Career Diversity for Historians



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Department of History

University of New Mexico

*A Career Diversity Resource Guide for   
History Ph.D. Programs*

2018

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**Introduction**

*Career Diversity for Historians   
at The University of New Mexico*

*2014 – 2018*

“One of the most important lessons of the pilot phase of our Career Diversity initiative is that the skills necessary to prepare students for careers outside the professoriate are also essential to the work of faculty in 21st-century higher education.”   
 ~AHA Career Diversity Initiative

In the second half of the twentieth century, higher education in the United States expanded as never before. The demand for college professors grew accordingly, creating an unprecedented job market for Ph.D.s in a burgeoning number of fields, including history. At least in theory, any qualified candidate could find a tenure-track job in a college or university, provided that he (and more rarely, she) was willing to relocate to take a job, teach desired courses, engage in research according to the hiring institution’s standards, and perform service as needed. Graduate programs in history prepared Ph.D. students for the professoriate, assuming that such training would satisfy student needs and desires.

Even in those boom times, such a market was more aspirational than real for many history Ph.D.s. The job market expanded and contracted with the economy. Discriminatory hiring practices limited prospects for female and nonwhite candidates. And perhaps least understood (and most underappreciated at the time), is that not everyone was willing to go anywhere, or do anything, to make a living as a history professor. Some who earned advanced degrees preferred to seek positions in what has been called “public history”—in government agencies, as archivists or museum professionals, in libraries, working in documentary filmmaking, in nonprofit philanthropic or social change organizations, or even in the private sector. For these professionals, a wide array of factors—family obligations, geographical ties, personal desires—clearly outweighed a determination to take whatever academic job might have been available. The more diverse the graduate student population has become, the wider their needs, expectations, ambitions, and hopes are bound to range.

As we head into the third decade of the twenty-first century, it is time to abandon the notion that professional training in history should be tailored exclusively to the objective of filling academic positions with infinitely mobile individuals. The supply of history Ph.D.s is clearly outstripping demand for tenure-track professors in colleges and universities. More and more institutions rely heavily on non-tenured and even part-time faculty, and those candidates who do find full-time positions with the promise of tenure may find themselves with heavy teaching loads and little time for research. At a time when over a third of Ph.D.s do not find work as tenure-track professors, we must re-evaluate the goals and practices of professional training in history.

Perhaps even more urgently, our nation and our world cry out for knowledge of history and historical thinking. Decision makers need to understand history, in order to plan for a sustainable, desirable, and just future. History professionals are sorely needed in every facet of public life, from the halls of government to the public square to the corporate boardroom.

This Handbook represents our thinking as we reflect on the first years of our attempt to reimagine graduate training in history. The AHA’s Career Diversity for History Ph.D.s Initiative is also at its core a recognition that history Ph.D.s are a diverse lot. We believe that our work will help graduate students in history develop a wider array of skills that will serve them equally well as professors, and as professionals more generally. We hope that this more flexible and capacious approach to graduate education will also help students to lead fulfilling professional lives as historians in all kinds of settings. We welcome your comments and concerns.

**Chapter 1**

*Getting Started*

This chapter describes the development of our career diversity plan and offers advice on bringing students and faculty on board with the project.

**A. What We Did**

To change graduate education, faculty must take the lead. Faculty-led change starts with a few leaders who represent a cross-section of department programs. Leaders possess knowledge and experience regarding the department’s programs and curriculum, dedication to student success, and curiosity about possibilities for change.

**Year 1**

**First Semester: Faculty Focused**

* In addition to the graduate advisor and the chair or another faculty leader, appoint a faculty member who has been instrumental in training and placing graduate students to lead the initiative.
* Create a provisional advisory committee of tenured and tenure-track faculty from a cross-section of the department to start the conversation.
* Hold a departmental retreat and/or a series of seminars and/or a conference to engage faculty in a discussion about graduate training in the 21st century, in light of the diverse careers pursued by department alumni.
* Collect and publish employment placement data on department Ph.D.s.

***Lessons Learned***

* Do not assume either consensus or obstruction; assume indifference and work to convince faculty of the need for this initiative.
* Expect questions and conversations that reveal faculty members’ worries—especially the concern that they cannot teach what they do not know.
* Anticipate concern about mentoring students in types of work that academics do not do.
* Draw on the experience of members of your faculty and alumni who have professional experience and careers outside the academy, who can help guide the discussion.
* Do not assume widespread resistance, but do expect reluctance to change fundamentally the way that faculty train graduate students.
* Anticipate that this conversation will lead to larger discussions about graduate curriculum, requirements, recruitment, faculty workload, and department, university resources.
* Do not make changing your graduate program only about career diversity, make it about training students to be successful professionals.
* Leverage existing departmental mechanisms for change such as seminars, a retreat, or an ad hoc committee.

**Second Semester: Graduate Student and Alumni Focused**

* Reconfigure your advisory committee per interest generated by conversations from first semester.
* Make graduate students partners in the project: have a meeting outlining career diversity and recruit graduate representatives to the advisory committee.
* Bring alumni who are employed outside the academy back to campus. These alumni can explain how they apply skills acquired during their historical graduate training in public, private, and non-profit positions.
* Conduct surveys of faculty and students to evaluate the department’s confidence in career preparation, assess the department’s engagement with and interest in developing Career Diversity skills (Collaboration, Communication, Intellectual Self-Confidence, Digital Literacy, and Quantitative Literacy) in graduate courses.
* Use survey data and conversations to generate ideas on how best to integrate these skills into current and future graduate courses and program requirements.
* Compile a list of curriculum and program enhancements to be piloted in Year 2.

***Lessons Learned***

* Assume that listening to, learning from, and thinking with Ph.D. alums who have pursued varied careers is a first step to creating programs designed to broaden career possibilities for history Ph.D.s.
* Assume that graduate students who have professional experience and careers outside the academy bring expertise to these efforts.
* Do not assume graduate students will welcome the initiative. Expect puzzlement and possibly initial resistance to the project of pursuing careers beyond academia.
* Expect widely different responses to the student and faculty surveys. What faculty think they are teaching is not what students believe they are learning.
* Expect career diversity fatigue.
* Remind yourselves that change is hard and takes time.

Summary: This first year will raise the central challenges of training History Ph.D.s in the 21st century. Discussions should address the diversity of academic and non-academic jobs as departments train graduate students in the research, writing, teaching, and dissemination of history.

**Year 2**

**Third and Fourth Semesters: Department and University Resource Inventory**

* Commit departmental resources to a program assistant and project director.
* Take an inventory of campus resources related to professionalization: Career center; Center for Teaching; graduate resource center; HR department’s trainings for managers and staff administrators; and Graduate School offices.
* Begin to implement initiatives discussed at end of first year, potentially including:
  + Internship/Program assistantship program.
  + Professionalization workshops (See Appendix).
  + Faculty, graduate, alumni reading group on trends in higher education and the historical profession.
  + Capitalizing on alumni network to create career contacts.
  + Build on collaborative relationships with local and regional historical organizations.
  + Incorporate career diversity skills into the primary sites of graduate training: graduate seminars, examinations, dissertations.
  + Reconfigure assistantships so that students have a variety of professional experiences: teaching, administrative, research.
  + Create or revise professionalization course.
* Create a department alumni association:
  + Work with alumni organization and university foundation to inform your graduate alumni of your initiative.
  + Host a one-day colloquium for alums (mostly local) or even a multi-day retreat for national and international alumni.
* Start talking about Ph.D. requirements that do not add time to degree. Examples:

a series of required workshops that are offered during the “down time” of an academic year; programs the week before classes start; professionalization workshops that ABD students can take while writing their dissertations. Set a minimum number of such workshops over the course of the 5-year Ph.D. program, one per year.

***Lessons Learned***

* Think about what might be easiest to achieve in the short term (a monthly workshop), the mid-term (incorporating career diversity skills into a seminar), and the long-term (changing requirements or curriculum).
* Approach units and offices across campus as partners. Do not assume that they will see it as their job or responsibility to expand their responsibilities to include your initiative. What can you offer in return?
* Pilot some of your initiatives and see what works and what does not. Do not be afraid to fail.
* Assume that faculty and students will express concern that these initiatives and changes might slow down progress to degree, or question whether they “count” toward requirements.
* Expect that your department will need to examine graduate training and curriculum.
* Expect that your department will begin to talk about your MA and BA curriculum and program.

Summary: The second year is an opportunity to try different initiatives aimed at preparing students to be better professors and better professionals. Continue to build relationships with alumni. Reach out and build connections to use the whole campus.

**Year 3**

**Fifth and Sixth Semesters: Working Across Campus, Resource Allocation, Curricular and Program Change**

* Integrate successful initiatives into the program. Examples:
  + Modification of or changes to seminar assignments and expectations.
  + Reconfiguration of assistantships.
  + Creation or revision of professionalization seminar.
  + Creation of an optional or required career diversity course.
  + Incorporating career diversity skills into milestone assessments, i.e., qualifying exams, prospectus defense, dissertation defense.
* Find partners across campus to share resources. Examples:
  + Split an assistantship between your department and another one whereby the career diversity program assistant works for two departments.
  + Work with the Graduate School or College to:
    - Hire a graduate career professional and find ways to cost share the position between different administrative units.
    - Host workshops and support professional training.
  + Work with university Human Resources to identify existing professional workshops that students can take.
  + Find offices throughout the university that might need a graduate assistant and split the cost the of program assistantship.
* Use existing graduate school fora to exhibit career diversity skills.
* Rethink assistantship progression, e.g. two years of teaching, one year of professional development outside the classroom.

***Lessons Learned***

* Reconfiguring assistantships depends on university regulations regarding graduate student work.
* The earlier that a department starts working with other departments, graduate schools, and other units, the better.
  + Being first out of the gate with career diversity initiatives might make it easier to have resources allocated to your initiativesand department.
* Start inviting other departments to some of the workshops or discussions.
* Be aware that you are ahead of the game. Other departments’ graduate students might be fearful of attending because of resistance from their departments or mentors.

None of this is easy. Making significant change requires a lot of time, intellectual energy, and dedication on the part of those leading the initiative.

Summary:In year 3, it is important to begin to think about how to reallocate existing resources and partner with other units on campus to stretch resources based on intersecting and common interests. As you work to reconfigure requirements and training, take into account the data you have gathered and the experiences of your alumni and Ph.D. students, both those who have worked outside the academy and those whose careers and aspirations lay within the professoriate.

**B. Faculty and Graduate Student Engagement**

The goal of graduate training in history is to train historians. Graduate students come to their programs already possessing some of the skills and knowledge that equip them to be considered Early Career Professionals, a term of art that we have begun to use at UNM. Such skilled and knowledgeable people should have the capacity to shape their programs of studies to their particular aptitudes, needs, and desires. Some students share their faculty mentors’ resistance to education for careers outside the academy. Many have been led to see a career anywhere outside of a Research I institution or selective liberal arts college as failure to fulfill the promise of their degrees. For others, however, family circumstances, personal preferences, geographical constraints or economic necessity may make careers beyond the professoriate highly attractive. We have found it useful to hold conversations about students’ and faculty members’ diverse reasons for pursuing an advanced degree in history, early and often.

New student orientation offers a crucial opportunity to acquaint graduate students with the uses of Career Diversity programs. The coordinator of the annual new graduate student orientation—usually the department Director of Graduate Studies as well as the Career Diversity Coordinator—can introduce resources on and off campus as a complement to department faculty in helping students to realize their career aspirations. New Graduate Student Orientations should not only introduce the procedures and academic requirements of the program, but also reiterate the importance of career diversity with presentations or workshops from such offices or units such as Career Placement Centers, Counseling Offices and Wellness centers. If possible, Ph.D. alumni who have chosen a non-academic career path might also present at Orientation, not only to offer examples of the uses of Career Diversity initiatives, but also to demonstrate the ways in which the department celebrates alumni success along a broad spectrum of professional endeavors.

The UNM Career Diversity Initiative also features a series of professional development workshops intended to introduce graduate students to important skills they might need in any career path. Examples include condensing research into “elevator pitches,” interpersonal communication, and modes of sharing research findings, using research, writing and presentation skills to address various publics. Ph.D. alumni outside the academy would be ideal presenters for such professional workshops.

At UNM History, a key component of the Career Diversity Project has been an internship program for students to use critical thinking, writing, research and language skills in nonacademic settings. This internship program offered our early career professionals a chance to work collaboratively on projects connected to real world clients, underlining the fact that everything has a history, everyone needs historians, and history lives everywhere. Working with a campus career placement or services office led to the creation of a first of its kind placement service for graduate students in history, to serve as a model for such service across the humanities and arts programs at UNM, and for other history departments across the country.

**Mentoring**

Graduate students and their faculty advisors must work together to prepare students for a wide array of possible career paths. Faculty advisors may worry that they cannot teach their graduate students professional skills that they themselves do not know, or train their students for jobs that they have never held. Mentoring, therefore, must be both an individual and a community endeavor, drawing together the benefits of both a traditional one-on-one mentoring relationship and a less formal mentoring network including experts beyond the department, university, and the discipline as needed. Just as faculty do in their research lives when confronted with new challenges or unfamiliar sources, they must seek the help of experts who can assist in training their graduate students for career paths unfamiliar to their own experiences. This may mean that a student gathers many mentors—both formal and informal—over the course of their graduate program.

**Chapter 2**

*Program Implementation*

This chapter provides models for and reflections on specific initiatives that faculty and graduate students have developed at UNM over the last several years.

**A. Faculty Retreat**

Many departments hold annual faculty retreats. Dedicating such a retreat to Career Diversity can jumpstart the initiative. A retreat offers an opportunity to introduce the initiative, ask questions and seek answers, and air concerns, without the expectation of making binding decisions. But retreats should produce outcomes, or at least provide direction. Ideally, a retreat can produce a draft action plan, and recruit faculty leaders who commit to guiding the project and communicating with other faculty and students. Here is our suggested agenda for a daylong retreat.

**MORNING: Discussion of AHA Career Diversity Initiative**

30 minutes: Introduction to AHA Mellon Career Diversity Initiative (Powerpoint provided by AHA and review of Career Diversity Resources)

30 minutes: Question and Answer

15 minutes: Break

50 minutes: Breakout Sessions: Discussion of Issues Raised During Q and A.

10 minutes: Break

50 minutes: Summary Discussion from the Groups

**LUNCH**

**AFTERNOON: Review of Departmental Faculty and Possible Programming**

1 hour: Breakout sessions

Questions:

1. What skills, expertise, and interests does each of us have, apart from those we associate most closely with our research and teaching? How did we identify and develop those skills? How do these skills make us better professors and better professionals?

2. Who are our alumni? What do we know about their career paths and trajectories?

3. How do we introduce the initiative to students?

4. What kind of curricular and programmatic innovations might we undertake? What might be easy? What might be hard? On what timetable?

15 minutes: Break

50 minutes: Summary Discussion from the Groups

**B. Alumni Outreach and Programming**

Alumni matter. Onetime students who have entered diverse professions usually feel loyal to their *alma maters,* though those who work outside the academy just as often feel neglected or abandoned by programs solely focused on producing Ph.D.s for the professoriate. Any department attempting to restructure graduate education or enhance students’ professional development opportunities should cultivate and capitalize upon a network of engaged alumni.

Alumni engagement is crucial to the successful integration of Career Diversity in graduate programs. Whether they are working inside or outside the academy, program graduates have valuable insights into graduate student expectations, perceptions, and outcomes, as well as career experience to share. There are many ways to engage alumni, including social media, informal networks, data tracking, surveys, professionalization conferences, working retreats, and alumni-centered lectures and events. At UNM History we relied heavily on our informal alumni network and began to formalize the network by starting a partnership with our University Alumni Association. We hosted alumni conferences in Year 1 and Year 3. The first event brought back Ph.D. alumni working beyond the professoriate to discuss their career trajectories, address the benefits and limits of their graduate education, and talk candidly about career expectations and outcomes. For the second alumni conference, held during the spring semester of Year 3, we built on the lessons learned over the previous two years. We organized a working retreat for MA and Ph.D. alumni to address the value, purpose, and utility of their history degree(s), and to lay the groundwork to institutionalize the informal network. Below you will find a sample outline of the topics and questions posed during both conferences.

**Careers Beyond the Academy Conference (Year 1)**

**DAY 1:**

* Discussion of AHA Career Diversity Initiative
* Welcome from University Leadership (Provost, Deans, and Department Chair)
* Panels (75-90 minutes each)—Facilitated by Department Faculty
  + Historians in Higher Education Administration
  + Historians in NGOs and Historical Advocacy
  + Historians in Public and Government Sectors
  + Historians in Publishing and Journalism
* Keynote Lecture—Invite a History Ph.D. to discuss their career as a historian working outside the academy

**DAY 2:**

* Panels (75-90 minutes each)—Facilitated by Department Faculty
  + Historians as Business Entrepreneurs
  + Elevator Pitch Competition
  + Internship Fair for Graduate Students
* Alumni Feedback Session with Career Diversity Faculty Advisory Committee

**Alumni Retreat (Year 3)**

**DAY 1:**

*\*\*Each session is 75-90 minutes long.*

**Session 1: Who are you?**

*\*\*Spend 45-50 minutes with the entire group allowing each alum to give a 2-sentence introduction of themselves and why they are here. Then divide into small groups and discuss the following two questions.*

*Session Summary*: Celebrate the diverse backgrounds and multiple career achievements of your gifted alumni. Discover the strengths of your alumni network and help prepare department faculty and graduate students for the challenges facing history graduate education and the humanities today. With the help of one another you can foster a dynamic professional network and develop a robust set of resources and funding opportunities for your community. Help map the next chapter of your growing professional community of history graduates by identifying the real and symbolic values of the History Ph.D.

*Suggested questions for the small group:*

1. What is the purpose of a History Ph.D.?
2. What are the strengths of a History Ph.D. from your institution?

**Session 2: What are your goals?**

*\*\*Hold Small Group Discussions and then share with larger group at the end of session*

*Session Summary:* Discover where your Ph.D. alumni reside. Often the university alumni associations have this data and can help you map the geographical reach of your graduates. With this information, you can determine the possibilities and advantages of an alumni community by developing an ongoing collaboration with students, faculty, and university administrators. Through the creation of an alumni network the history department can provide a more robust professional network, new funding and mentorship opportunities, long-term career and professional guidance, as well as an institutionally supported alumni advisory board to guide future efforts. Activating alumni networks creates real benefits for your community and builds a university consortium to advocate on behalf of history and the humanities everywhere.

*Suggested questions for the small groups:*

1. What are the advantages of such an alumni community? Who benefits from this network?
2. As alumni, what new opportunities or activities would you like to see the department and the university develop?
3. Should an outside alumni advisory board oversee such a network and future activities? If so, what does this look like? If not, what advice would you have for the department in organization future activities?

**Session 3: What are your resources?**

*\*\*Hold Small Group Discussions and then share with larger group at the end of session*

*Session Summary:* When it comes to crafting a historian’s life, we take different career paths and rely on a variety of resources. Derived from the communal expertise of your alumni in public engagement, analytics, and K-12 education, as well as their vast external connections, you can assemble a pool of resources available to all. This session surveys how alumni and the university can best contribute dynamic, expansive, specialized, and cutting-edge resources that answers the department’s current demands and anticipates the future professional needs of your students.

*Suggested questions for the small groups:*

1. What resources (human, financial, social, etc.) do you bring to history education and the broader society?
2. What resources can we bring as a group, as a department, and as a university to history education and the broader society?
3. What structures or systems should be in place so that we can use those resources to best serve our profession?

**DAY 2:**

**Session 4: What are your next steps?**

\*\**Large group discussion*

*Session Summary:* Sustaining a long-term alumni network requires imagination and foresight. Discuss key issues that need to be addressed, propose new measures, and formulate possible action steps.

*Suggested questions for the group:*

Questions will be based on small group discussion themes, comments, and ideas from the previous day.

**Alumni-in-Residence Program**

This program is a week-long fellowship for one Ph.D. alumni whose career extends beyond the professoriate. The purpose of this residential fellowship is to draw upon the expertise of professionals who are using their History Ph.D. in ways that current graduate students will benefit from, and to have them participate in the intellectual life of the department and university while in residence. The stipend associated with this fellowship is $4000, which covered travel, transportation, honorarium, and per diem.

The alumni-in-residence will be asked to lead a professionalization clinic based on career trajectory, experience, and expertise. The specifics of this workshop/clinic can be arranged in consultation between the alumni and department, but the workshop should cover one or more of the AHA’s five skills for career diversity (<https://www.historians.org/jobs-and-professional-development/career-diversity-for-historians/career-diversity-resources/five-skills>) and to assign appropriate reading and tasks to students and faculty who will be in attendance.

While the alumni is in residence, they will hold mentoring office hours in order to facilitate networking and mentoring conversations with our graduate students. Office space and the use of a computer while he or she is here, in addition to short- term access to the university’s library.

The alumni will be invited to participate in the intellectual life of the department and university through attendance at and participation in lectures, seminars, and colloquia of their own choosing. The alumni-in-residence can also workshop a writing or research project and receive feedback from faculty and students.

From this initiative, a network of possible donors might emerge who would be willing to fund the project or donate money for opportunities that take students beyond campus for professionalization.

In Spring 2018 the department hosted its first alumna-in-residence, following the guidelines above. Our alumna spent one week in residence, giving talks and workshops for graduate students and holding office hours as planned. One workshop talk focused on the alumna’s current work on representation and accuracy in the media: she demonstrated how the skills of the research historian can help students and others to sift through the current media landscape to differentiate truth from falsehood. Another workshop talk introduced students to the “Five Skills” as they intersect with her daily work and her overall career path; she showed clearly how her Ph.D. in History has led to a personally fulfilling and important career that allows her to use her research skills on a daily basis. The alumna also met with students in office hours, many of whom received helpful and relevant advice. Our next step is to institutionalize the cost of this program, which we hope to run every other year.

**C. Seminar Series**

A seminar series can be the centerpiece for engagement among stakeholders. By combining seminars with AHA resources on Career Diversity (<https://www.historians.org/jobs-and-professional-development/career-diversity-for-historians/career-diversity-resources>), you can introduce faculty, students, and Ph.D. alumni to the initiative. Ph.D. alumni who hold both professorial and non-professorial positions can discuss (virtually or in-person) their experience in leveraging historical expertise, research, and communication while building new skills for a broader professional industry. Faculty and students can begin by discussing their own training and asking how their graduate programs did or did not prepare them for the work they are doing now. Alumni both inside and outside the academy can help departments explore ways to retool programs in order to better prepare students for the challenges they face as professionals, today and in the future. Here are some guiding questions to ask.

**Questions for Alumni, Faculty, and Student (modified by constituency).**

1. How does your advanced graduate training in history inform your work?
2. Reflecting on your graduate training, what would you introduce into the curriculum that would prepare students to think about and pursue intellectual work outside the academy?
3. What can mentors, faculty, departments, and institutions do to improve graduate training for a variety of professional opportunities in the 21st century? What institutional practices can be improved upon or introduced?
4. In light of what has been discussed, we will pose the following:
   1. What are ways to integrate multiple career outcomes from the very beginning of graduate training?
   2. What are ideas for new courses, workshops, curricula?
   3. What changes could be made to existing graduate student funding models?
   4. What changes could be made to existing course and dissertation requirements?

**D. “Mellonizing” Graduate Courses**

Seminars are at the heart of graduate education. In them, students begin to master fields of study, learn research strategies, grapple with methodology, and imbibe the profession’s social norms. As such, graduate programs need to address whether and how seminars develop the AHA-Mellon initiative’s five skills (Collaboration, Communication, Digital Literacy, Quantitative Skills, and Intellectual Self-Confidence). This section reviews the efforts of UNM history faculty to “mellonize” their graduate seminars, meaning to make their seminars better cultivate these skills. To date, we have two general strategies.

The first, “critical traditionalism,” focuses on becoming more explicit about the value of conventional seminars. When done right, orthodox seminar assignments—book reviews, presentations, historiographical essays, and research papers—build hard wrought and widely valued skills. These include the ability to survey complex material, analyze the nuances of informed opinion, and develop and express original ideas. Additionally, some employers value the close attention to prose, evidence, and argument long cultivated by seminars. Critical traditionalism requires that instructors devote more space and time to addressing different skills embedded within assignments and their value in and beyond the academy. For example, a seminar can focus on traditional assignments but craft class discussions where students interrogate these. Instead of assuming that the value of academic book reviews is self-evident, spend time discussing them. What is their utility? Who is the intended audience? What skills do they require? How might this type of writing (short form, summary and analysis) apply to non-academic audiences? This approach conforms to our observation that the skills that are already being taught in graduate history programs are the same skills that make many of our graduates excellent candidates for non-academic jobs.

A second approach, “design and develop,” has built seminars around a general theme, such as Food Studies. These seminars are less regimented, with fewer preset reading and writing assignments and an explicit focus on having students conceptualize and pursue projects. The two iterations of the design-and-develop seminar at UNM differed considerably in their particulars, suggesting the many ways one can sharpen or broaden their focus. In one example, the instructor styled the class a practicum and focused several class meetings on thinking about public engagement. In another, the instructor welcomed students to opt for either a traditional or non-traditional final project, but required them to justify their choice in the context of their own ambitions. The approach can pair well with public or digital history and encourages students to exercise judgment and direct their own careers. Some instructors might want to focus students on subjecting contemporary issues to historical analysis with an eye on how these issues bridge academic and public interest.

Most graduate programs may want to combine both approaches. Critical traditionalism introduces students to professional conventions while prompting them to think about how these build valuable skills. Design-and-develop seminars build intellectual self-confidence and grant students more room to pursue their intellectual and professional goals. Both approaches broaden definitions of what a historian does and stimulate thinking about the place of historians in society.

**E. Internships and Experiential Learning**

A key aspect of training historians for jobs outside of the professoriate is to help them gain practical experience through internships. Using departmental fellowships to train students in pedagogy has long been a standard practice, so it makes sense to provide some fellowships to students who want to be trained in non-teaching aspects of historians’ careers.

**Setting up Internships.** There are some businesses, non-profits, government, and state institutions, especially those in large, thriving urban areas, that can be sought out to either cost share or finance a highly educated, highly motivated young professional. To set up internships and sustain them is extremely difficult and labor intensive for department personnel. Working with your alumni network, both undergraduate and graduate alumni, can yield some excellent opportunities and internship.Please see Appendix: Resources for internship forms and other materials.

**Fundraising for internships.** This has been a precarious balancing act. Does one fundraise for scholarships, research, departmental needs, or CDH internships? This is a question that needs to be addressed by individual departments and institutions. Given the paucity of available donors in our department, there has been a reluctance to commit resources to raising money for internships.

**Redesigning the Assistantship.** Professors engage in different types of academic work that extend beyond teaching and research and few, if any, are prepared for the demands of administrative work, whether it is organizing a lecture series, directing a program or department, editing a journal, or facilitating collaborative research projects. The assistantship structure in History Departments has primarily focused on students assisting a professor or department in teaching large number of undergraduate students, either by leading discussion groups or teaching their own course in order to cover general education requirements or core courses in an undergraduate major. Less common but no less valuable for professionalization and learning about academic work are program, editorial, or research assistantships.

**Rethinking the Funding Model for Graduate Assistantships.** Early in our conversations about assistantships, our department noted that most graduate funding was tied to teaching assistantships. Current funding models and incentives favor history departments relying on teaching assistants to teaching introductory level courses or to assist in large freshmen lecture course.

It is well known and not as frequently noted that graduate students work in other arenas that are equally important to the success of research universities. Graduate students provide labor, expertise, and knowledge for faculty research programs, editing journals, and running institutes, programs, and department, college, or university initiatives. Classified as program and research assistantships, these stipends are tied to a different type of work and different skill sets that are necessary for careers within the academy and beyond it. The importance of training graduate students in this type of work was widely acknowledged. Contrary to campus-wide/discipline belief that assistantships cannot be redefined, we are working with the UNM Dean of Graduate Studies to develop these assistantships into internship-like opportunities, either on campus or off campus. The advantage of on-campus internships/program assistantships is the possibility of cost-sharing with another unit that needs a highly motivated, highly educated and highly skilled professional. This stretches assistantship funding in your unit by splitting funding between units. All the checklist forms in the resources section can be modified for these types of professional placements.

**F. Professionalization Workshops**

***Graduate Student Needs Assessment***

Our department conducted an initial assessment of graduate student needs with the help of a Postdoctoral Fellow, with approximately 15 graduate students (MAs and Ph.D.s) responding to a survey. This survey asked students the following questions:

* What do you need help with the most at this particular moment in your studies/career?
* Where would you like to be employed after you graduate? What would your second or third choices be?
* What would your ideal job look like (in terms of work/life balance, stress, etc.)?
* What skills do you think you gain from a graduate degree in history?
* What skills do you have currently (not just academic)?
* What skills do you think you will need for your preferred job(s)?
* If you were required to do an internship as part of your program, where SPECIFICALLY would you like to be an intern?
* Are there limitations on the type or location of jobs that you would accept?
* What career/professional resources/opportunities have you used and/or work experiences have you had outside the department since arriving at UNM?

Based on this input and broader department conversations, we developed the following workshops.

* ***The Job Search, Part 1: Getting Ready for Your History Career***
* Dr. Lan Wu, Professor of East Asian History and then the newest faculty member to UNM’s department, shared her knowledge and experience of the job market, and Matthew Yepez, a UNM Career Development Facilitator for the Anderson School of Management, covered best practices for CVs and resumes, job search engines, and non-academic market trends.
* ***Open Forum: “Mellonizing the History Course”***
* Hosted and presented by the AHA-Mellon subcommittee “Mellonizing the Seminar,” the open forum allowed faculty and graduate students (MA & Ph.D.) to learn of the subcommittee’s findings on curriculum integration, to discuss course assignments and collaborative projects, to and to begin a dialogue on Ph.D. program requirements.
* ***The Job Search, Part 2: Getting Ready for Your Interview***
* Dr. Michael Ryan, Professor of Medieval History and former Director of Graduate Studies, and Dr. Virginia Scharff, Distinguished Professor of History and Associate Provost for Faculty Development, spoke with advanced doctoral candidates about AHA and on-campus interviews. Shalom Bond, a Career Development Facilitator for the College of Arts and Sciences, discussed resources Career Services could offer graduate students to help them prepare for academic and non-academic interviews. These resources included mock-interviews, presentation critiques, preparation tips, and sample employer and candidate questions.
* ***“Historians on the Loose: Graduate Students Taking It to the World,” Career Diversity Internship Showcase***
* "Historians on the Loose" was a series of short talks by UNM History graduate students who received intern fellowships from the AHA-Mellon Career Diversity for Historians Initiative. Students spoke about their projects for six minutes each, with time after for a Q&A about their internship experience and the skills needed to complete their projects.
* ***Starting the Year Off Right with Communication Skills***
* Angie Alley, a communications instructor at Central New Mexico Community College and a UNM Innovate Academy speaker, conducted two workshops with graduate teaching assistants on communication in the classroom and professional communication practices. Students participated in communication exercises focusing on tone, speed, clarity, and student engagement, as well as, techniques to overcome interview anxiety.
* ***What Will Historians Do? #WWHD Career Diversity Reading Group***
* The Career Diversity for Historians program sponsored a semester-long reading group for faculty and students to discuss current career and education trends in History and the Humanities. Participants received free copies of the books in exchange for attending designated sessions where they shared their insights on the texts. #WWHD group discussed the following texts:
  + - * Susan Bassalla and Maggie Debelius, *So What Are You Going to Do with That? Finding Careers Outside Academia*
      * Karen Kelsky, *The Professor Is In: The Essential Guide to Turning Your Ph.D. Into a Job*
      * Leonard Cassuto, *The Graduate School Mess: What Caused It and How We Can Fix It*
* ***Listen and Learn: How to Run a Classroom Discussion, a Conference Panel, and a Meeting***
* Dr. Virginia Scharff, UNM Associate Provost for Faculty Development and Distinguished Professor of History, shared some tips that could help students succeed at running class discussion, moderating conference panels, and leading meetings of all kinds. Students learned more about setting and following agendas, room awareness, interpersonal dynamics, and most importantly, how to listen, respond, and foster connection.
* ***History and Civic Engagement***
* Dr. Kimberly Gauderman, UNM Associate Professor of History and Undergraduate Adviser, and Brett Janos, an immigration attorney and U.S. History Ph.D. student new to the UNM History program, spoke with students and faculty on the topic of "Historians and Civic Engagement" and discussed how students and faculty could bridge their historical interests, teaching, and research practices with social justice concerns, in particular in the area of asylum law and immigration cases.
* ***Imagining Your Ph.D.***
* Dr. Enrique Sanabria, UNM Associate Professor of History and Department Graduate Director, offered an overview of the ImaginePhD tool. He spoke on the utility of the tool for planning careers inside and outside academia, and covered each of the assessments in detail. Students went through the assessments and then discussed their results in a small group. This tool is powerful, particularly for new students who wish to plan their career paths from the outset of graduate school.
* ***Preparing for the Job Market***

Dr. Nikolaus Overtoom, UNM Visiting Lecturer, provided students with an overview of the academic job process and offered tips for presentations, video interviews, and preparing job materials. He also offered a robust handout with sample interview questions and responses, which the students went over during the workshop. Afterwards, Dr. Overtoom had ample time for a Q&A session with the students on all aspects of the job market.

**G. A Versatile MA: Rethinking the Minor Field**

In working to modify the course of graduate education for career diversity, we have sought to do so without creating added burdens and requirements for students. We have found that one of the most important things to do in this regard is to find spaces within existing program requirements in which students can opt for interdisciplinarity or acquire diverse skill-sets. Students must see the acquisition of these skills as aiding their programs of study and their research, rather than as creating the burden of extra tasks that they must perform. The focus of programming for career diversity, in other words, is providing students with a greater range of options for fulfilling their program requirements rather than adding more new requirements.

Essential to making this work is the utilization of other units across campus, such as certificate programs or transcripted graduate minors. Examples of certificate programs that our students already were working to earn include the women’s studies certificate and the museum studies certificate. Interdisciplinarity is a key part of the skills of career diversity, and so it makes good sense to take advantage of programs that already exist on campus. Employment of such extra-departmental programs also offers history students the chance to network with students and professors across the university.

The way we have done this is to broaden the program options for our MA students who choose not to write a thesis. For those who follow this non-thesis track, we have created a wider range of ways for them to fulfill their secondary field requirements. Previously, there was only one option: an exam in the secondary field. Now, students can choose either to take the secondary field exam or to fulfill the requirements of a transcripted graduate minor from a different department, or to create their own secondary field. Each of these graduate minors has its own set of requirements, equaling between 12 and 15 credit hours. Our MA students who choose this option will be able to thus get credit within their existing program requirements for learning the skills and methods of other campus units, which will aid their acquisition of career diverse skills.

A third option is to have students on this track create their own, non-transcripted, secondary minor field from courses available across campus, totaling an equal number of credit hours. We envision that this option could take a number of possible forms. For example, a student might create a field in Spatial Humanities that draws on graduate courses in History, Geography, and the School of Architecture and Planning; she or he might create one in Teaching Social Studies that draws on graduate courses from the College of Education; or a secondary field in Medieval Studies that would draw on graduate courses offered in Art History, English, Foreign Languages and Literatures, etc. This option would allow students to craft the secondary field that is most relevant to their course of studies and allow them to work toward a variety of career options.

**Chapter 3**

*Lessons Learned*

This chapter describes our reflections on the career diversity project after several years. It depicts both our unexpected challenges and our successes.

**A.** **What Was Easier than We Expected?**

We are already teaching in our seminars many of the skills that will serve students well in non-academic jobs as well as the professoriate, but sometimes those skills need foregrounding, adjusting, or reframing. We have found that alumni working outside the academy stress the value of what they learned in graduate school and the regularity with which their jobs necessitate the use of such skills as:

* Synthesis of large amounts of material into coherent narratives
* Forming and supporting conclusions from fragmentary evidence
* Analyzing diverse types of data
* Contextualization of data within broad frameworks
* Communication of conclusions both orally and in writing

Many of the exercises typically employed in graduate seminars can be easily reframed to highlight their usefulness to students seeking a variety of careers, as mentioned in the “critical traditionalism” approach outlined in chapter 2, section D. The most important of these shifts is a greater emphasis on short-form writing. While the 25-page paper is the norm in most graduate courses, it would also benefit students to write in different genres for diverse audiences. Such assignments might include:

* Synthesize the research paper into a two-page format
* Present the academic work in a form accessible to a public audience or a policy maker
* Write a one-page memo detailing the action points arising from their research
* Write a blog post about their research and its implications for a wider audience
* Write book reviews for different audiences
  + For example, write two reviews of the same book – one for an academic journal, and one for the local newspaper
  + Or, write two reviews of the same book – one positive, and one negative
* Write and submit a grant application based on their research

In addition to written communication, oral presentation skills are indispensable in many types of careers. While we often ask students to present their research in a conference-style 20-minute talk, we can also easily ask them to communicate in forms such as:

* One-minute “elevator pitch”
* Talk given to a seniors group, school class, or other public audience
* Poster session, in which they must answer questions about their research
* Three-minute thesis competition
* PowerPoint presentation in which the slides are critiqued for clarity of expression

Likewise, many of the ancillary skills used in today’s historical research have applications in non-academic careers. Our students can combine textual analysis with digital methods and other skills within the work of one research seminar. For example, they can be asked to:

* Create a map about their topic using GIS
* Build a database of the sources used for their research
* Employ material culture related to their textual analysis
* Investigate ways that quantitative analysis could augment their research
* Data visualization: create an infographic of their research and conclusions
* Produce a translation of the sources used in their research
* Collaborate to build a website presenting the research of the entire class
* Collaborate to create a mini-volume of the class research papers

These and other methods can allow professors to continue teaching graduate seminars largely as they have been doing, but with slightly more emphasis on the adaptability of historical skills and the reframing of those skills for a variety of applications.

Pedagogical conversations among the department faculty—in informal faculty workshops, for example—can help embed these reframed skills within graduate seminars. By simply making explicit in our syllabi which skills each seminar teaches, and how those skills relate to the wide variety of careers historians can do, we have found that much can be accomplished with very little effort.

**B. What was Harder than We Expected?**

As UNM’s History Department worked to advance the cause of Career Diversity, it discovered several issues that proved more difficult to resolve than we first anticipated, some of which likely reflect broader conditions within the profession. The following proved especially challenging.

**Quantitative Skills:** Several issues make enhancing Ph.D. students’ quantitative skills difficult. Few historians have advanced training in or teaching experience with the kind of quantitative methods common across the social sciences. Developing a quantitative methods course can prove difficult in an already crowded graduate curriculum, especially where time to degree is a pressing concern. The level of quantitative training among incoming Ph.D. students varies dramatically, yet few have the prerequisites to take graduate-level courses in other departments.

**Intellectual Self-Confidence**: This concept eludes easy definition and moves into intrinsically sensitive ground. In the context of the Career Diversity initiative, the focus is on conveying that students have impressive experience with mastering complex problems, and that this strengthens their hands on the market. But nurturing intellectual self-confidence rests as much on the idiosyncrasies of mentoring relationships as curricular innovations, and that brings any critical assessment of current practices into a grey area. No doubt in some cases personal factors shape whether a student becomes more confident over time. More generally, the profession lacks a serious pedagogy concerning why and how to develop graduate student self-confidence, leaving faculty members to consult their intuitions, which no doubt often conflict.

**Stigma:** Career Diversity carries with it stigmas that can lead faculty and students to opt out of conversations instead of moving them forward. One stigma stems from the anti-corporate culture of much of the humanities and a concern that not joining the professoriate is selling out to big business. Even at an institution with a long history of “non-traditional” employment in NGOs, libraries, museums, grassroots advocacy groups, and federal and state agencies, there is sometimes a presumption that Career Diversity means handing over the keys to the temple. A second stigma stems from the prestige of working at a research university. Because many students aspire to become such faculty, and because academics often equate success with merit, encouraging students to look broadly for employment can strike some as a vote of no confidence.

Historians respect intellectual ambition, and it helps the cause of Career Diversity if we understand it as exactly that. Both for individual scholars who make their own path forward and for departments seeking to transform graduate education, Career Diversity entails considerable grit, introspection, patience, and drive. Our greatest success in overcoming the stigmas surrounding Career Diversity came when we introduced our current students to scholars, many of them alumni, who found compelling and inspired ways to channel their academic drive outside of the obvious route of the tenure track job. Indeed, as a faculty member, it can be humbling to realize how few opportunities you were capable of envisioning and seizing upon.

**Focusing on the Big Picture:** The Career Diversity initiative presents many challenges and risks. As such, it can be easy to forget that, without the initiative, we are left facing two unpalatable choices. One is that we continue to ask students to spend years of their lives mastering technical literature that we produced while presenting them with dismal odds of finding a good professorial job. The other is that we exclude aspiring historians upfront, telling them that we cannot accept them into our programs and let them enjoy research and writing because we cannot guarantee them one kind of employment. Career Diversity, done right, offers the way out.

**Conclusion**

*Final Thoughts*

**Conclusion**

As one of four pilot programs in the American Historical Association’s Mellon Foundation-sponsored “Career Diversity for History Ph.D.s” initiative, we offer this handbook to help departments think through preparing graduates for diverse career paths. Higher education, like other professional realms, is changing. Fewer Ph.D.s are holding tenure-track jobs at Research 1 institutions. Those who remain in the academy may well hold untenured and adjunct positions, do far more teaching than research, and enjoy less job security than their predecessors in the profession.

However, departments should not take on this task because they cannot “place” Ph.D.s in academic positions, but instead should recognize that students come to graduate programs with a shared passion for history and widely diverse priorities, needs, and desires. All Ph.D. candidates have already completed at least two degrees. They deserve an education that acknowledges existing expertise and experience, and supports them in bringing what they know to all kinds of professions and audiences, wherever they choose to live and work.

Cultural change is hard. As noted in this handbook there are multiple approaches to promoting career diversity, but it remains important to organize initiatives around three basic ideas.

**First, avoid overthinking the problem.** Most faculty earned doctorates in history expecting to teach in colleges and universities, and most have dedicated themselves to preparing their students to succeed in the academic world. Thus, faculty members sometimes feel ill-prepared to teach career diversity skills. However, the same skills that make good professors make good professionals.

**Second, use the whole university.** Create a menu of professionalization workshops, courses, and seminars, drawing on resources that might include centers for teaching development or professional development programs offered through the university’s Human Resources department. Look across graduate programs and encourage students to enroll in certificate programs, allow flexibility in choice of secondary fields, urge them to see beyond disciplinary boundaries, and approach the university as a cornucopia of knowledge, expertise, and opportunity. Keep in mind that in your own professional life, you and your colleagues have availed yourselves of these opportunities, and thus your own experiences provide a model for engagement.

**Third, connect with alumni.** Our department prides itself on the fierce loyalty of our alumni, their connection to the university, and their links to the community of graduates. Create opportunities for your alumni to gather annually at conferences, to promote one another for positions inside and outside the academy, and to maintain lifelong friendships and solidarity. Invite your Ph.D. alumni back to campus, celebrate their diverse career choices, and utilize their expertise through talks, mentoring, and facilitation of their intellectual interests.

In the end, career diversity is about bringing academic knowledge, from any discipline, to the nation we are now, serving the students we have now. Everything has a history, and more and more, we see the crying need to bring historical knowledge and thinking to bear on public conversations, decision making, and implementation of policy. Those of us curious and fortunate enough to pursue careers as historians have both an obligation and an opportunity to demonstrate the importance of historical knowledge in every arena of public life. If we want to help students practice as historians according to their needs, desires and obligations, we must carry on the work of transforming graduate training.

**Appendix**

*Forms and Resources*

The following forms and materials in this appendix are available for any interested programs to modify and utilize as they see fit.

**A. Shoestring Budget**

A. Personnel

* Faculty Career Development Coordinator/Facilitator: Course Release/Summer Salary/Extra Compensation: $4000
* Graduate/Program Assistantship (in lieu of teaching): **Reallocation**

**Comment on shifting workloads:** We have been able to reassign one of our graduate assistantships to the CDH initiative. $4000 is what UNM compensates a faculty member to teach a summer course. We do lose the SCH taught be the faculty member but we will assign an ABD to the lower division course and take them out of “assisting” in a large lecture course.

**Total $4000**

B. Professionalization Workshops (Two per Year): **$1500**

C. Alumni-in-Residence/Alumni Event(Rotate every other year):

Leverage $1000 Annual Allocation from Alumni Office and possible funds from UNM Foundation. This covers travel, lodging, and honorarium for one week.

**Additional Cost to Department: $3000**

D. assistantships/internships for professionalization

(2 per semester @ $8000 but cost share half the salary

with other units or outside organization.): **Reallocation**

**Note about reallocation of Assistantships:** In this budget scenario, a total of two .5 FTE assistantships are reallocated to program/research assistantships for the year. If the department finds other units to cost share or contribute to cost of assistantship then it is possible the department can fund one more full assistantship to put up departmental academic work. i.e., teaching, research, or programming. See this cost sharing not as a loss but an opportunity.

**Total new monies: $8500**

**B. Alumni-in-Residence Invitation**

**Dear XXXX,**

It is with great pleasure that I invite you to be the XXXX History Department’s 20XX-20XX alumna-in-residence. This program is a week-long fellowship for one of our Ph.D. alumni whose career extends beyond the professoriate and is in conjunction with the AHA-Mellon funded Career Diversity Initiative. The purpose of this residential fellowship is to draw upon your expertise as a career professional who is using their History Ph.D. in ways that our current graduate students will benefit from, and to have you participate in the intellectual life of our department while you are here. The stipend associated with this fellowship is $XXXX.

We ask that you prepare to lead a professionalization clinic based on your career trajectory, experience, and expertise. The specifics of this workshop/clinic can be arranged in consultation between yourself and us, but we would like the workshop to cover one or more of the AHA’s [“Five Skills” of Career Diversity](https://www.historians.org/jobs-and-professional-development/career-diversity-for-historians/career-diversity-resources/five-skills) and to assign appropriate reading and tasks to students and faculty who will be in attendance. Please let us know how you anticipate structuring this clinic and any materials or resources you may need as you prepare.

We also ask that while you are here at UNM you hold mentoring office hours in order to facilitate networking and mentoring conversations with our current graduate students. We will provide you with office space and the use of a computer while you are here, in addition to short-term access to the university’s library. We also invite you to participate in the intellectual life of the department and university through attendance at and participation in lectures, seminars, and colloquia of your own choosing. If you wish to workshop a current writing or research project, we will be happy to have you present that project at our departmental colloquium or in a scheduled formal lecture.

Our hope is that we can schedule the fellowship week as soon as possible. The departmental calendar suggests that the best dates would be XXXX or XXXX. Please let us know as soon as possible if neither of these weeks works for your schedule so that we can find another date that will work.

If you have any further questions please do not hesitate to contact me by email at

**C. Job Description for AHA Career Diversity Fellow/Program Assistant**

The Department of History and AHA-Mellon Career Diversity Initiative seeks to hire an outstanding ABD student as a .5 FTE Program Assistant (20 hours a week) to participate in the continuing development and implementation of programming related to career diversity. The AHA-Mellon program assistant reports to the Project Director, and collaborates with members of the advisory committee to develop and implement projects including curricular innovations, an internship program, career placement and other duties that may arise necessary to the initiative.

**Responsibilities:**

* Participate in planning and implementing activities relating to the project
* Write memos and reports relating to ongoing projects
* Write articles and press releases relating to the program’s activity
* Help generate and monitor budgets and work plans
* Participate in the intellectual life of the department, college, and university
* Coordinate seminars, workshops, and courses necessary to the program

**Minimum Qualifications**:

ABD in History by May 2017

**Preferred Qualifications:**

* Leadership, organizational, and project management skills
* Digital and new media experience and fluency
* Ability to adapt quickly to new developments
* Exemplary writing skills, including experience writing for broad audiences and the ability to generate dynamic prose quickly
* Ability to manage projects with minimal day-to-day supervision
* Capacity to work with diverse constituencies
* Interest in thinking broadly about the future of the historical profession

The appointment will begin in August 20XX and continue to May 20XX. Applicants should submit a letter of application, curriculum vitae, names of two references, and a writing sample of no more than 1500 words by XXXX at 5pm. Please submit to

**D. Internship Templates & Models**

Intern Fellowship Guidelines Overview

**Department of History**

**University of New Mexico**

**WHO**

**Ph.D.:** Graduate students who have completed at least 9 hours in the doctoral program of studies.

**WHY / SO THAT**

The Career Diversity for Historians (CDH) Intern Fellowship offers graduate students a “hands on” experience during the school year as well as in the summer months. Fellows will apply historical ideas, knowledge and skills in public, private, and non-profit organizations. Combining practical experience with historical training helps doctoral students to become better faculty members, promotes individual success beyond the academy, and extends the influence of historical scholarship in the world.

CDH Fellows will bring the critical thinking, writing, researching, and language skills they develop in their academic training to new endeavors. The intern fellowship program also promotes four skill sets that the American Historical Association has identified as crucial to professional success: communication, collaboration, quantitative literacy, and intellectual self-confidence. Under the guidance of their faculty advisors, the CDH Project Assistant, and a sponsoring organization supervisor, the fellow will gain practical work experience to better equip them as future faculty members and to prepare them to deploy their historical training within and outside the professoriate.

**Benefits of a fellowship ~ in a CDH Intern Fellowship you will:**

* Apply historical knowledge and thinking in extended practice outside the classroom—in public, private, and non-profit institutions.
* Develop marketable skills—students with fellowship experience stand out in the job market.
* Foster new contacts, which will help you as you look for a job. Your supervisor and colleagues can serve as references in your job search.
* Receive feedback from your employer, your faculty advisor, and the CDH Project Assistant—additional tools to assess your capabilities and goals.
* Broaden your exposure and practical experience.
* Create space to integrate broader practical experience with academic study.
* Participate in an encouraging, challenging, and evaluative mentor relationship.
* Develop communication, collaboration, quantitative literacy, and intellectual self-confidence.

**WHEN**

Fellowships can take place any semester (after having completed 9 hours in Ph.D. program of studies). Fellowships can range in duration from 5 weeks to 8 weeks long or longer, depending on the nature of the project.

**WHERE**

Fellowship projects should draw on historical knowledge and the skills of research, writing, analysis, and communication. **Students should seek fellowships** that are consistent with their historical research and interests. Current fellowship opportunities and resources will be made available on the CDH website, through emails, and posted in the office. Visit with your advisor, the CDH Project Director (Dr. Virginia Scharff, MVH 2059), or the CDH Project Assistant (Jennifer McPherson, MVH 2081) to explore fellowship possibilities.

**WHAT / WHAT FOR / HOW**

**SUPERVISOR:** A supervisor at the intern fellowship site is required. This person will outline the fellow’s responsibilities, supervise the student through regular meetings, and complete a final evaluation of the student’s fellowship.

**BLOG & REPORTS:** The student will be expected to write a blog entry for the CDH blog series, submit a final assessment report, and complete a final site evaluation. Fellows are encouraged to share weekly with the CDH Project Assistant, via email, what they are learning, pose any questions or concerns, or to comment on the progress of their experience. We also encourage fellows to share these reports and blogs with their faculty advisor throughout the project.

Student Guidelines for Fellowships

A Career Diversity for Historians Intern Fellowship provides an opportunity for you to integrate your graduate historical training with practical “hands on” experience in public, private, and non-profit sectors. It is a supervised experience intended to enhance your professional history career goals.

**General Guidelines**

1. The intern fellowship experience should be a new, educationally rewarding one rather than a continuation or repeat of a current or previous work experience. It is a short-term position.
2. An intern fellowship work experience should involve a challenging project which will draw on the fellow’s historical knowledge, critical thinking, research and writing skills, and develop the skills of communication, collaboration, digital and quantitative competence, and intellectual self-confidence.
3. Receiving pay for the fellowship will be dependent on the employing organization’s policy and the available funds of the Career Diversity for Historians program.
4. Fellows will not be placed in businesses owned by family members or in organizations where the supervisor is a relative.
5. The Intern Fellowship Review Subcommittee may approve internships at farther distance, or outside the United States.

**Fellowship Eligibility and Requirements**

1. Doctoral students must have completed at least 9 hours in their Program on Studies before seeking a fellowship. Fellows must be in good academic standing. ABDs should demonstrate continuing progress in their dissertation research and writing, based on the Dissertation Committee Chair’s recommendation.
2. While you are participating in the fellowship, you are expected to communicate with your faculty advisor and the CDH Intern Fellowship Review Subcommittee ([histahamellon@unm.edu](mailto:histahamellon@unm.edu)) regarding the progress of your experience. You will write a blog, and complete a final assessment report, which summarizes and evaluates the experience. Reports and blogs should describe how you integrated your graduate history training with the work experience.
3. All fellows must meet with the faculty advisors and the CDH Project Assistant at least three times—once before the fellowship begins to discuss expectations for the fellowship, once during the internship, and once at the end of the internship to summarize and evaluate your experience.
4. Students should arrange with the CDH Project Assistant for a committee member(s) to visit the project site for all fellowships located within a 60-mile radius of Albuquerque.
5. On completion of the intern fellowship, all fellows must schedule a public presentation (at UNM or off-site) with the CDH Project Assistant.

**Fellowship Change, Drop, or Termination**

1. Students will be expected to complete the fellowship in accordance with the dates provided on their fellowship application. Any changes to these dates need to be communicated to the CDH Intern Fellowship Review Subcommittee ([histahamellon@unm.edu](mailto:histahamellon@unm.edu)) in writing as soon as possible after the date change is known to the fellow.
   * Prior to **20%** of the fellowship clock hours being completed, the CDH Advisory Committee may withhold 100% of fellowship funding.
   * Once **20-70%** of the fellowship clock hours are complete, the CDH Advisory Committee may withhold 50% of fellowship funding. \*The public presentation is still required.
   * Once **more than 70%** of the fellowship clock hours are complete, the CDH Advisory Committee will distribute 100% of fellowship funding. \*The public presentation is still required.
2. Termination by the employer for cause or a student knowingly and materially misrepresenting the fellowship to the Department of History will result in the student being denied 100% of the Fellowship funding, regardless of the percentage of the fellowship completed.

Application for Intern Fellowship

**Department of History**

**University of New Mexico**

This application must be completed, with approval signatures, before a student can petition for an intern fellowship.

* Please read the “Guidelines” sheet carefully before completing this form.
* Submit completed application to the Career Diversity for Historians Office (MVH 2081) or bring to the Department of History if the office is closed.

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Student ID# \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Total Ph.D. Hours Completed \_\_\_\_\_\_Hours in Process \_\_\_\_\_\_\_\_\_\_\_ Advanced to Candidacy : \_\_\_\_\_\_\_\_\_

Fellowship for: Fall \_\_\_ Spring \_\_\_ Summer \_\_\_ 20\_\_\_

Academic Advisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Full name and address of organization where you will be doing your fellowship:

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City \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ State \_\_\_\_\_\_\_\_\_\_\_ Zip \_\_\_\_\_\_\_\_\_\_ Country\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Work Supervisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­­­­­­­Phone #\_\_\_\_\_\_\_\_\_\_\_\_

Fellowship dates: From \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ To \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Total number of clock hours you will put in on your fellowship \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Will the organization provide you with a stipend or an hourly wage? \_\_\_\_\_ If yes, what amount? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Check all **responsibilities** that apply:

* Curriculum Development
* Experiential Education
* Leading
* Planning
* Program Development
* Research
* Teaching
* Writing
* Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Check all **contexts** that apply to the fellowship:

* Education (Public or Private)
  + Primary
  + Secondary
  + HigherEd
  + ContinuingEd
  + Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Non-Government Organization
* Non-Profit Agency
* Private Organization/Enterprise
* Public History
* Other

***Please answer the following questions in a separate document. Remember to attach the document to your final application.***

1. Briefly describe the proposed fellowship. Include why it will be a new experience. **(250 words max.)**
2. What duties will you be performing during your fellowship and how are they related to your academic training? **(250 words max.)**
3. What courses or work experience have you have that will assist you in this fellowship? **(250 words max.)**
4. How will this intern fellowship experience integrate your previous academic employment experiences, with current learning experiences and your future career goals as a historian? (A CV/Resume must be attached to application) **(250 words max.)**
5. Explain how this work experience will foster the skills of communication, collaboration, digital/quantitative literacy, and intellectual self-confidence. **(250 words max.)**

Approval Signatures:

1. Faculty Advisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_\_\_\_
2. Department Chair \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_\_\_\_
3. Fellowship Supervisor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_
4. Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_\_\_\_

**It is my responsibility to find my intern fellowship site and supervisor. The Department of History at the University of New Mexico did not assign me there. They may have helped me in considering an intern fellowship site, but I ultimately decided that it was a reputable site in accordance with my professional career goals and historical interests.**

**Student Signature Date**

**Career Diversity for Historians Office Only:**

Date Application Received: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Sent to Committee for Approval:\_\_\_\_\_\_\_\_\_\_\_\_\_

CDH Intern Fellowship: Student Check List

All forms mentioned below can be found on the Career Diversity for Historians website (<http://history.unm.edu/career-diversity>)   
**Department of History**

**University of New Mexico**

**Phase I   
Ph.D.:** After you have completed 9 hours AND the semester before the proposed fellowship

* \_\_Obtain the CDH Intern Fellowship packet (CDH Office MVH 2081 ~ or online)
* \_\_Initiate the process of locating a potential internship site. **Meet with or call CDH Project Assistant**. Visit the CDH Office (or online @ <http://history.unm.edu/career-diversity>) to explore internship opportunities. Informally, discuss the internship site guidelines and job description and dutieswith the potential site supervisor. Pick up Supervisor packet from the CDH Project Assistant (also online).
* \_\_Schedule an advising meeting with your Faculty Advisor to review your intern fellowship application and intentions.
* \_\_Complete and sign the *Intern* *Fellowship Application*
* \_\_Schedule a time to give the *Intern* *Fellowship Application* to the CDH Project Assistant.
* \_\_Receive confirmation of your fellowship acceptance by the Intern Fellowship Review Subcommittee.
* \_\_After intern fellowship is granted, meet with your Faculty Advisor and inform them of the internship and meet with your Internship Site Supervisor to formally sign off on the job requirements and duties (i.e., *Statement of Expectations and Responsibilities*). The CDH office will need a signed copy.
* \_\_Schedule an appointment with the CDH Project Assistant to submit:

\_\_Signed job description and duties form (1-2pp.)

**Phase II  
During the fellowship:**

* \_\_Meet with your Site Supervisor as needed or required.
* \_\_Share progress reports, concerns, or updates with the CDH project assistant ([histahamellon@unm.edu](mailto:histahamellon@unm.edu)) and your Faculty Advisor

**At the mid-point of the fellowship:**

* \_\_If fellowship is within 60 miles of UNM it is your responsibility to initiate a site visit by the CDH Project Assistant.

**At the end of the Fellowship:**

* \_\_The Internship Site Supervisor must complete an evaluation form & turn it into the CDH Project Assistant (histahamellon@unm.edu)
* \_\_Write a thank you letter to your Site Supervisor and to those with whom you may have interacted with at the site.

**Phase III  
1-month following the fellowship:**

* \_\_Complete and submit the following to the CDH Project Assistant (CC: Faculty Advisor)
  + \_\_\_Final Assessment and Integration Report
  + \_\_\_Blog
  + \_\_\_Intern Fellowship Site Evaluation (completed by student)
  + \_\_\_Evaluation form completed by the Site Supervisor (should already have been emailed to histahamellon@unm.edu)
* \_\_Schedule public presentation with the CDH Office

Responsibilities of the Supervisor

**Department of History**

**University of New Mexico**

**The Career Diversity for Historians Intern Fellowship focuses on skill development over the course of a project. The sponsoring organization’s** supervisor will serve as example and guide for the work experience. The supervisor helps the student apply his/her historical skills to the organization’s project/endeavors, providing a plan that incorporates historical knowledge and thinking and the development of communication, collaboration, digital/quantitative skills, and confidence building.

The student and her/his supervisor should meet together one-on-one throughout the duration of the internship as to best help the student gain experience and knowledge from the supervisor.

Supervisor requirements for CDH Intern Fellowship:

* \_\_Negotiate a written **statement of expectations and responsibilities (job duties)** with the student. This statement of responsibilities must be signed by the supervisor and the student. A copy must then be submitted to the CDH Project Assistant for the student’s files.

* \_\_Provide evaluation and feedback to the student and the CDH Office through a final written evaluation.

FINAL ASSESSMENT AND INTEGRATION REPORT

**Department of History**

**University of New Mexico**

**Write a report (approximately five pages), typed, and double-spaced, answering the following questions. It is due one month following the completion of the intern fellowship to the Career Diversity for Historians Office (please email the report to** [**histahamellon@unm.edu**](mailto:histahamellon@unm.edu)**) It is also recommended that this report be shared with your faculty advisor.**

1. Summarize what the “hands on” experience taught you about your history career goals and about the need to broaden the influence and presence of historians. Have your academic or career goals changed? If so, how?
2. What are you learning about your *strengths* as a historian? Have there been circumstances when you clearly applied historical theory, context, or skill to the organization’s project? Please describe one circumstance.
3. What are you learning about your *limitations* as a historian? Have there been circumstances in which you wanted to apply historical theory, context, or skill to the organization’s project but were unable to do so? Please describe one circumstance.
4. What new skills and knowledge did you gain which will be helpful in future career as a historian? How did you develop the four necessary skills as laid out by the American Historical Association (communication, collaboration, quantitative literacy, and intellectual self-confidence)? Name at least one thing you have learned from your supervisor professionally and from the organization that will help you as a future faculty member and/or as a professional historian.
5. What practical issues did you encounter or observe? What did you learn about these issues from your experiences and conversations with your supervisor and other staff members? Comment on any other general things you’ve learned about “history in practice” that will be helpful for you in the future.
6. In what ways could your fellowship experience have been improved?
   1. By you?
   2. By the fellowship site?
   3. By the department?
7. As a conclusion, answer the following: “What are you learning about history as a profession?”

**Send to:**

Career Diversity for Historians

Mesa Vista Hall 2081

Department of History, MSC06 3760

1 University of New Mexico

Albuquerque, NM 87131

[histahamellon@unm.edu](mailto:histahamellon@unm.edu)

BLOG GUIDELINES

**Department of History**

**University of New Mexico**

By the end of the intern fellowship you are required to write a **blog post** for submission to the department’s blog series on Career Diversity for Historians. The post should be no more than 800 words in length and may include links to other articles, images, and video. Some of the blogs may be selected for publication on *AHA Today*.Please see the *AHA Today* resource on blog guidelines on the Career Diversity for Historians forms page: <http://history.unm.edu/career-diversity/fellowships/forms.html>

The purpose of writing the blog post is to document lessons observed and learned, to make sense of the work experience and how historical training benefits the position, to help compose the final assessment and integration report, and to help historians reach audiences they have not previously reached.

The blog post is due to the CDH Office (please email to [histahamellon@unm.edu](mailto:histahamellon@unm.edu)) one month following the completion of the intern fellowship. It is encouraged that you share this entry with your Faculty Advisor.

**Blog Guidelines**

There are three areas that may be addressed in your blog. The questions following the area titles are **suggested questions** to consider when blogging. **It is not required for you to answer these specific questions**.

1. **Career Diversity for Historians Goal(s):** How is the fellowship experience specifically helping or not helping you fulfill your career diversity goal(s)? What is your internship experience teaching you about the importance of a broader understanding of “history in practice”?
2. **Future History Career:** What are you learning about history as a profession? How has this experience impacted your professional goals? What are your strengths and weaknesses in the practical “hands on” experience? What skills are you learning? How have you applied historical skills to this work experience?
3. **Expectations and Responsibilities:** What are the major events and activities and what is your role in them? What would you do again? What would you do differently?

Intern Fellowship Site Evaluation

Completed by student after the fellowship is finished. Evaluation is submitted with the final assessment report 1-month following the fellowship.

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Fellowship Site:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Site Address:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Why would you recommend this organization for future fellowships?**

**Why would you not recommend this organization for future fellowships?**

**Send to:**

Career Diversity for Historians

Mesa Vista Hall 2081

Department of History, MSC06 3760

1 University of New Mexico

Albuquerque, NM 87131

[histahamellon@unm.edu](mailto:histahamellon@unm.edu)

Supervisor Evaluation

(To be completed by the supervisor at the end of Intern Fellowship)

**Please Email or Send to:**

Career Diversity for Historians

Mesa Vista Hall 2081

Department of History, MSC06 3760

1 University of New Mexico

Albuquerque, NM 87131

[histahamellon@unm.edu](mailto:histahamellon@unm.edu)

Name of Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dates of Fellowship \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Organization \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student’s Position \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s Main Duties and Responsibilities: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Supervisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluation may be:

* Shared with student
* Used with discretion
* Not shown to student

Supervisor’s Position \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Please check one rating for each area of assessment:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Area of Assessment** | **Needs Improvement** | **Met Expectations** | **Exceeds Expectations** |
| Takes Initiative |  |  |  |
| Shows judgment about when to seek guidance and when to be self-reliant |  |  |  |
| Accepts and makes positive use of criticism |  |  |  |
| Demonstrates problem solving skills |  |  |  |
| Adjusts to a variety of new circumstances, expectations, and people |  |  |  |
| Collaborates with others |  |  |  |
| Is teachable and open to suggestions by supervisor or project staff |  |  |  |

**Any further comments, remarks, suggestions, or observations:**