

## **Supporting Non-Faculty Careers: A Guide for Faculty and Administrators**

The current financial state of higher education is precarious. It is precisely that precarity that makes changes to the landscape of graduate education urgently necessary. This page provides multiple approaches to supporting and destigmatizing career paths beyond the professoriate. Not all are applicable or relevant for every department or intuition, but together they provide a robust menu of ways to rethink graduate training for the 21<sup>st</sup> century

### **Communication, Culture, and Tone**

Openly discuss the state of graduate education, labor conditions in the academy, and how institutions “work.”

Openly communicate to students throughout the degree process that alternative career paths are valuable, necessary, and possible.

Actively helping students to explore non-faculty roles and diverse career paths if they express an interest (see below for some specific recommendations).

Review and update any official language on department website and graduate student handbook that privilege (implicitly or explicitly) faculty jobs as the only career outcome of the degree.

Potential action items:

- Dedicate time to any of the above subject into any “intro” classes offered by your department.
- Make space for yearly conversations about diverse career paths in your advising and with colleagues at national or regional conferences
- Offer regular profession-development opportunities (both academic and non) for those at different degree stages in your program.
- Create an individual professional development course to explore both faculty and non-faculty tracks.

### **Know your Institution, Know your Network**

Actively learn about specific university resources for exploring careers beyond the professoriate.

Become knowledgeable about different paths available to musicology/humanities PhDs and how people in those careers built their professional lives.

Actively track former students in non-faculty roles and foreground them on the department website, department social media, and school-wide communication channels.

Connect your students with professionals working in non-faculty roles.

Invite non-faculty professionals to speak to your department about their research, institutional experiences, career paths, or other topics relevant to your specific community.

Potential action items:

- Make a list of people in your network (former students, colleagues, etc.) that have non-faculty jobs. Talk to them about their experiences.
- Invite university or school career advisors to department meetings to educate faculty.

- Connect students with career advising resources and other non-faculty professionals.
- Explore our website (and others!) for additional resources.

## **Curriculum and Training**

Integrate forms of public or community engagement and public musicology into department seminars, symposium series, or degree program curriculum.

Invite speakers who have experience (and are willing to discuss) how to approach writing for a public audience or translating academic work into different media forms.

Consider accepting alternative dissertation formats, recognizing that different career paths require forms of intellectual production beyond the traditional dissertation. Examples include born-digital or multimodal scholarship, documentary film or audio, and other media meant for a general audience).

Support non-faculty professional development by funding (or finding funds for) discrete projects or dedicated fellowships, allowing students to pursue otherwise unpaid but valuable opportunities (internships, volunteer work, etc.).

Potential action items:

- Integrate public scholarship into course syllabi.
- Read and engage with scholarly work beyond single-authored articles and monographs.
- Find effective models of community engagement and public intellectual work. Share them with your students and colleagues.
- Find and create partnerships with local organizations that will give students hands on experience.

## **Related Issues for Institutional Change**

Create critical frameworks for understanding the current state of academia. Use those frameworks to reconsider course planning, curriculum design, and discussions between faculty, students, and administrators.

Have open discussion about expectations for graduate student work. Rethinking the training and working conditions of the academy is integral to the work of removing racism, sexism, classism, and other forms of bias (personal, institutional, structural)

Regularly students about their career goals and how your program will help them achieve those goals.

Creatively think about and leverage your personal and professional networks to solve problems and find answers.

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*The recommendations above are inspired by Katina L. Rogers, *Putting the Humanities PhD to Work* (Durham, NC: Duke University Press, 2020), especially chapters 4 & 5 and the afterward.*