

# Humanities Unbound

*Supporting Careers and Scholarship  
Beyond the Tenure Track*

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# A note on these slides

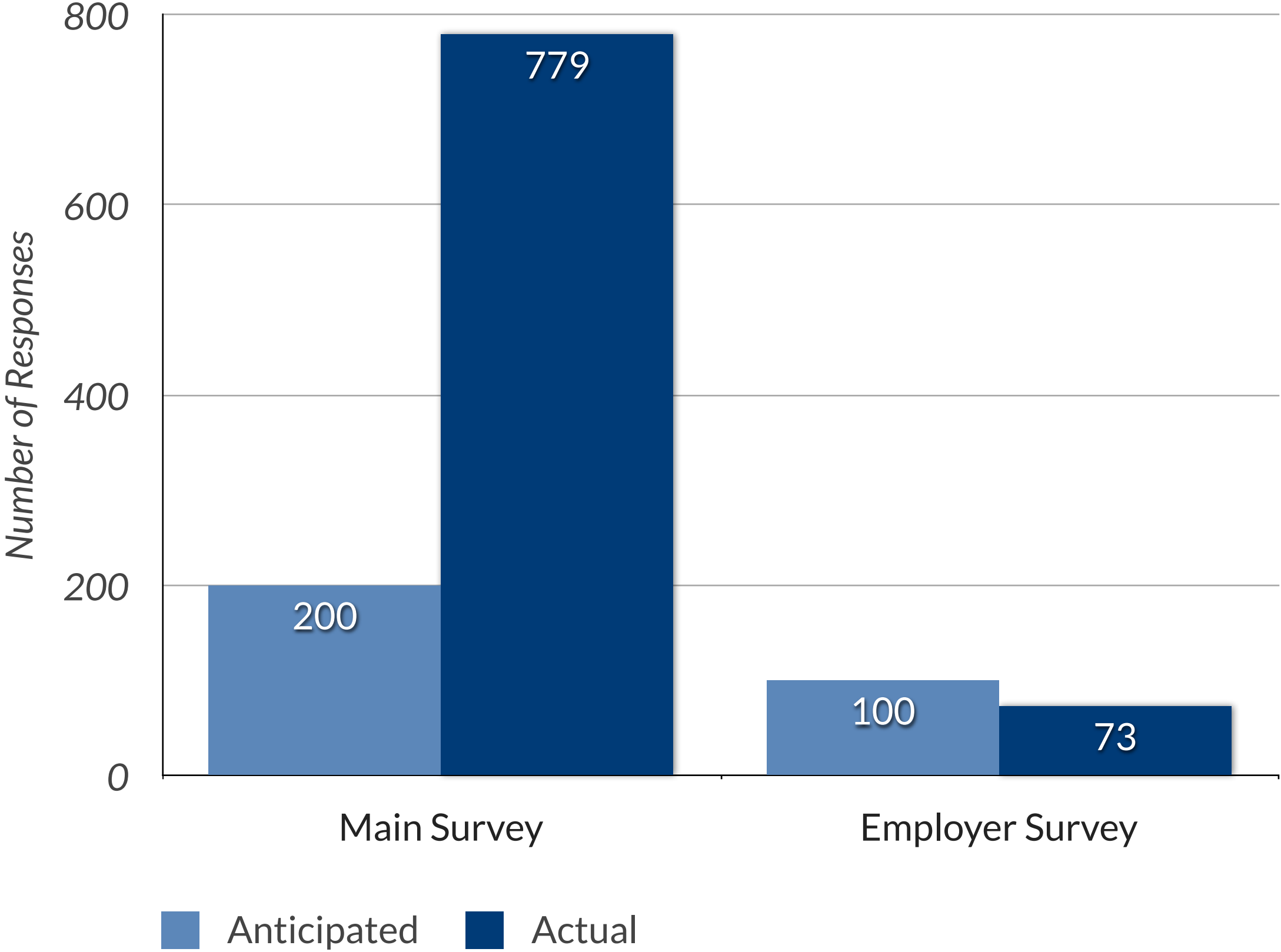
The charts that follow present data from the Scholarly Communication Institute's survey on perceptions of career preparation among humanities scholars. Anyone is welcome to use and share the slides in relevant communications or publications.

## *For additional information:*

- Full **datasets** available at <http://libra.virginia.edu/catalog/libra-oa:3272> (main) and <http://libra.virginia.edu/catalog/libra-oa:3500> (employer)
- **Report and executive summary** available at <http://libra.virginia.edu/catalog/libra-oa:3480>
- Other **SCI reports** on graduate education available at <http://libra.virginia.edu/catalog/libra-oa:3266>

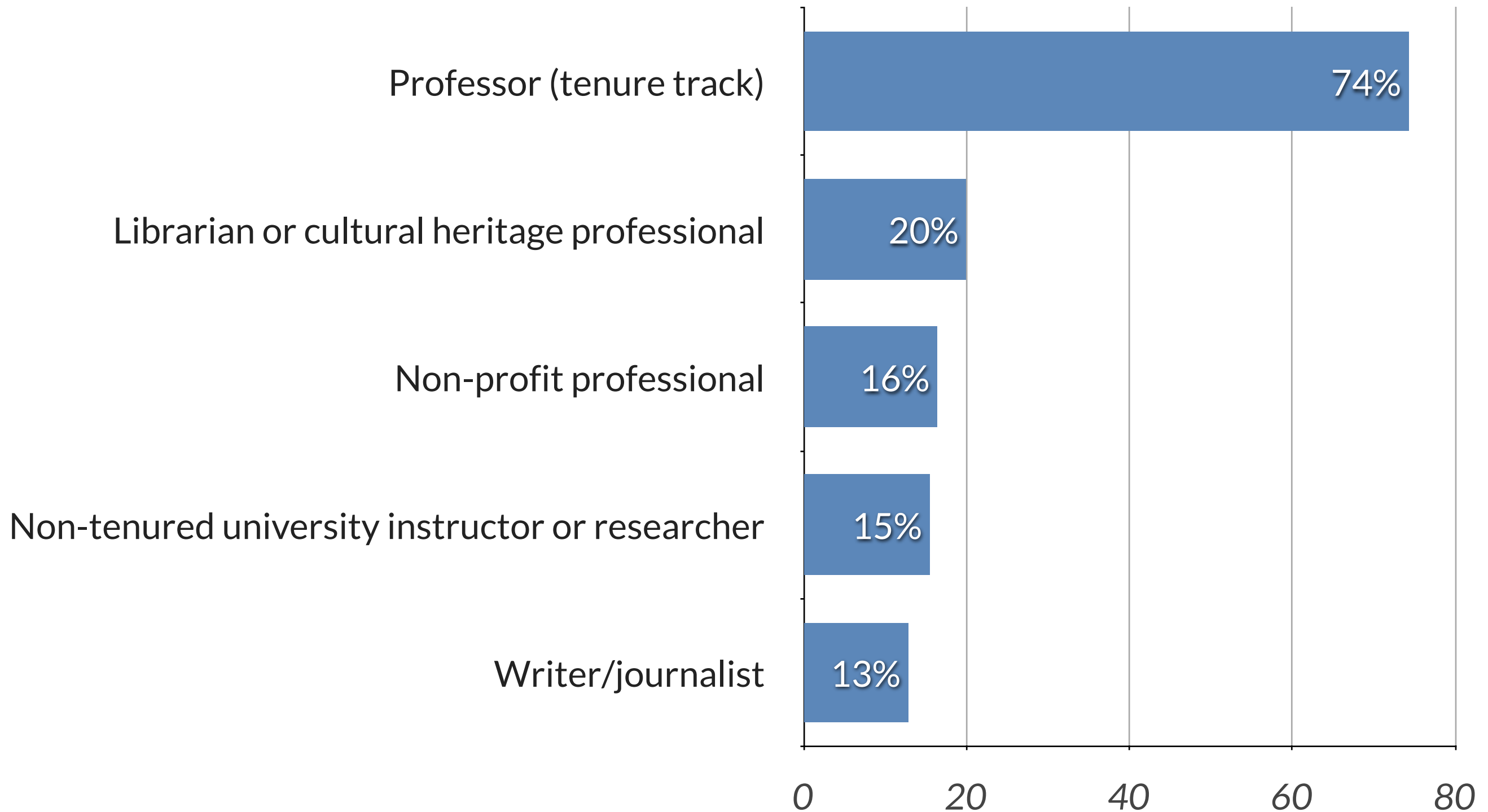
*Questions? Contact Katina Rogers ([katina.rogers@gmail.com](mailto:katina.rogers@gmail.com))*

# Excellent but uneven response rate

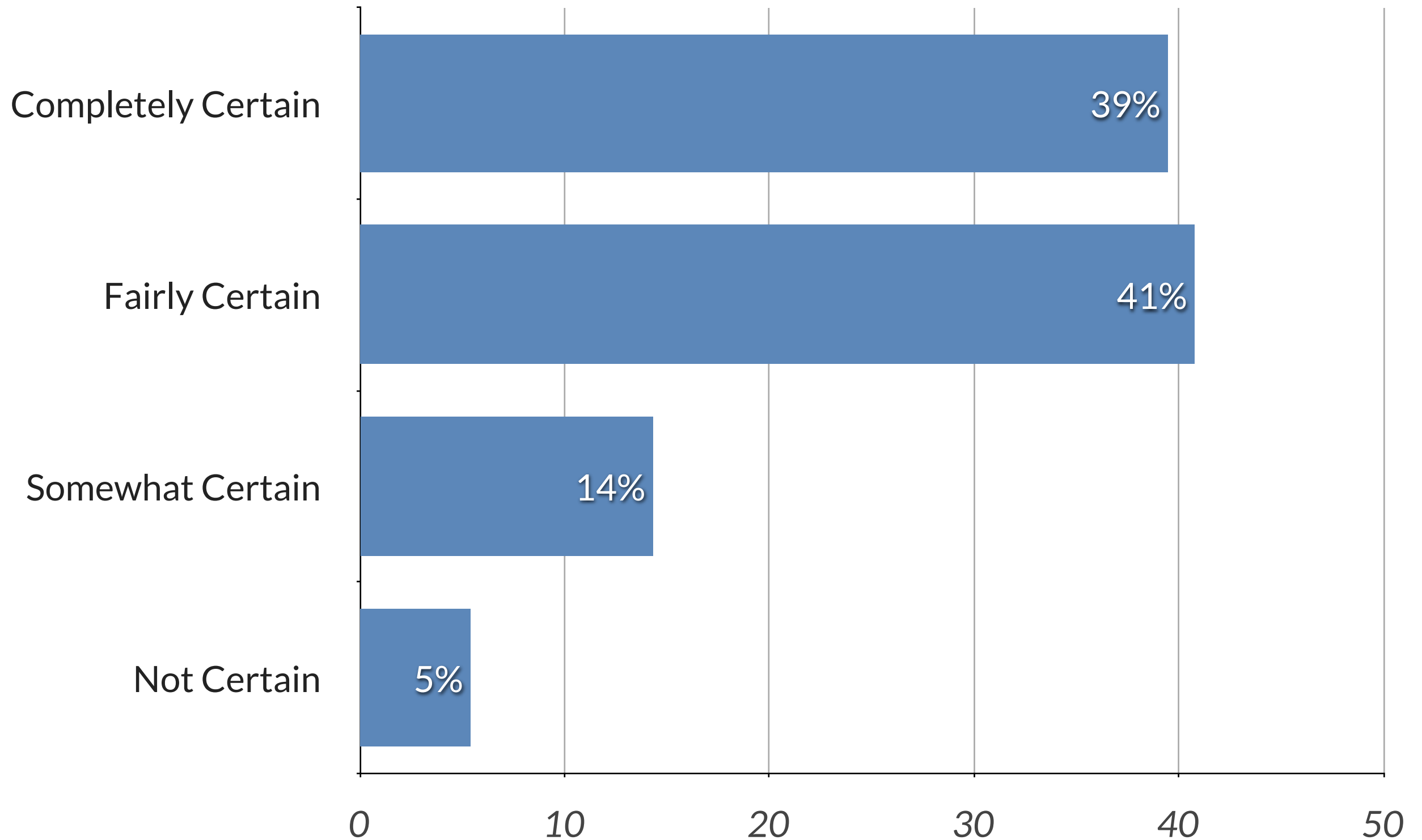


# Top 5 anticipated careers

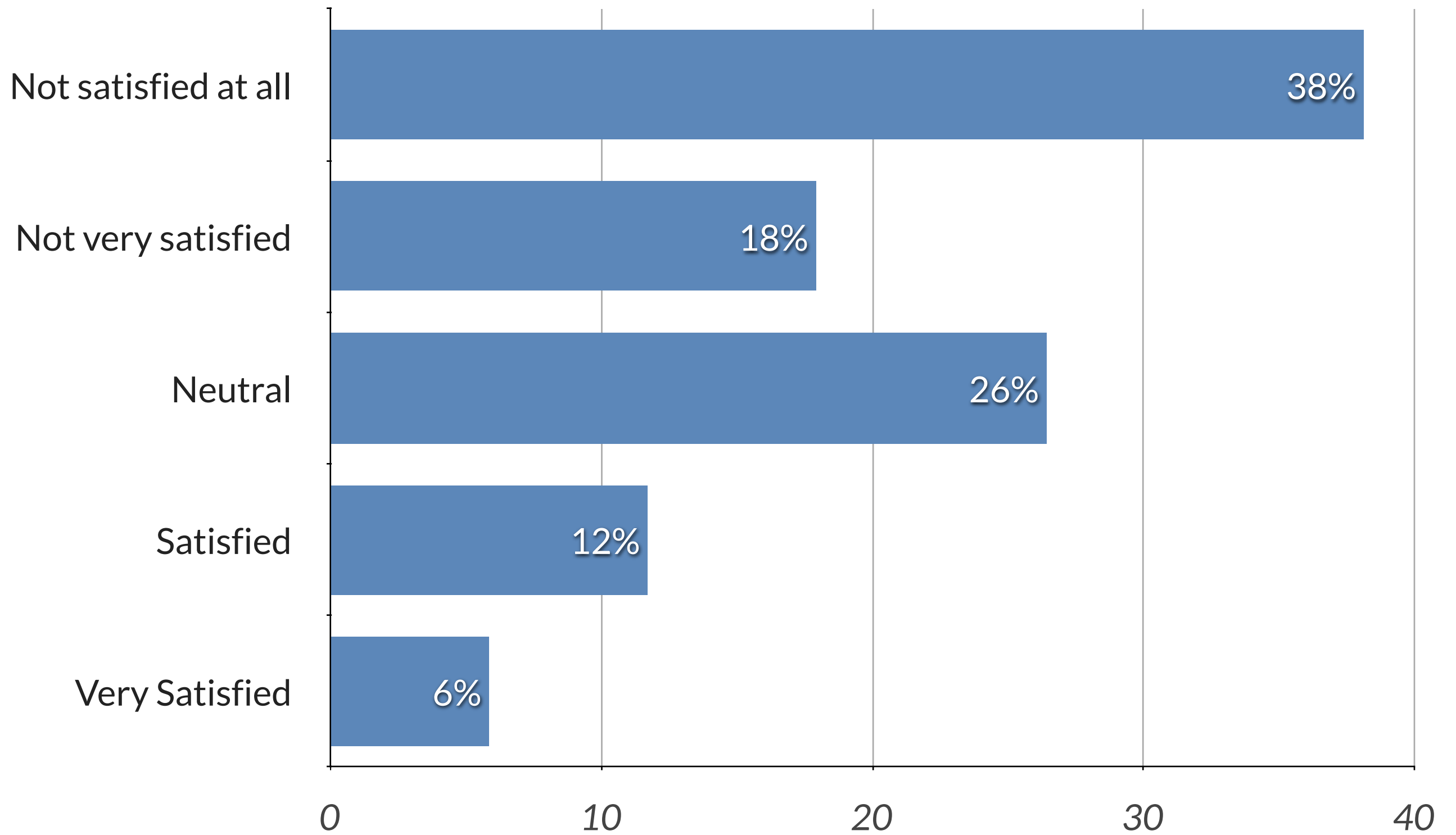
*(beginning of grad school)*



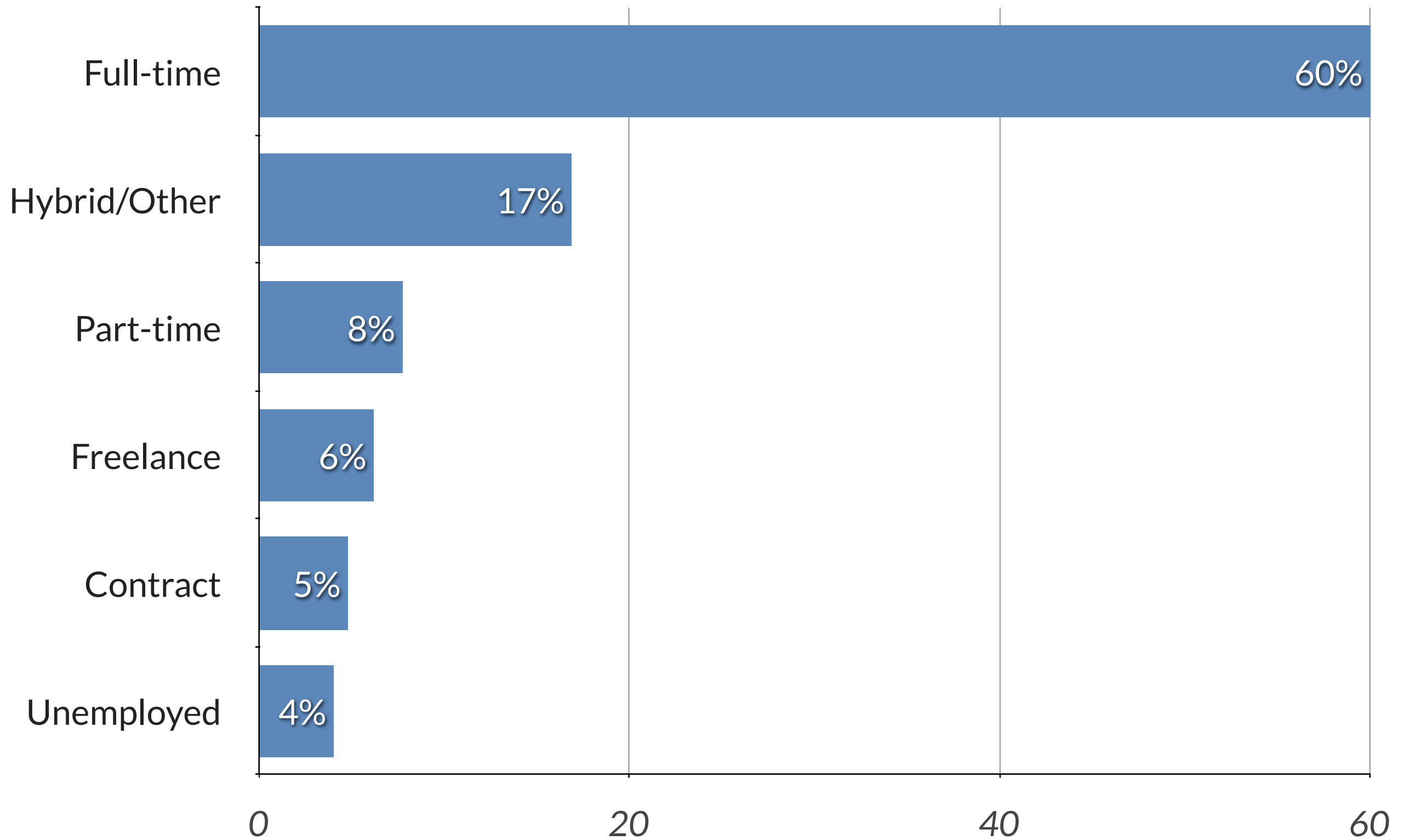
# Certainty of pursuing tenure-track professorship



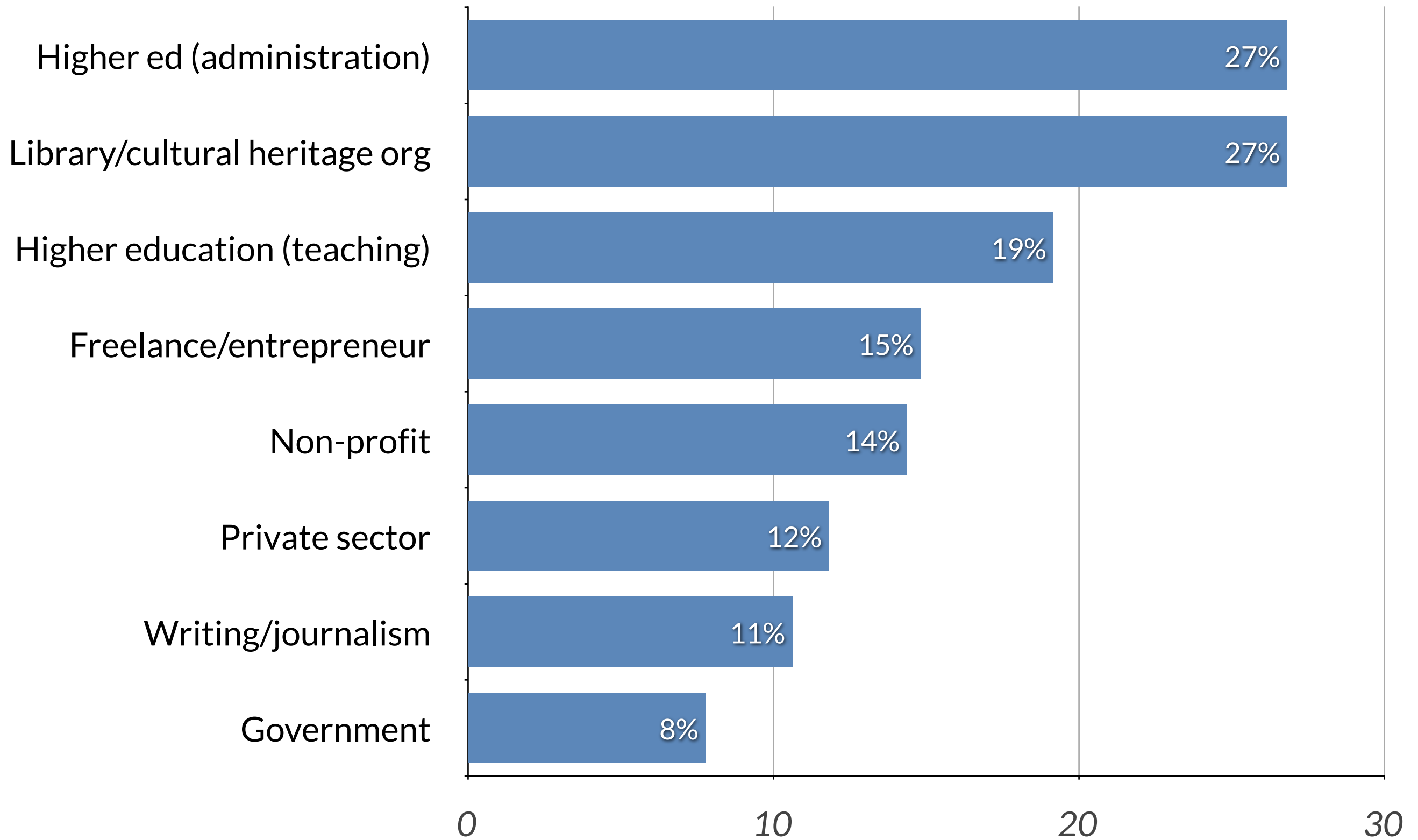
# Degree of satisfaction with career advice



# Current employment status

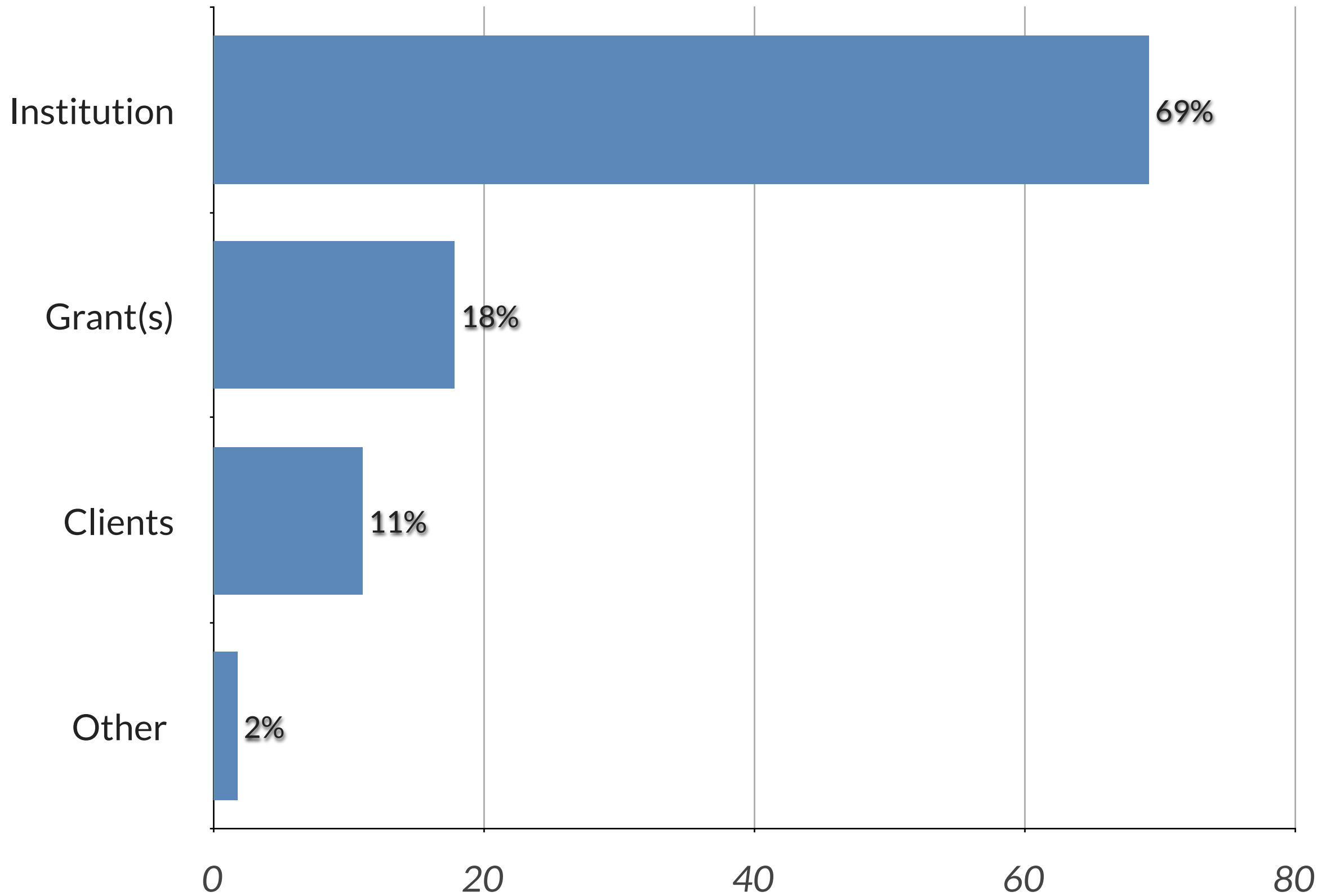


# Current category of employment

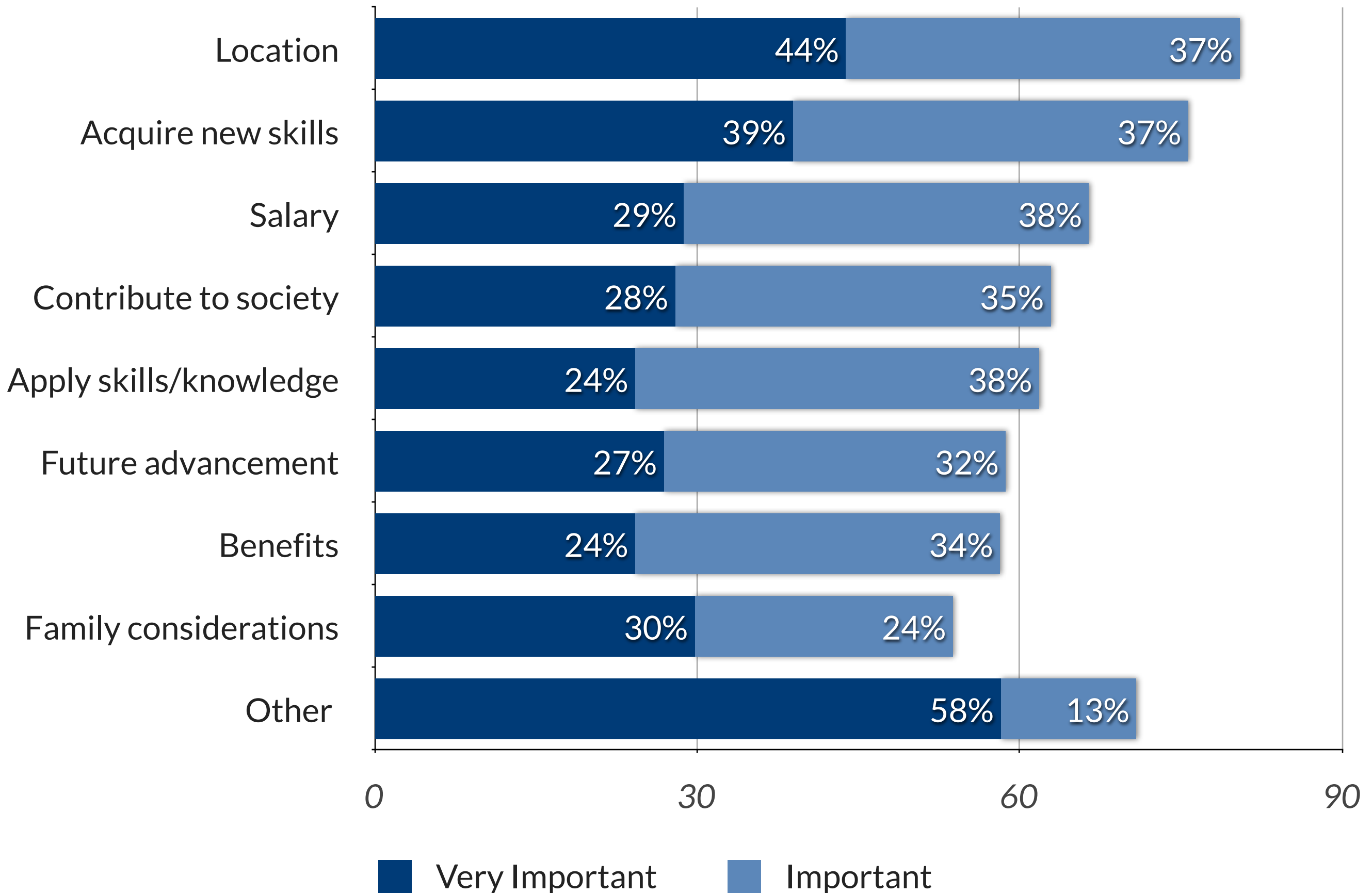




# Funding for current position

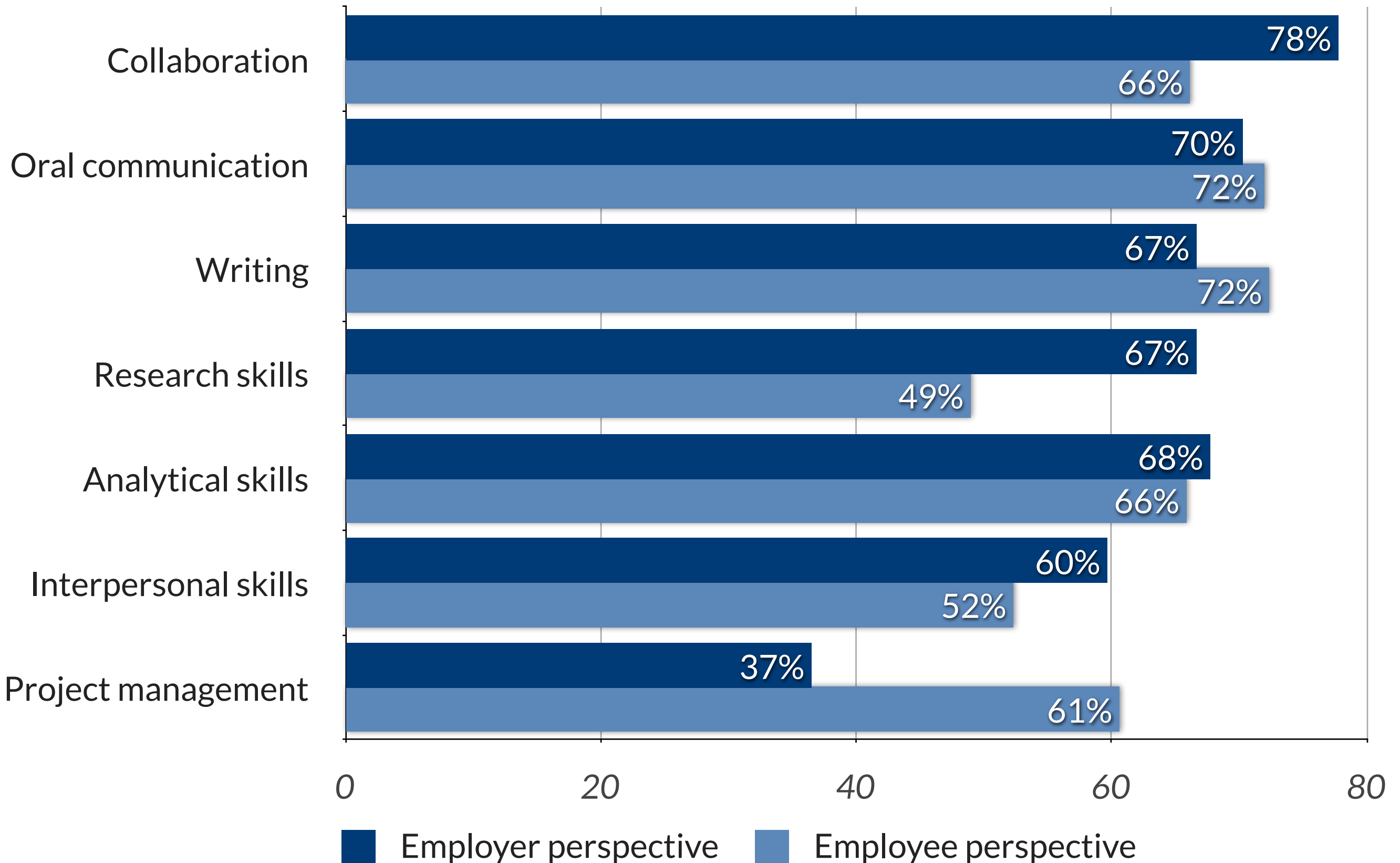


# Why take an alt-ac job?



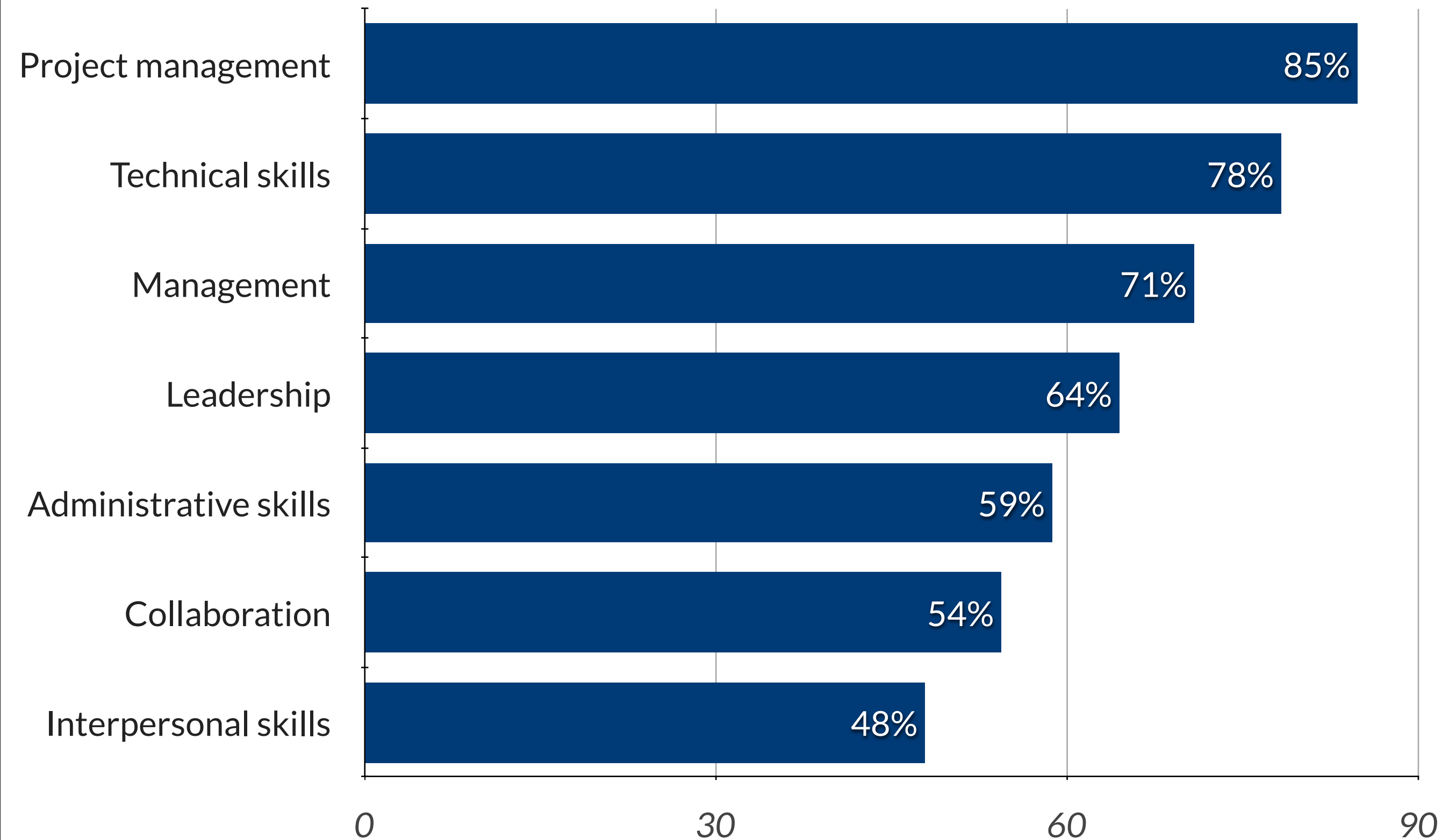
# Most important competencies

*(current position)*

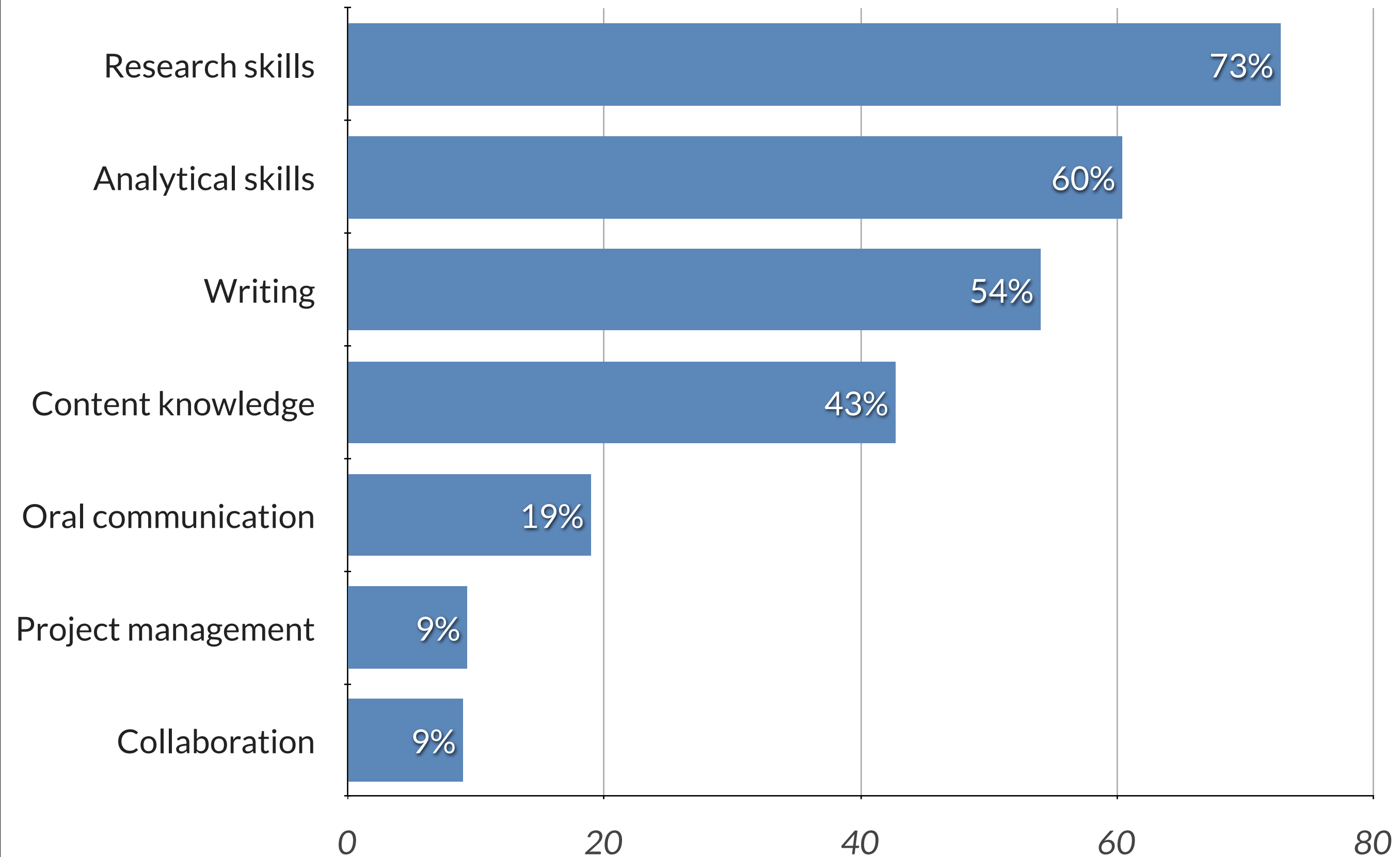


# Training needed for alt-ac employees

*(employer perspective)*



# Which skills were acquired in grad school?



# Recommendations

- Consider evaluating and modifying required aspects of master's- and doctoral-level curricula in favor of including courses that help students to prepare for the wide-ranging career paths that they may pursue upon completion.
- Rethink standard methods courses to structure them around a collaborative project in which students must apply a range of skills toward an end goal centered on methodological understanding.
- Create one-credit courses that center on ecosystems crucial to the academic landscape, such as scholarly publishing.
- Form more deliberate partnerships with the inter- and para-departmental structures—either within or outside their home institution—that are already engaging in this kind of work.
- Cultivate partnerships with the public sphere, both to provide graduate students with valuable experience and exposure, and to make a clearer case for the public value of humanities education.
- Encourage (and provide funding for) students to become members in relevant professional associations, even if the students do not intend to pursue careers as faculty.
- Work to expand the understanding of what constitutes scholarship.
- Graduate departments should critically examine the kinds of careers that they implicitly and explicitly promote, and consider ways to increase the visibility of the varied paths that scholars pursue.
- Make a much stronger effort to track former students (including those who may not have completed a degree), and to encourage current and prospective students to connect with former students.