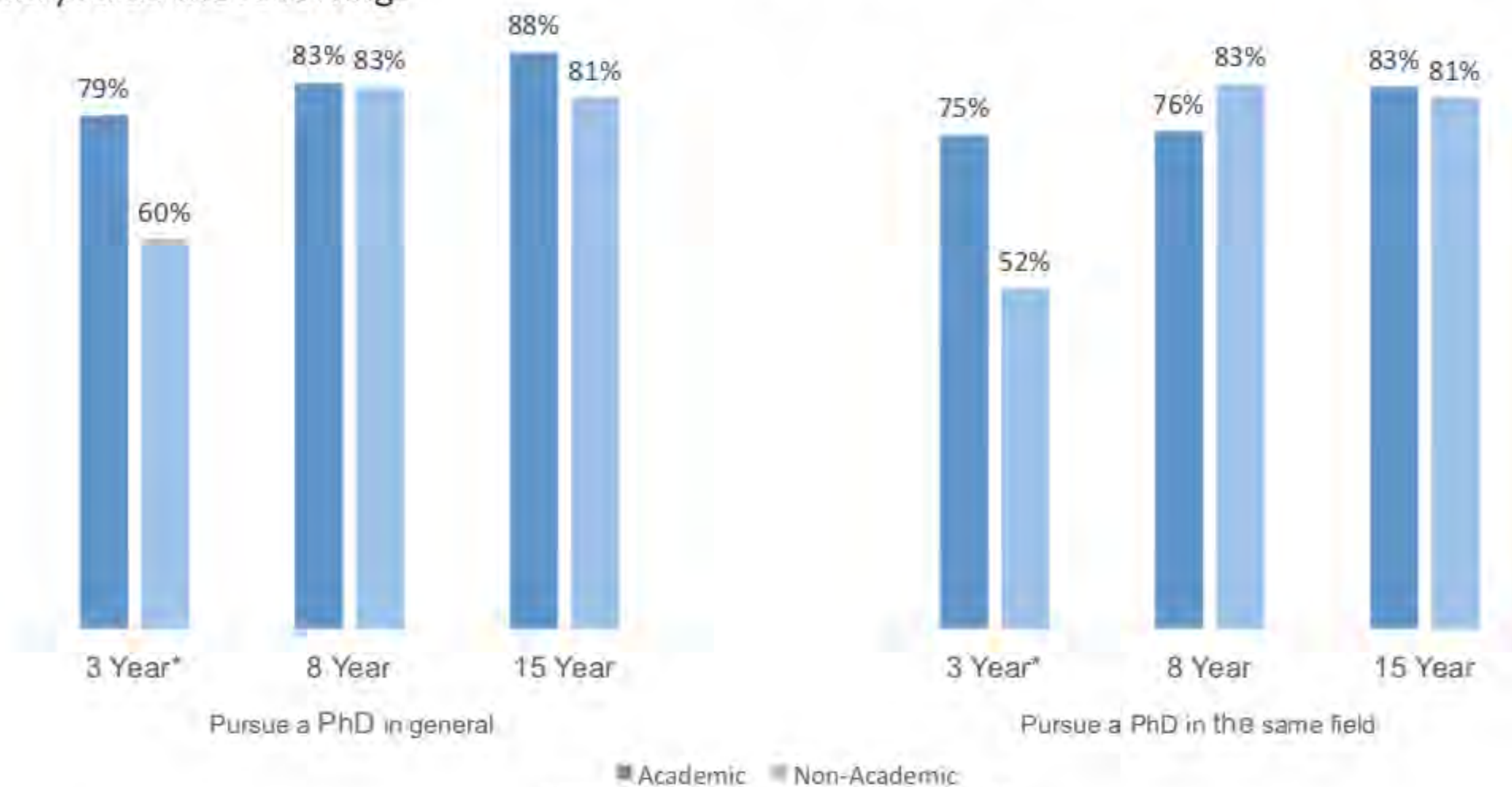
Whether in academia or non-academic careers, a large majority believe their **humanities PhD education** prepared them well for their jobs.

02

Yes, I'd do it again

Whether in academia or non-academic positions, a large majority also said they'd pursue a PhD in general or in the same field, if they had to start over again.

Figure 2: Percent responding “Definitely Would” or “Probably Would” to survey item “Given the perspective that you have gained since completing your PhD, if you had to start again, how likely would you do the following?”



* Statistically significant difference, $p < 0.05$

Source: Council of Graduate Schools, *Understanding PhD Career Pathways for Program Improvement Project, Fall 2017 Alumni Survey*

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PhD Career Pathways

Key Findings



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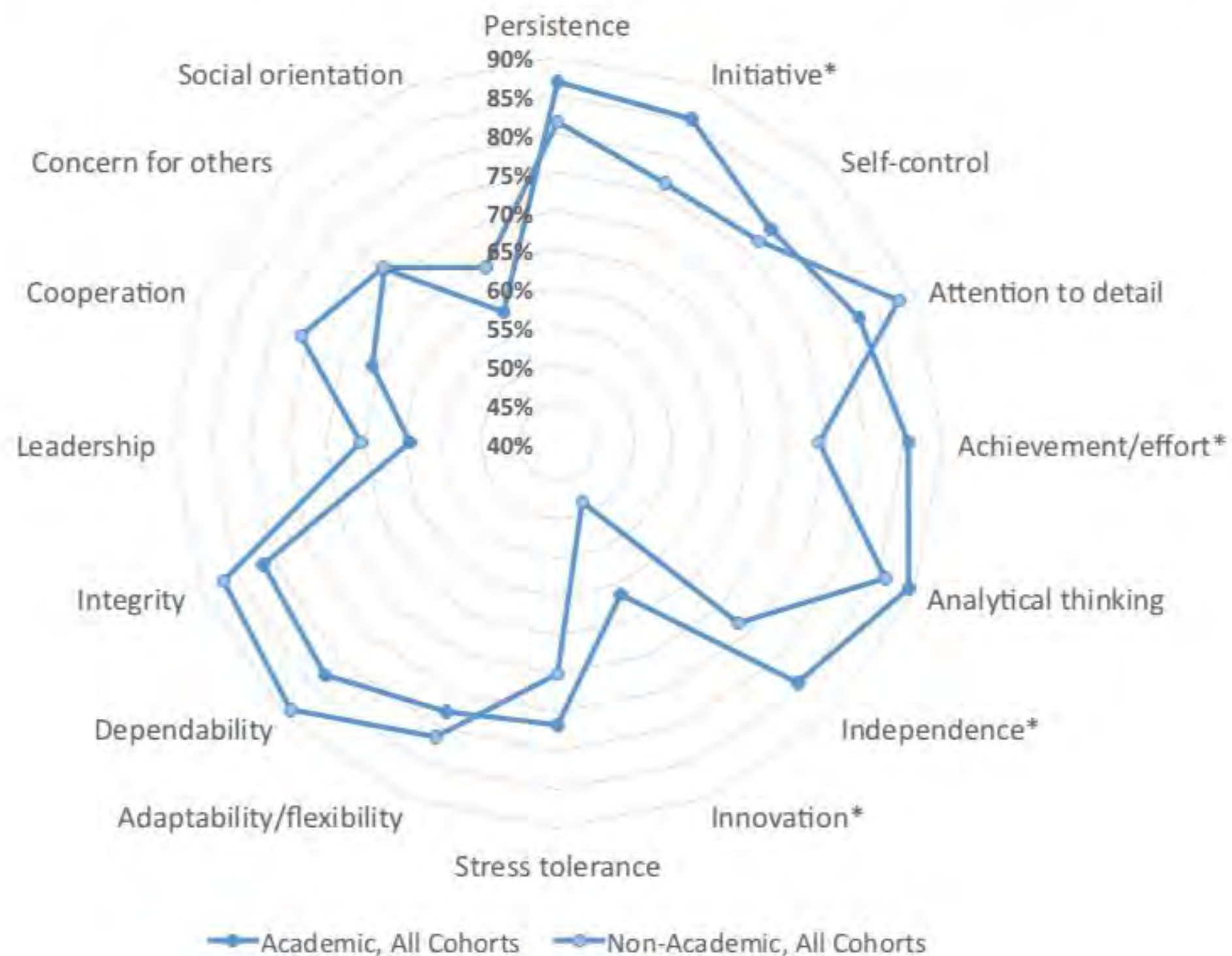
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03

Skills and attributes

Between humanities PhDs working in academia and elsewhere, there are more similarities than differences in key workforce skills and attributes.

Figure 3: Percent responding “Extremely Important” or “Very Important” to survey item “How important are each of the following attributes/skills in successfully performing your work in this job?”



Closing Gaps in our Knowledge of PhD Career Pathways: How Well Did a Humanities PhD Prepare Them? CGS Research in Brief, October 2018

* Statistically significant difference, $p < 0.05$

Source: Council of Graduate Schools, Understanding PhD Career Pathways for Program Improvement Project, Fall 2017 Alumni Survey

PhD Career Pathways

Takeaway Points



01

Relevant training

Together, the results suggest that humanities PhD training offers relevant training that prepares grads for jobs inside and outside of the academy.

02

It may take a moment

For those employed in business, non-profit, government and other sectors, it may take longer to recognize the value and relevance of PhD training to their non-academic careers.

03

And another moment

The value of a humanities PhD might not be immediately tangible to employers outside of the academy.

Closing Gaps in our Knowledge of PhD Career Pathways: How Well Did a Humanities PhD Prepare Them?
CGS Research in Brief, October 2018

Closing Gaps in our Knowledge of PhD Career Pathways: The Importance of Preparation in Grant Writing
for PhDs, CGS Research in Brief, August 2022

04

Most useful PD

4 areas of PD are most frequently cited as useful by both humanities and non-humanities PhDs: communication, public speaking, networking, & digital literacy.

PhD Career Pathways

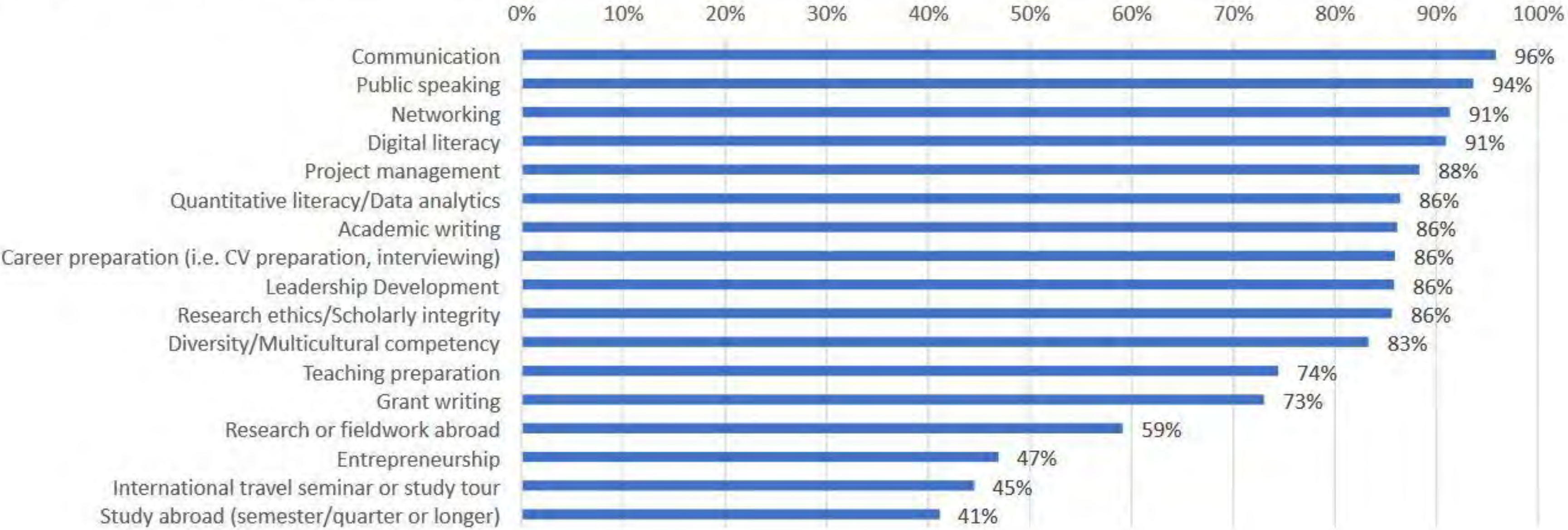
Takeaway Points



PhD Professional Development: Value, Timing, and Participation, CGS Research in Brief, January 2021

Closing Gaps in our Knowledge of PhD Career Pathways: The Importance of Preparation in Grant Writing for PhDs, CGS Research in Brief, August 2022

Figure 1: Usefulness of Professional Development



PhD Career Pathways

Key Findings



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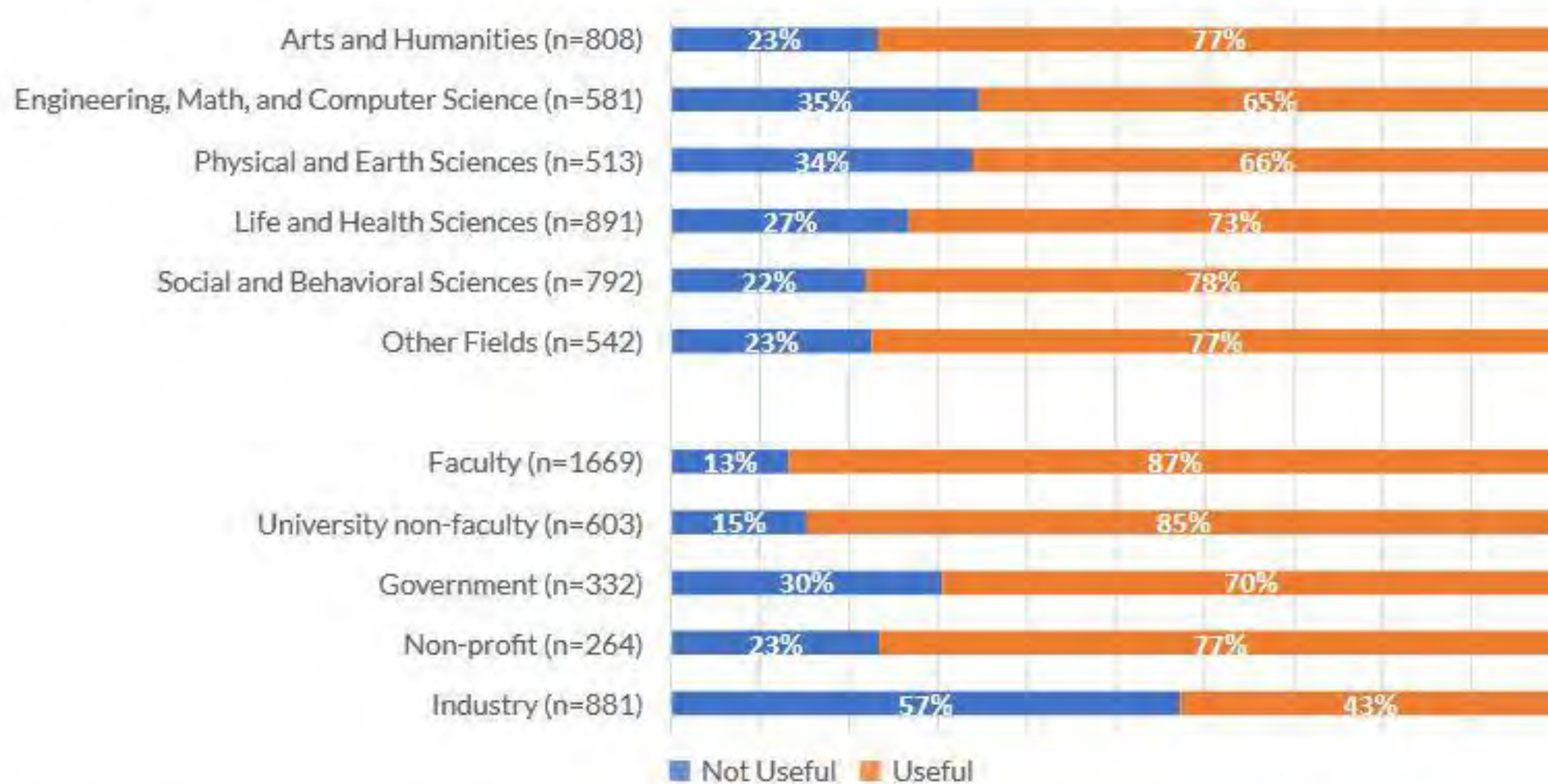
Grant writing matters

Humanities PhDs also indicate a significant usefulness of grant writing skills.

PhD Professional Development: Value, Timing, and Participation, CGS Research in Brief, January 2021

Closing Gaps in our Knowledge of PhD Career Pathways: The Importance of Preparation in Grant Writing for PhDs, CGS Research in Brief, August 2022

Figure 1. Figure 1. Usefulness of Grant Writing Skills in Current Position



Data Source: Council of Graduate Schools, *Understanding PhD Career Pathways for Program Improvement, Fall 2020 Follow-up Alumni Survey*.

Barriers for Participation. Survey participants selected barriers that precluded them from participating in grant writing professional development opportunities during their degree program. Barriers included “Not Offered or Unaware,” “Competing Priorities,” “Timing,” “Monetary Cost” and “Lack of Interest”. Results were similar across all degree fields. “Not Offered or Unaware” had the highest percentage, at 71%, as one of the barriers to pursuing grant writing. The remaining percentages include 15% for “Competing Priorities,” 6% for “Timing,” 1% for “Monetary Cost,” and 6% for “Lack of Interest.”

PhD Career Pathways

Takeaway Points



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Most useful PD

4 areas of PD are most frequently cited as useful by both humanities and non-humanities PhDs: communication, public speaking, networking, & digital literacy.

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Grant writing matters

Humanities PhDs also indicate a significant usefulness of grant writing skills.

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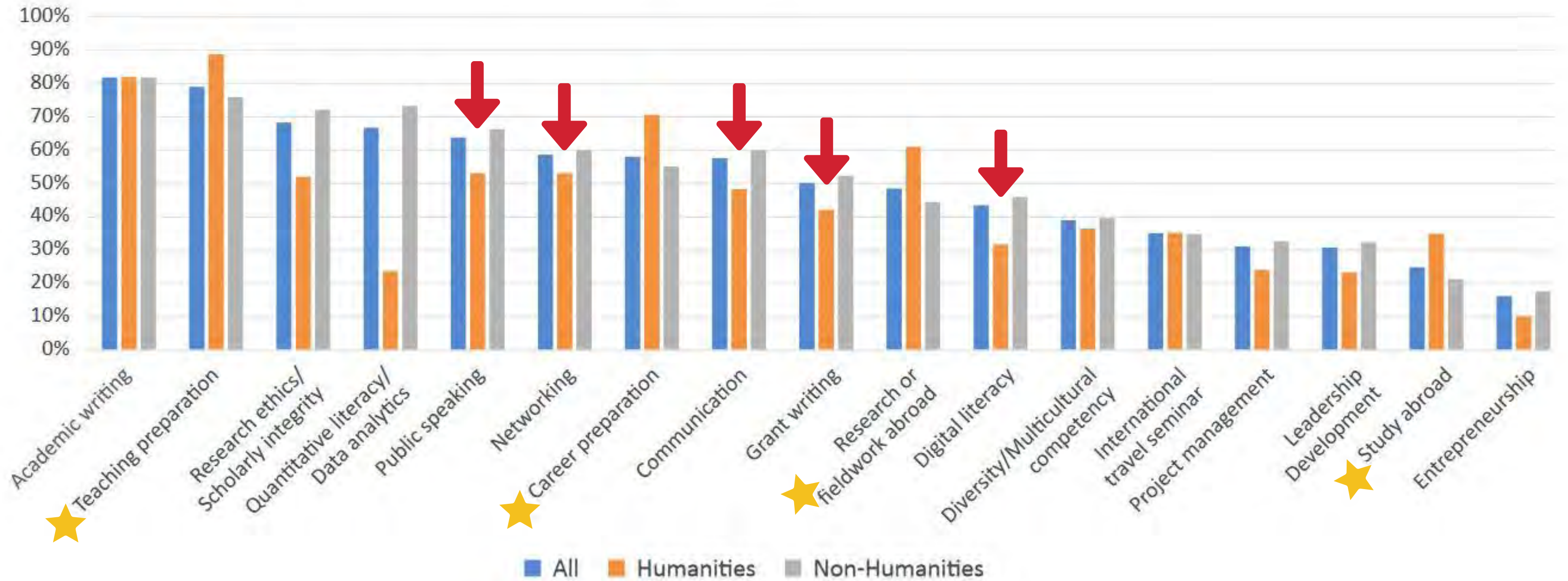
Selective engagement

In these PD areas cited as most useful (and others), humanities PhDs participated less than their non-humanities counterparts.

PhD Professional Development: Value, Timing, and Participation, CGS Research in Brief, January 2021

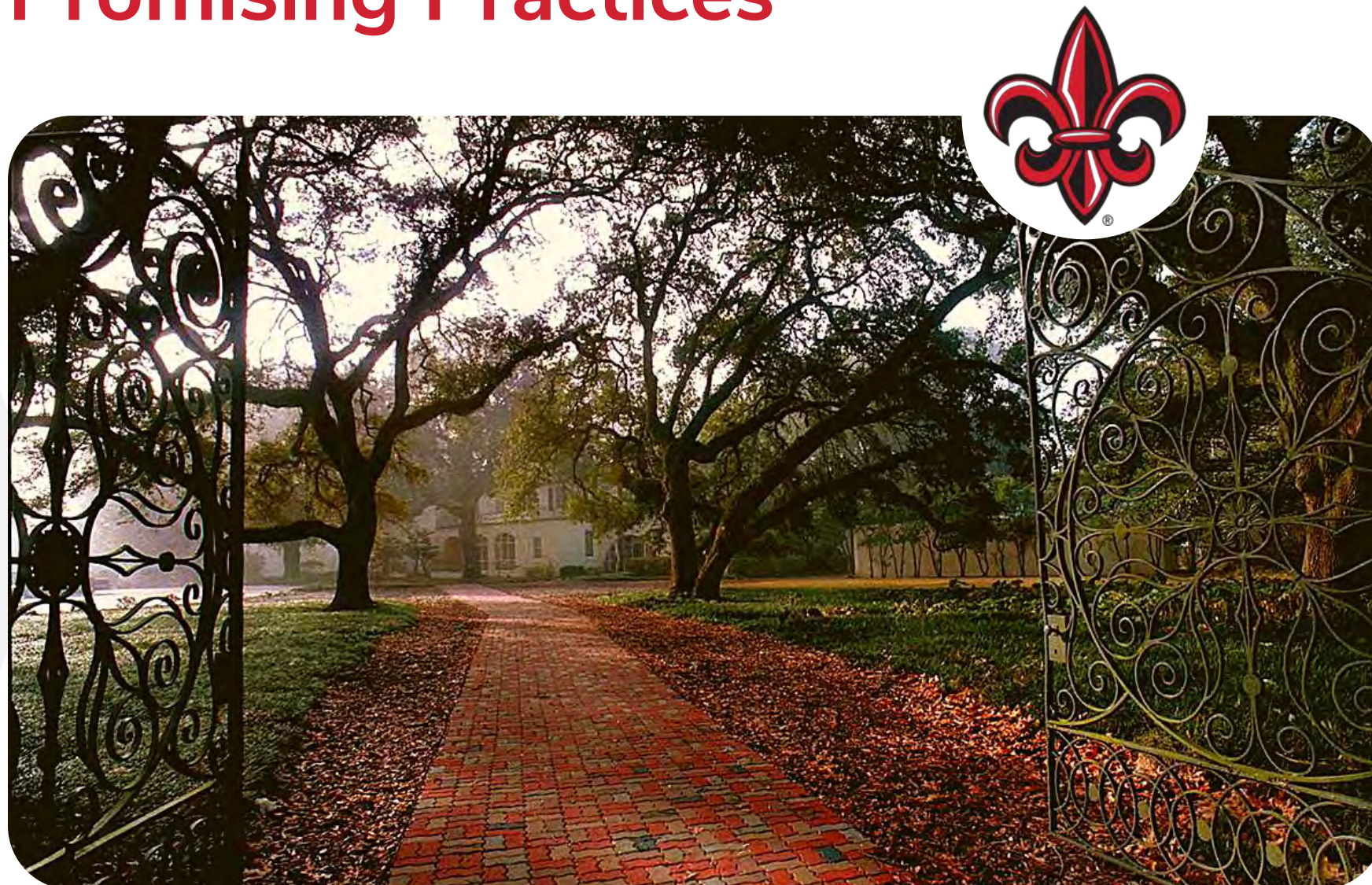
Closing Gaps in our Knowledge of PhD Career Pathways: The Importance of Preparation in Grant Writing for PhDs, CGS Research in Brief, August 2022

Figure 4: Professional Development Participation: Humanities vs. Non-Humanities



PhD Career Pathways

Promising Practices



01

Be intentional

Be intentional in offering curricular and co-curricular experiences that integrate training and professional development opportunities toward a variety of career paths.

Market/advertise so that humanities PhD students become more aware of resources they identify as valuable.

Closing Gaps in our Knowledge of PhD Career Pathways: How Well Did a Humanities PhD Prepare Them?
CGS Research in Brief, October 2018

PhD Professional Development: Value, Timing, and Participation, CGS Research in Brief, January 2021

02

Language matters

Avoid terms that suggest careers outside of the academy are second-best.

Avoid reinforcing the assumption that PhDs can only work in one sector or that their careers are linear.

Avoid descriptions of skill sets that are imprecise, inaccurate, gendered, and/or outdated. Some terms used to describe social skills such as collaboration or communications (e.g., "soft skills") imply these skills are less important than other academic skill sets. Try using "essential skills."

Use inclusive language when talking about humanities PhD careers.

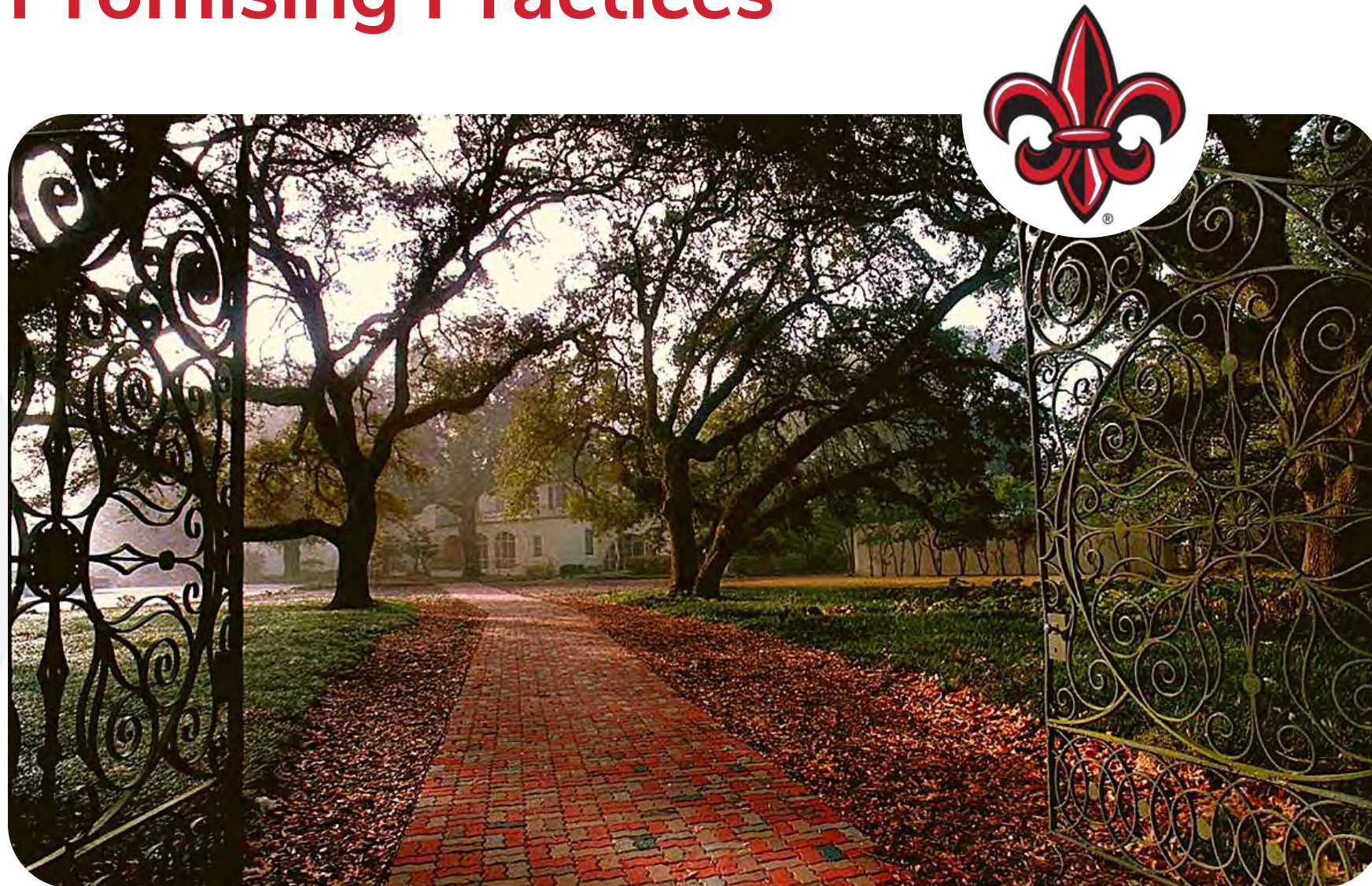
PhD Career Pathways

Promising Practices



PhD Career Pathways

Promising Practices



03

Resist common (and often unquestioned or critical) assumptions about careers outside of academia

"The 'best' students get academic jobs."

"There aren't enough jobs for all PhDs."

"PhD students don't have time for additional professional development."

04

Highlight student agency when talking about humanities PhD careers

05

Collect and share PhD career data, taking care to showcase career diversity

Shaping New Narratives about PhD Careers: A Communications Resource to Advocate for Career Diversity



Messages that Highlight Diverse Options and Student Agency in Navigating Careers

Reshaping assumptions about PhD careers—and opening up new possibilities for thinking about them—also, of course, requires consideration. CGS has compiled the following list of messages about career diversity and related topics to help you advocate for career diversity on your campus. These messages are designed to be adapted; please feel free to select the messages that are best aligned with your institution's or program's mission and goals.

Career Diversity for PhDs

- PhD alumni make valuable contributions to a broad range of professions in academia, industry, the non-profit sector and government.
- Many national organizations and agencies have recognized the value of career diversity for PhDs, including the National Institutes of Health, the National Science Foundation, the National Academies, the Council of Graduate Schools, the Association of American Universities (AAU), and disciplinary societies in both the humanities and STEM fields.
- Universities and programs often benefit from supporting the success of students in their chosen career pathway. Benefits may include:
 - Better student morale as they face a broader variety of options for their futures.
 - The ability to recruit talented students who aspire to have a research or research-related career outside of academia.
 - The ability to demonstrate the impact of PhDs in all sectors of the workforce.
 - Alumni-driven internships and other experiential learning opportunities for current graduate students.
 - Opportunities for future collaborations with industry and other sectors.

Student Career Preparation and Professional Development

- PhD education offers relevant training that prepares

- PhD candidates benefit from time and opportunities to identify and pursue professional development opportunities that are aligned with their career plans.
- Conversations about career preparation should happen early and often as a student's goals and circumstances evolve.
- Based on *recent data from CGS*, the transition to the first career can be most challenging, especially in the humanities. Well-informed career preparation and intentional professional development can help make the adjustment smoother.

Preparation for Different Types of Careers

- Many students go on to teach and work in universities different from the ones where they train. Many students go on to have an important impact as teachers at liberal arts colleges, master's focused institutions, community colleges, and K-12 schools.
- Students aspiring to academic careers can benefit from learning about the variety of higher education contexts where they may teach over the course of their careers.
- According to recent data from CGS, the types of skills and knowledge that are important in different institutional contexts may vary. For example, teaching skills are considered more important by PhDs working in four-year colleges and community colleges, whereas research skills are considered more important at institutions of high research intensity.
- Supporting students who want to have an impact at small four-year institutions or in community colleges aligns

Figure 1: Inclusive language options for talking about humanities PhD careers*

Instead of...	You could talk about...
The Profession	Professional careers Humanities careers Academia (one possibility among many)
The job market	Job markets The <i>academic</i> job market (one possibility among many)
Nonacademic careers	Careers beyond academia Pathways beyond the professoriate
Alternative careers	BGN careers (Business, Government, and Nonprofit)
Non-professorial careers	
Plan B	Career of choice
Backup options	Broad options Career diversity Flexible career paths Versatile humanists Career horizons/pathways Repertoire of possibilities
Networking	Building (intellectual/professional) communities Building connections Building relationships
Job placement	First position First destination Career entry point
PhDs as produced	PhDs as earned

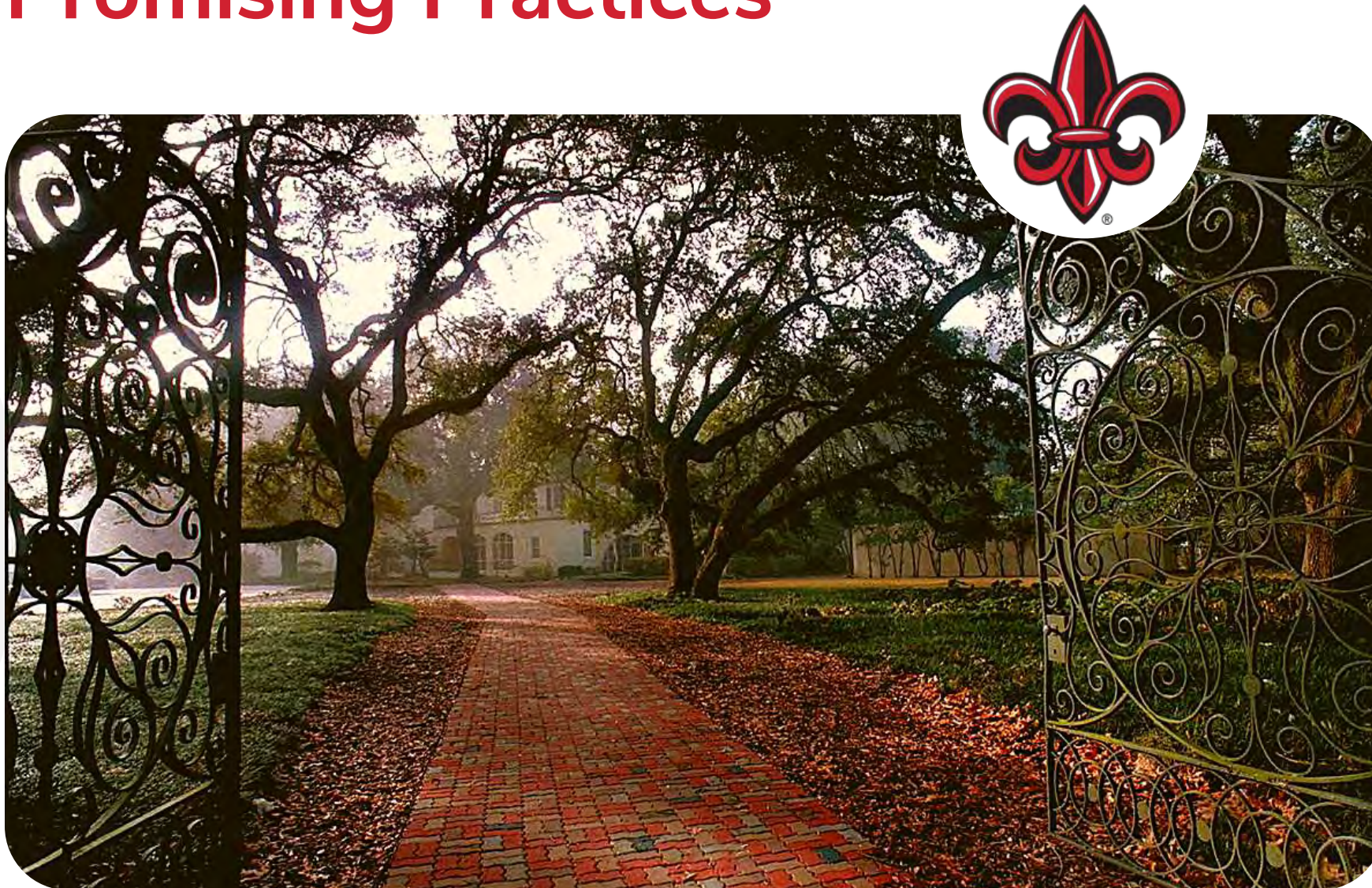
06

Engage employers

Engage employers as partners, and help them understand more/better the skills and knowledge humanities PhDs offer to their sectors of employment.

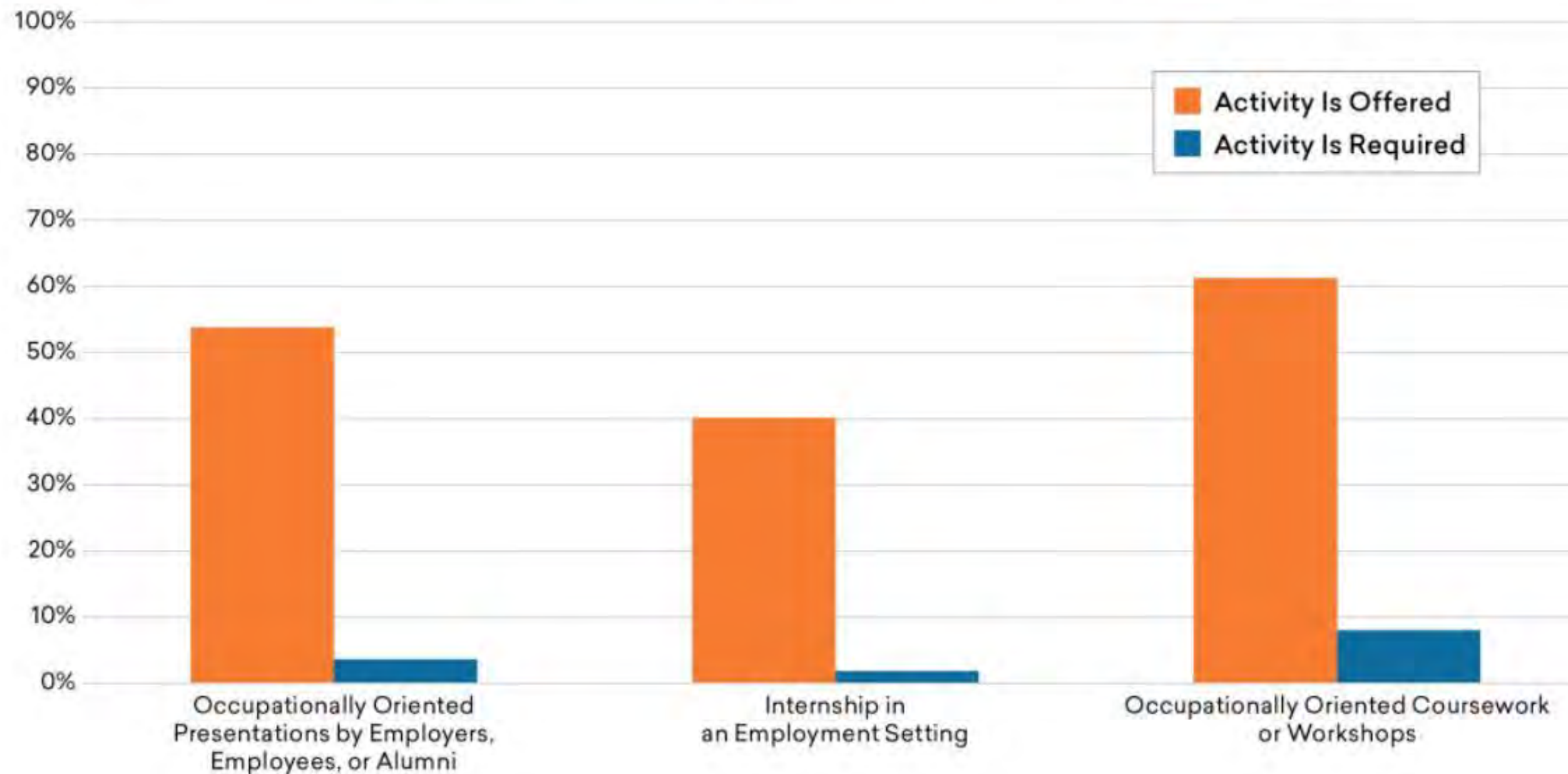
PhD Career Pathways

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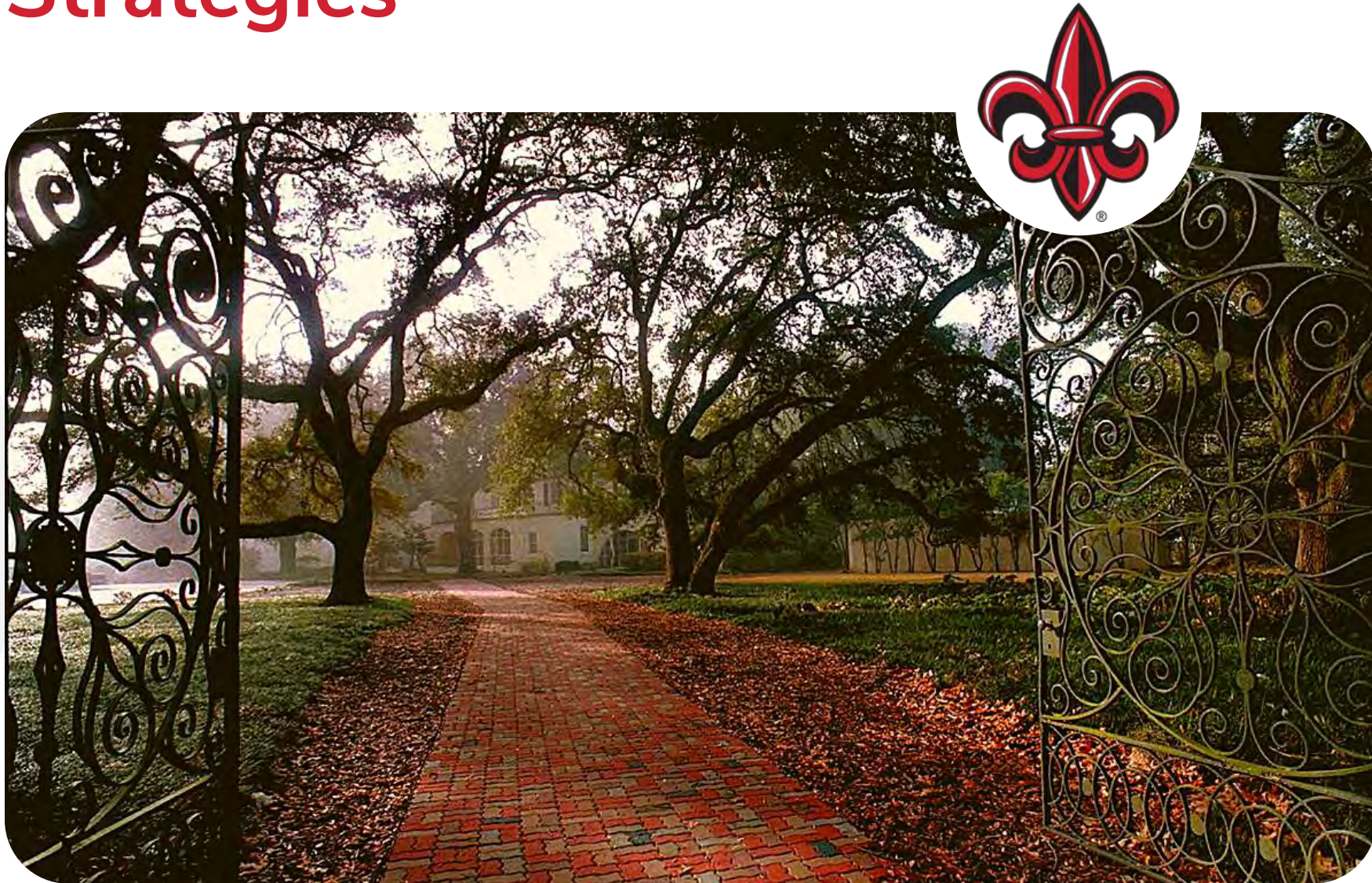
Share of Humanities Departments Providing Career Preparation Opportunities to Doctoral Students, by Activity Type, 2017



State of the Humanities 2022:
From Graduate Education to the Workforce
American Academy of Arts and Sciences

PhD Career Pathways

Strategies



Celebrate current students completing internships in industry and other job sectors.

New Orleans Saints, Pelicans welcome UL students for mentorship program....



Simple strategies

that create space for broader, student-centered career discernment

Communicate the value of **PhD career transparency** by sharing messages about career diversity within your campus community.

Share **stories of PhD alumni** having an important impact in a broad range of careers. (Contribute them to the CGS GradImpact Project too.)

Create and cultivate **professional networking groups** online (and on multiple platforms) for PhD students and alumni.

Celebrate **faculty and staff who support** career diversity in their programs and offices.

Highlight **tools and opportunities beyond your campus** (e.g., ImaginePhD, Versatile PhD) to support awareness of career diversity and professional development among PhD students.

Transferable Skills

Help students (and faculty) see (and articulate) essential, often overlooked skill sets.

Communication,
written & oral

Critical analysis
& problem solving

Digital literacy
& data analytics

Leadership
& teamwork

Professional acumen,
self management,
& persistence

Project management
& organization

Research & information
management

Tools & techniques
(domain knowledge)

Quantative literacy
& data analytics

Transferable Skills for PhDs in the Humanities

Below are a few of the transferable skills that a PhD in the humanities gives you. We recommend that you change the wording of these generic skills as needed to fit your specific background, instead of simply listing them as they appear below.

Academic Skills	Workplace Skills
Classroom Instruction and Management	<ul style="list-style-type: none"> Convey complex content to a diverse audience Guide discussions toward a consensus Present information through lectures, discussions, and active-learning techniques Manage the expectations of multiple constituencies Adapt to rapidly changing circumstances and think on one's feet
Curriculum Design	<ul style="list-style-type: none"> Prioritize and organize a large body of knowledge Create materials targeting a particular audience Master technical skills to manage and convey information in innovative ways
Advising and Counseling	<ul style="list-style-type: none"> Listen actively and attentively Make recommendations Comprehend and adhere to requirements and organizational policy Assist others in the navigation of bureaucracy
Assessing Student Learning	<ul style="list-style-type: none"> Devise and implement metrics for success Provide substantive and timely feedback Keep detailed administrative records Accurately report results
Research	<ul style="list-style-type: none"> Identify, investigate, and creatively solve problems Critically engage with, distill, and synthesize large bodies of information Work independently Meet deadlines Master multiple research methodologies Implement feedback from various sources, including supervisors and peers
Writing and Public Speaking	<ul style="list-style-type: none"> Write in multiple genres, across a variety of platforms, and for different audiences Deliver presentations at national conferences Engage with colleagues about topics important to the field
Program Management and Coordination	<ul style="list-style-type: none"> Collaborate with a team to achieve a common goal or solve a common problem Switch smoothly between leadership and support roles Delegate tasks as needed Facilitate communication among multiple stakeholders with varying priorities Manage a budget Plan and execute events Design marketing materials and campaigns
Miscellaneous	<ul style="list-style-type: none"> Read/write/speak other languages Communicate effectively across cultures Perform technical work such as coding, graphic design, video or audio editing Use social-media savvy in professional context Secure grant funding

Résumé Writing for Humanities PhDs: Tips and Tricks

NAME OF APPLICANT

123 456-7891 | 123 Random Rd, NY 10002 | professional@email.com
www.nameofapplicant.com | linkedin.com/in/nameofapplicant | @ProfessionalTwitter

Place any **digital content** you want employers to see prominently on the résumé, but only do so if it's **professional and up to date**.

SUMMARY OF QUALIFICATIONS

A brief (~100 words or 4-5 bullet points) explanation of the applicant's qualifications for the busy recruiter who has, on average, six seconds to spend on a résumé. This section is easily customizable for any given job and should speak to aggregate experience rather than experience specific to any one job. Incomplete, résumé-style sentences.

Summaries make a résumé easier to skim. Always have one at the top (this can also be called an Executive Summary), but a line or two under each subheading can also help.

PROFESSIONAL EXPERIENCE

STATE UNIVERSITY
GRADUATE DIVISION

August 2015–present

SPECIAL-PROJECTS COORDINATOR

Coordinated a series of special events to promote career diversity among PhD students. **Program Management and Administration** Provided organizational support to staff, students, and faculty for four events over a six-month period. Managed a budget of \$15,000.

Public Relations and Advertising

Designed and widely distributed publicity materials, resulting in a 50% increase in attendance over previous year.

Event Planning

Collaborated with a team of four to conceptualize, plan, and execute a two-day career services event for graduate students interested in nonacademic careers.

Keywords are very important in résumés, which are often read by a computer or HR staff member before they reach the person making the decisions. **Read job ads** to understand what keywords are important in a field and make sure you have them in your résumé (perhaps as a skill set).

It may be painful, but **consider starting with experience and ending with education.** Don't hide your PhD, but recognize that other things may be more important to your potential employer.

Break down each job into skill sets.

More examples of skill sets: Curriculum Development, Financial Management, Grant Writing and Management, Quantitative or Qualitative Analysis, Research.

If you have other skill sets that don't fit you can create a **Core Skills** section at the top of the résumé and list them there. These skills might include **language skills** (e.g., Native Fluency in Spanish), **technical skills** (e.g., Microsoft Office), or **personal skills** (e.g., Reliable).

STATE UNIVERSITY
DEPARTMENT OF COMPARATIVE LITERATURE

September 2012–June 2014

GRADUATE STUDENT INSTRUCTOR

Instructed roughly 150 undergraduates in six courses in Spanish language and literature over five semesters. Received an average rating of 4.7 out of possible 5.0 on teaching evaluations.

Teaching and Advising

Presented information through lectures, discussion, and active learning exercises. Adapted courses to fit student needs. Counseled students on academic choices regarding major/minor selection and study abroad.

Academic Support

Observed the classes of junior graduate student instructors and delivered substantive, targeted feedback to improve student learning.

Quantify your accomplishments. State how many students or courses you've taught. If you've managed budgets or received grant funding, give the dollar amount.

NONPROFIT ORGANIZATION

VOLUNTEER RELATIONS

September 2010–August 2011

VOLUNTEER COORDINATOR

Managed a team of 60 volunteers in a dispersed geographic area.

Recruitment

Increased the volunteer force by 35% through recruitment events and a redesigned Web site.

Program Administration and Management

Coordinated volunteer schedules and tracked volunteer activities to ensure proper staffing. Provided volunteers with feedback on their work. Managed a budget of \$9,000.

Event Planning

Planned and executed three volunteer appreciation events per year. Increased attendance from 40% to over 70% in a one-year period.

If you've only managed small grants or budgets, you can add them up and say how much you've managed "in total."

EDUCATION

STATE UNIVERSITY
PhD in Comparative Literature (expected 2016)

OTHER UNIVERSITY
MA in Spanish and Portuguese, 2011

LIBERAL ARTS COLLEGE
BA with Honors, Spanish and Politics, 2007

If your **dissertation** is related to the job you're applying for, put it under Education (title and 1-sentence summary). But if it's not related, you should leave it off.

This document was inspired by Jared Redick of **The Résumé Studio**, a brand of **The Redick Group**.

Integrate resources like these from Connected Academics, a MLA project, into your programming to help students "translate" their skill sets.



Imagine PhD

Powered by the Graduate Career Consortium, Imagine PhD is a free, comprehensive career exploration and planning tool for PhDs in the humanities and social sciences. It offers users the ability to assess career-related skills, interests, and values, explore diverse paths, create goals, and map out next steps.

The Versatile PhD

A Versatile PhD institutional subscription provides non-academic career resources and professional development. Students can use the free version. With an institutional subscription, they get additional content and features and you get support. Subscription term is July 1 – June 30. Pricing for new subscribers is \$4,500 per full year for both humanities/social science and STEM, or \$2,250 for either side by itself. A one-time \$400 setup fee is charged in the first year only.



Meaningful Work Kit™

Values Exercises

Career discernment is aided by values exercises like Stanford Career Education's Meaningful Work Kit. These tools help student align career goals with core values, work culture preferences, and skills that they enjoy. Like this one, there are several available that are free and that include downloadable results that can serve as great pre- or post-programming exercises.



Career Diversity Workshop

CAREER DIVERSITY / CAREER DIVERSITY WORKSHOP



Explore Diverse Future Careers

HWW's Career Diversity Summer workshop is a 2-week, immersive career diversity experience for 20 PhD students in the humanities. The workshop provides tools, values exercises, and space for individuals to imagine their professional futures.

[← Network with Fellows](#)

[← Meet 2023 Fellows](#)

- Indiana University Bloomington
- Marquette University
- Michigan State University
- Northwestern University
- University of Notre Dame
- Ohio State University
- Penn State University
- Purdue University
- University of Chicago
- University of Illinois at Chicago
- University of Illinois, Urbana-Champaign
- University of Iowa
- University of Michigan
- University of Minnesota
- University of Nebraska at Lincoln
- University of Wisconsin at Madison



Humanities *for the* **PUBLIC GOOD**

<https://uihumanitiesforthepublicgood.com/2023-interns/>

THE
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Graduate College

Stellar work

Our colleagues are answering the call to do more and to do better. There are many stellar examples.

Are there others we should give a shout-out to today?

With the support of the Andrew W. Mellon Foundation, internship hosts, and university collaboration, PhD students at the **University of Iowa** are asking what **APPLIED HUMANITIES** might look like through **Humanities for the Public Good Program internship**.

Students spend two summer months working with and for a campus or community partner on a thoughtfully designed project. Following orientation, they attend weekly cohort gatherings over the summer to share experiences. Together, they discuss what the humanities mean in their workplace, how concepts and methods from their disciplines translate into their workplace, and they reimagine their own research, writing, scholarly work in light of their internship experience.

Rackham Program in Public Scholarship

Rackham's Public Scholarship programs support students in developing the professional experience necessary to impact the public good through their scholarship and careers.



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[The Institute for Social Change](#): Workshops, discussions, and learning with presenters and peers that introduce students to the practice of publicly engaged scholarship. The program provides space and mentorship for students to develop their own approaches and project ideas.

[Community Engaged Course Design Workshop](#): An intensive, semester-long professional development workshop for graduate students in any field interested in teaching a community engaged learning course.

[Winter Mellon-Rackham Public Engagement and the Humanities Program](#): The Mellon Public Engagement and the Humanities Program bring together a cohort of humanities graduate students to connect, learn, and advance a project in the realm of publicly engaged humanities scholarship.

What are your strategies?

What kind of professional development opportunities do you provide HUMANITIES PHD STUDENTS for career preparation and transition from grad school?

What resources and guidance do you offer FACULTY MEMBERS AND ADVISORS, so that they talk to their humanities students about a range of job opportunities and career pathways?

How do you foster partnerships with current and prospective humanities PhD EMPLOYERS?
How effective are your efforts? And how do you assess effectiveness?

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