

Notes on #FutureHumanities Discussion on Graduate Panel

1. **How can we celebrate/highlight/benefit from the diversity of alumni career paths?**
 - a. Change culture of faculty; many faculty think they don't know about outside world, but we should encourage them to draw on their personal lives (charities they work with, their children's job experience, etc.)
 - b. Limitation to this question: we need to rethink the ways grad students are working. Teaching is of limited transferability so how else can we use grads in the university? But if we shift grads to non-teaching and research roles, who does the necessary labour of eg. marking papers. We also need to tap into our alumni networks
2. **What can you/your department/faculty area do to increase transparency regarding funding, employment, and other administrative structures at your university, (especially for graduate students)?**
 - a. We don't use clear language to explain funding. Part of the problem is using legalese which sometimes stems from CAs. Grad students don't study their CAs in great detail. Also complicated by multiple roles grad students have as TAs, CIs, etc. Also a problem of how to communicate with students. Don't always read newsletters or emails.
 - b. Think GSUs should pose questions and find info on cost of living. Difficult to describe university. Sometimes faculty don't understand decision making processes themselves. Have to think about how the university works; the information isn't just there to be revealed. Sensitivity around data posting. Because academic jobs are still considered the gold standard, there is stigma around posting non-academic alumni job successes.
 - c. Unis don't have good data on alumni. How do we move and represent data and how to we engage colleagues with data? Grad funding is complicated and diverse. Lack application data -- who is applying and to where. Grad funding is mired in historical matters. What do we do with transparency? Want up to date U15 data.
3. **How can we introduce new models of doctoral training that produce adjudicable artifacts other than the monograph-based dissertation and article?**
 - a. All items here are intimately linked. New thesis model = broader career options. Transparency = students encouraged to work on new diss models. Also related obviously to workload. Public Scholars Initiative at UBC has students doing cookbooks, doc films, policy papers, etc. all integrated into diss. This helps with workload and feeling reading for a broader job market
 - b. UWO, York, UQAM have project-stream dissertations. Need to recognize publishing is changing. Podcasts, docs, etc. New jobs are emerging to replace what we traditionally think of as humanities jobs; must identify them. Must not pigeonhole students; must work to create truly transdisc scholars. Team-related funding: who trains faculty to do collab research? Publishing is changing so we need to be aware of what is out there. Need to give room for creativity. Bring in external examiners earlier in creative dissertations so they know what they are examining.

- c. Not willing to give up on dissertation. Some applied part - maybe knowledge transfer. Maybe collection instead of monograph. Concerned applied = Canadian. Alt diss challenging to faculty and supervisors, so we have to change the professoriate.
 - d. Tri-council statement on best practices of peer review of alt diss research.
4. **How can we address the three W's of workload, work-flow, and work/life balance?**
- a. Relevance and Integration: make requirements meaningful to diverse students. Change comps to something applicable. Integrate professional development into the program. RAships need to be relevant.
 - b. Documents on work-life balance seem to come from faculty; should come from students. Transparency.
 - c. Importance of transparency. Timelines should be explicit for students. Units need to be ready to review and revise programs to make them more realistic. Remove courses and move straight to comps. Gender and family issues; fewer and poorer opportunities for women. This is often related to parental leave.
 - d. PhDs are isolating. Little things like departmental coffee hours are helpful.