

CATR/ACRT Emerging Scholars Task Force FINAL – April 27, 2017

Executive Summary

In response to ongoing conversations about the state of graduate education in Canada, the challenges of the academic job market, and the precarious employment situation that many recent PhD graduates encounter, CATR initiated an emerging scholar task force for the 2016-17 year. In June 2016, CATR/ACTR President Marlis Schweitzer sent out a call for task force members and was delighted to receive responses from sixteen interested individuals –graduate students, recently graduated PhDs, postdoctoral fellows, and faculty (see names below). In Fall 2016, four subgroups were formed, each of which undertook an initial series of questions, as follows:

- What has CATR done in the past to support this constituency? What is it doing now? What do its members think it could do better?
- What are other humanities/arts-based scholarly associations in Canada and elsewhere doing to address the needs of these groups? What are the best practices?
- Define larger trends in Arts/Humanities education – how are universities in Canada and elsewhere looking to support transition between PhD and careers? What strategies can we take from them? What new strategies might arise?
- What resources (websites, blogs, services, etc.) are currently available for emerging scholars (grad students, altack, non-ac)? How can we share information about these resources and/or build on what already exists through networking, online collaborations, and other means?

Over the course of the year, each subgroup set about answering these questions, drawing on a range of methodologies discussed in the individual sections. A critical component of this work involved the creation and dissemination of a survey to all CATR members (see Appendix C). This report offers findings and recommendations in response to these and other related questions.

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I. Full list of Task Force Recommendations

1. Start a list of alt-academics (academics not pursuing a “traditional” career in academia) and tell their stories.
2. Program a panel at CATR, either directed just at grad students or perhaps to the entire membership, where alt-academics tell their stories and suggest alternate paths for the advanced degree in theatre/performance studies.
3. CATR mentors should be field-specific. That is, they should be scholars not available to you at your own university who are of special interest and usefulness to your area of study.
4. Develop initiatives to promote graduate dissertations/publications: in particular, an annual list of dissertations.
5. Provide free or significantly reduced memberships to Master’s level students to encourage early interest in the association.
6. Increase support for unaffiliated/contingent scholars/faculty who are ineligible to apply for university/institutional travel funds: trade volunteer organization/labour during conference for fee waiver or accommodation?
7. Invite established scholars to allow themselves to be connected to one MA student or to a student at the beginning of their PhD. Both student and established scholar would share research interests, but would not be at the same institution.
8. Adopt consistent terminology to identify members (and potential members) who are a part of this precarious group. The working group agrees that “emerging scholars,” “unaffiliated scholars” and “contingent faculty” are, perhaps, the most useful terminology.
9. Carefully consider the terms “support” and “mentorship,” which may have specific meanings within the context of CATR.
10. Continue to support and publicize existing professional development support initiatives such as the graduate student breakfast and the publishing workshop with journal editors.
11. Review the facts about the prospects for academic employment of PhDs and begin discussions across the academy about how to redress the situation of underemployment by learning about and preparing students for alt-academic/non-academic career opportunities.
12. Offer a list, in the form of a list-serv or website, which collates job/research postings across theatre, performance studies, and dance studies in North America, with a particular emphasis on Canadian opportunities.
13. Make a more dedicated effort to list a section of the webpage that is regularly updated (rather than periodic and selective posts in CATR’s “News” section). Aggregate job listing so that recent postings are displayed (or emailed to members who subscribe to a notification service).
14. Consider and/or continue to offer a range of support to graduate students and emerging scholars such as: travel assistance in exchange for volunteering, emerging scholar panels and awards, mentorship programs in which graduate students are matched with experienced scholars in their fields and/or specific areas of research, publishing workshops with journal editors, and graduate student discussions (Q & As) with prominent scholars.
15. Provide more support for strategizing about alt-academic and non-academic careers through

workshops, guest speakers, or networking opportunities with non-academic fields.

16. Review future published results of studies like Tracking, Reporting and Connecting Exchanging (knowledge) (TRaCE) project (McGill) to inform best practices and policies.
17. Reinstate the mentorship connection program in order to help graduate students and emerging scholars network with experienced academics and practitioners.
18. Initiate a yearly workshop at the annual conference that instructs emerging scholars in the processes of applying for, interviewing, and accepting academic positions.
19. Provide support/space for administrators and full time faculty/instructors to discuss challenges and opportunities of implementing strategies to support theatre and performance studies emerging scholars across institutions.
20. Consider a more robust online presence for graduate student and emerging scholar support, which might include features such as a job-posting page, a “ask the expert” web-support page, or an emerging scholar discussion forum.
21. Provide links to all the theatre/performance studies listservs and websites that post position vacancies available on the CATR website. I would categorize them further by free or paid submission, and Canadian or International.
22. Include an interdisciplinary tab on the CATR website wherein a further list of non-theatre listservs and website links can reside. Categorize them by research area as far as possible—there will be overlap—like Aboriginal Studies, Canadian History, Dance, Literary Studies, etc.
23. For listservs and fellow associations (like ATHE, ASTR, PSi, IFTR, SCUDD, etc.) that have membership fees, CATR should approach them to secure a reduced cost to our members and/or encourage reciprocal sharing of job postings between associations.
24. Develop a webpage on the CATR site that shares publishing opportunities (for everyone, not just emerging scholars) including locations/websites/email addresses to seek out publishing opportunities.
25. Develop a partnership with Beyond the Professoriate (Jennifer Polk) that could involve discounted access to alt-ac/transition services.
26. Embed a Twitter widget on the homepage of the CATR website (and possibly also a Facebook widget) and create a Social Media “officer” position on the board.
27. Create a resource section on the CATR website for alt-ac and non-ac members so they are represented as equivalent participants in the organizational context and provide resources or a Tip Sheet/FAQ to support their specific circumstances.
28. Collate a regularly updated database for post-doc opportunities. This will be labour-intensive to set up and to maintain.
29. Develop a regular e-newsletter that automatically informs members about updates and deadlines.
30. Create a How-To Guide specific to the fields of scholarship covered by CATR.

II. CATR Self-assessment

Group 1: Kimberley McLeod, Katrina Dunn, Jessica Riley

Objectives and Questions

Group 1 has been pursuing the following questions:

- What percentage of the CATR membership falls into one or more of the following categories: graduate students, postdoctoral fellows, sessional instructors, those pursuing alt-academic or non-academic careers?
- How in the past has CATR supported graduate students, postdoctoral fellows, sessional instructors, and others pursuing alt-academic or non-academic careers?
- What percentage of CATR members has participated in these sponsored events?
- What other activities/ support structures would CATR members like to see?

Methodology

Three methodologies were used in gathering information relevant to our questions:

- Katrina Dunn engaged in a telephone interview with former CATR President and long-time member Stephen Johnson to get his perspective on the history of the organization's support of graduate students and alt-academics, and his take on the current job market.
- Jessica Riley posed a question about alt-academics on the CATR Facebook page and website and collected information from this process (discussed below under Recommendations).
- Kim McLeod spearheaded work on a survey to the CATR membership to solicit statistics and information about current program for grad students and solicit thoughts about some of the surrounding issues from the membership.

Findings

Several sections of the Task Force Survey cover our objectives and questions on membership data and structures/support members would like to see.

1. Data on membership

While the survey does not cover all of CATR's current membership, the results give us some idea as to the make up of the organization:

- 37% of respondents are graduate students, 5% are postdocs and 14% are sessional instructors
- Over 50% of respondents are graduate students or graduated within the past 5 years

2. Participation in sponsored events

Almost all of graduate student respondents who attended the 2016 conference went to the graduate student breakfast. About half attended the pub night.

3. Desired structures and support

Respondents bring up many different ways that CATR could support emerging scholars at the annual conference. The most common requests are for more professional development sessions at the conference (particularly in relation to the job market) and help navigating alt-academic/non-academic career paths. While the grad breakfast has covered some of this, respondents want more time to go in-depth into these issues. There is also interest in increasing opportunities for informal meet-ups and networking. Many respondents would like to see more funding to help graduate

students attend the conference. A few would like to see more online resources (eg. Job listings, information about postdoc applications).

There is interest in mentorship programs from both students and faculty. Respondents think this should last around 1-2 years with both in-person and online meetings. Respondents thought it could be useful both to PhDs as well as those transitioning into their career post-PhD.

Recommendations

Alt-Academic Role Models

We have come to the conclusion that in order to believe that there really is an alt-academic stream of professional pursuit, grad students need to be made aware of individuals that have taken that route and what their paths were. This is difficult inside of CATR because of its academic focus – those not working in academia simply fall out of view.

In the fall of 2016, Jessica Riley made a Facebook post on the CATR Facebook page and through the listserve, requesting that people who fit this description share their stories. Though responses were few, there were some. Respondents were working in Arts management, funding, and as freelance writers and artists. Others were teaching at universities but not in the area of their study. Building on this, our first recommendation is to **start a list of alt-academics and their stories**. If we begin to chronicle who they are and where they are working (cities as well as organizations), then perhaps this list can be used to set up mentorships, either formal or informal. Jessica's post responses could be a beginning of this.

A strong second recommendation is to **have a panel at CATR**, either directed just at grad students or perhaps to the entire membership, **where alt-academics tell their stories** and suggest alternate paths for the advanced degree in theatre/performance studies. The panelists could be drawn from the surrounding area of wherever the conference is situated, and the list could be used to find the panelists and to flesh out knowledge of them.

Field-Specific Mentors

From the survey it is clear that there is an appetite for mentorship, but not a consensus about what that should look like or how it should differ from previous incarnations of mentorship at CATR. Group 1 discussed two issues: 1) who should mentor who, and 2) how should these people be put together.

Our first recommendation is that **mentors should be field-specific**. That is, they should be scholars not available to you at your own university who are of special interest and usefulness to your area of study. In this way, they will not double or replace the role of a grad student's advisor, who ushers them through the study and graduation process, but is likely not working in the same research area as the student. Field-specific mentors help the student to map and make connections in their research area and would themselves be suggestive of the student's career path.

An idea for how to put students and field-specific mentors together is to employ a **speed dating process**. Students could request a meeting with up to three mentors and CATR would arrange quick meetings (likely as part of the conference), where logistics could be discussed and chemistry tested.

III. Other Associations

Group 2: Heather Fitzsimmons Frey, Alana Gerecke, Emily Rollie, and Sebastian Samur

Objectives and Questions

- How are other humanities/ arts-based scholarly associations in Canada and elsewhere addressing the needs of graduate students, postdoctoral fellows, sessional instructors, those pursuing alt-academic or non-academic careers?
- What "best practices" are emerging from these associations regarding opportunities for and allocation of financial and professional support (travel funding, waived conference fees, awards, prizes, online resources and networking, workshops, mentorship, etc.)--and how might CATR adapt them for its own purposes?
- What hasn't been considered yet and where/how might CATR offer new ideas?

Methodology

We supplemented our initial research on association websites with keyword searches for the following terms: graduate/grad, emerging, emerging/early career, awards/prizes, funding, workshop, postdoctoral, sessional, contingent, and adjunct.

We contacted those in leadership positions within various national and international associations via email with any unanswered questions. Contacts included: Patricia Ybarra (ATHE), info@corddance.org (CORD), and Manon van de Walter (ITYARN). In some cases, we followed up with direct consultation with the associations administrative committees (SQET, ATHE, MATC, AATE), and we drew from surveys conducted by the organizations in question (SQET, CATR, ATHE/ASTR).

Findings

CATR aside, we gathered findings from the following organizations:

- American Alliance for Theatre in Education (AATE)
- American Society for Theatre Research (ASTR)
- Association for theatre in Higher Education (ATHE)
- Australasian Association for Theatre, Drama and Performance Studies (ADSA)
- Canadian Society for Dance Studies (CSDS)
- Congress on Research in Dance (CORD)
- International Association of Theatre for Children and Young People (ITYARN)
- Mid-America Theatre Conference (MATC)
- Performance Studies International (PSi)
- Société Québécoise d'Études Théâtrales (SQET)
- Society of Dance History Scholars (SDHS)

We have summarized our findings below. For more detailed data from each organization, please see Appendix A.

Summary of Initiatives

Some of the best practices we encountered in our research include:

Research-Based Initiatives: emerging scholars working groups; regular newsletters to keep members informed; sharing a list of recently completed published works (including graduate work, esp. dissertations).

Conference Initiatives: debut panels (either full-length or featuring short papers), sometimes with awards or mentorships attached to selection; graduate student “focus groups” and sessions.

Networking Initiatives: Facebook groups for association graduate students; semi-regular in-person meet-ups at a regional scale; mentorship programs (among graduate students and between graduate students/full time faculty); at-conference initiatives (like “speed-dating”) for graduate students to meet established scholars to discuss their research; pub nights and other social events geared to grad students.

Financial Initiatives: financial support (reduced or free conference fee and/or accommodation support) for new and unaffiliated artists/scholars/activists who are presenting research to attend the annual conference; awards for MA/PhDs, including paper/presentation awards and dissertation awards--these awards are financial and sometimes cover annual membership costs; paid administrative work (in the form of a small award) and/or admin work in exchange for waived/reduced conference fees; travel grants for students; reduced conference and association membership fees for contingent/adjunct/emerging scholars

Other Initiatives: professional development workshops for emerging scholars, including dissertation-writing tip sessions, book-pitching sessions, article/essay workshopping, strategies for navigating job searches, and separate pre/post-conference leadership events; career and graduate forums in a variety of digital, online spaces; survey-based efforts to clarify the size/scope/population of the field of contingent labor

Recommendations

- A more dedicated effort to list job/research postings across theatre, performance studies, and dance studies: a section of the webpage that is regularly updated (rather than periodic and selective posts in CATR’s “News” section).
- Initiatives to promote graduate dissertations/publications: in particular, an annual list of dissertations.
- Provide free or significantly reduced memberships to Master’s level students to encourage early interest in the association.
- Increase support for unaffiliated/contingent scholars/faculty who are ineligible to apply for university/institutional travel funds: trade volunteer organization/labour during conference for fee waiver or accommodation?
- Invite established scholars to allow themselves to be connected to one MA student or to a student at the beginning of their PhD. Both student and established scholar would share research interests, but would not be at the same institution.
- CATR should adopt consistent terminology to identify members (and potential members) who are a part of this precarious group. The working group agrees that “emerging scholars,” “unaffiliated scholars” and “contingent faculty” are, perhaps, the most useful terminology. Sometimes indicating whether or not an initiative or an event is directed towards students or

non-students may be useful. However, the group strongly encourages CATR to discuss and carefully consider the terms in circulation and the terms they choose to adopt.

- CATR should also carefully consider the terms “support” and “mentorship,” which may have specific meanings within the context of CATR.
- Continue to support and publicize social events like graduate student breakfast at the conference each year.

IV. Broader Trends in the Arts/Humanities Education

Group 3: Kelsey Blair, Olivia Heaney, Julia Henderson, Stephen Low

Objectives and Questions:

- How are universities in Canada and elsewhere looking to support PhD students as they complete their degrees and prepare for academic/ alt-academic/ non-academic careers?
- What best practices are emerging and how might CATR adapt them for its own purposes?
- What hasn't been considered yet and where/how might CATR offer new ideas?

Methodology

a) We reviewed the information available of various institutional websites in order to identify university-wide programs at a range of universities. We chose universities that have *graduate* programs in fields related to theatre/drama or performance studies. For these various universities, we looked at their websites for career services, faculty of graduate studies, institutes for teaching, learning and technology, as well as various departmental websites. This review was not exhaustive, but aimed to be inclusive in scope. Institutions included were: Cornell University (focus on Department of Media and Performing Arts, University of British Columbia (focus on Department of Theatre and Film, Department of English, and Department of Education), Simon Fraser University (focus on Department of English, and Institute for Performance Studies), University of Victoria (focus on Department of Theatre and Interdisciplinary Studies), University of Alberta (focus on Faculty of Arts, graduate programs in Theatre and Performance Studies), University of Toronto (focus on Centre for Drama, Theatre and Performance Studies, and Department of English), McGill University (focus on Department of English), Concordia University (focus on Faculty of Fine Arts - Drama Therapy), The University of New Brunswick (focus on Department of English), York University (focus on School of Arts, Media, Performance and Design), Queen's University (focus on Department of English), The University of Western Ontario (focus on Department of English), University of Ottawa (focus on Department of English).

b) We informally contacted key people (graduate students and faculty) in specific departments in Canada and the U.S. to gather information about how these issues are being addressed at the departmental level (this involved direct emails to 20 people, and phone calls to 4 people). In addition, we have talked to our peers to see what might be happening person-to-person. Departments include: University of British Columbia Department of Theatre and Film Studies, University of Alberta Department of Drama, York University School of Arts, Media, Performance and Design, University of Toronto Centre for Drama & Department of English, Theatre and Performance Studies, Cornell University Department of Media and Performing Arts, Cornell Department of English, Simon Fraser University Department of English, McGill University Department of English, University of Victoria Departments of Theatre and Interdisciplinary studies, University of Central Florida Department of Theatre.

c) We contacted leaders from the following professional academic associations: Association for Canadian University Teachers of English, and the Modern Language Association Graduate Student Union, and the Association of Theatre in Higher Education.

d) Though not necessarily specific to theatre and performance studies, various projects have recently been undertaken both in Canada and the United States that have attempted to examine graduate studies in the Humanities. We reviewed the documentation which came out of three major Canadian initiatives: The White Paper on the Future of the PhD in the Humanities conducted and Ideas, the Future Humanities Transforming Graduates Studies for the Future of Canada Project, and the Tracking, Reporting and Connecting Exchanging (knowledge) (TRaCE) project, all spearheaded by McGill's Institute for the Public Life for Arts. Also, two members of the working group were involved in these initiatives, as invited graduate student participants at the conferences and meetings.

Findings

Question 1: How are universities in Canada and elsewhere looking to support PhD students as they complete their degrees and prepare for academic/ alt-academic/ non-academic careers?

Institutional

a) At the institution-wide level, most universities offer a range of programs to help students, both graduate and undergraduate, transition out of the academy. These include career centres, teaching and learning centres, and lecture series run by various units within the university, such as Faculties of Arts and Graduate Studies. These programs offer services including C.V. consultation and advice, professional skills development, and teaching and learning training and support. Our research suggests that the initiatives specifically for graduate students tend to be mostly geared toward academic careers. However, graduate students we spoke with found that university initiatives that were not grad-student specific, were actually the most useful for non-academic career support (professional skills programs for example, that taught how to describe academic skills for non-academic careers).

b) Individual departments support students in both formal and informal capacities. Formal strategies include teaching assistantships, course instructor positions for PhD Candidates, guest lecture opportunities, research assistantships, departmental graduate awards, financial support for conference attendance, funded internships with non-university partners (such as dramaturgy internships with professional theatre companies), and financial and resource support for student initiatives like student-run conferences and journals. Informal strategies include writing workshops, writing groups, individual coaching for job applications, mock interviews and job talks, networking opportunities (receptions, alumni events), support for grant applications, and the featuring of individual grad student accomplishments (like awards, publications, productions) and grad student activities (like conferences or productions) on departmental web-pages, blogs and other social media.

National

a) White Paper on the Future of the PhD in the Humanities

In 2013, the White Paper was written by the Institute for the Public Life of Art and Ideas to outline a series of measures for the reform of the PhD in the humanities. The paper predominantly focuses on graduate studies at institutional and departmental levels.

Throughout the paper, major changes to PhD program structures - including reforming doctoral research so that there are applied options which do not require a dissertation and re-thinking formal requirements such as course-work or comprehensive exams - are recommended.

In addition, the White Paper had recommendations for the following areas of concern:

1. Mentorship
2. The PhD Dissertation
3. Professionalization and Time to Completion
4. New Scholarly Technologies
5. Recruitment
6. The Labour Market and the Culture of the Academy
7. Reporting

Most of the recommendations from The White Paper are most relevant for universities and departments. Those which are most significant for CATR are:

Mentorship

Relevant preamble:

“The burden of the diversified PhD training that we are advocating cannot fall only to the student’s supervisor or to his or her home department. There is, currently, very little support available to graduate students in the humanities interested in non-academic positions. University professors are best equipped to train future university professors, but it would be naïve to prescribe a revolution in PhD training that leaves the responsibility for diversified training solely to academic mentors. Instead, the transformation needs to be at the level of the institution itself, and it needs to be systemic” (19)

Recommendation:

Universities should create dedicated professional planning and placement services that serve to broaden the legitimate employment expectations of humanities PhDs and that prepare graduates for a multiplicity of career opportunities.

The Labour Market and the Culture of the Academy

Recommendation:

Faculty, students, and administrators must take in the facts about the prospects for academic employment of PhDs and must begin discussions across the academy about how to redress the situation of underemployment by learning about and preparing students for alt-academic/non-academic career opportunities.

Reporting

Recommendation:

We recommend that the leading academic/humanities organizations in Canada (AUCC, CAGS, CAUT, SSHRC, the Federation for the Humanities and Social Sciences, and U15) publish an agreement to the effect that all doctoral programs must keep up-to-date records, at a minimum, about recruitment of PhD students, years to completion, attrition rates, and a full accounting of placement inside and outside the academy—three, five, and ten years after graduation or after withdrawal from programs.

d) TRaCE (Tracking/Recording and Connecting/Exchanging)

TRaCE is a collaborative project of 25 Canadian universities that aims to track and report on the activities of PhDs who graduated in the humanities from 2004-2014. It is currently tracking ten cohorts of PhD graduates (2004-2014) from at least two departments or programs in the participating universities. For the most part, the research involves interviewing members of these cohorts and telling their stories.

The TRaCE project website includes a disclaimer that it does not intend to yield a data-based account of humanities PhD outcomes in Canada. Despite the fact that its data has tended to favour those PhDs who have had positive alt-ac/non-ac experiences, as a pilot project its attention to monitoring the activities of PhDs graduates is an important step toward ensuring future graduates have access to information about alt-ac/non-ac routes.

Since it is a pilot project that began in 2016, the results of TRaCE do not appear to be publically available at the time of writing this report.

Annual Conferences

Two major conferences have attempted to address the dearth of alt-ac/non-ac career information for humanities PhDs.

“The Future of the PhD in the Humanities” was spearheaded by IPLAI at McGill University in 2015; in 2016, it was held at Carleton University in Ottawa. In addition to discussing the structure of the PhD, its goal was to generate ideas about how to better prepare PhDs for alt-ac/non-ac careers and how to do a better job of increasing the public value of the humanities PhD.

“Beyond the Professoriate: The Career Conference for PhDs” has a slightly wider scope; it is for graduate students and recent PhDs from STEM, social sciences, and humanities disciplines. It is a

two-day online event during which attendees virtually interact with doctoral-degree holders who have successfully transitioned to alt-ac/non-ac careers “beyond the professoriate.” In turn, delegates learn job search strategies from career education professionals.

Question 2: What best practices are emerging and how might CATR adapt them for its own purposes?

We identified four best practices, listed below:

1. Mentoring

One-on-one mentoring between senior scholars and emerging scholars should begin during graduate programs and extend after. This kind of partnership assists junior scholars to develop unique research interests and skills for both the academic and alt-academic job market. Mentorship should extend beyond a one-on-one pairing of emerging scholar/senior scholar to include other members of the faculty where an emerging scholar studies or the professional organization where an emerging scholar consistently presents their work. Some graduate programs (for example University of Toronto English, Cornell English, Cornell Performing and Media Arts) have Placement Officers who mentor and prepare students for the Academic and Alt-Ac job market.

CATR could develop initiatives to help graduate students and other emerging scholars to connect with mentors outside of their supervisory committee, primary department or institution. This might include academic, alt-academic, and/or non-academic mentorship specific to researchers’ fields of interest.

2. Placement Officer

Placement Officers within graduate programs are an important and effective resource to assist graduates in planning their post-doctoral careers. A Placement Officer’s duties include the following:

- supporting graduate students in applying for academic and alt-ac job jobs (this may include tenure-track jobs, college teaching applications, and other alt-academic and non-academic jobs)
- workshopping job applications
- job interview preparation,
- developing skills in how to present oneself on the market
- helping emerging scholars negotiate job offers
- assisting graduates for ~~for~~ up to fifteen years (even after placed in Tenure-track job)

CATR could offer a list, in the form of a list-serv or website, which collates theatre and performance related job openings in North America, with a particular emphasis on Canadian opportunities. This could be a primary resource for placement officers.

3. Professional Organizations

Graduate Programs in the U.S. encourage students to appeal to the resources offered by professional organizations such as ATHE, ATDS and ASTR. At their major conferences these organizations offer a range of support to graduate students and emerging scholars such as: travel assistance in exchange for volunteering, emerging scholar panels and awards, mentorship

programs in which graduate students are matched with experienced scholars in their fields and/or specific areas of research, publishing workshops with journal editors, and graduate student discussions (Q & As) with prominent scholars.

CATR could continue to develop similar initiatives, many of which are already in place.

4. Professional Development

Graduate programs are supporting students through a range of initiatives, which target academic and non-academic career support. Best practices include: offering full professional development courses in specific areas (teaching, technological skill acquisition, writing, project planning); offering single or short term workshops in specific areas (teaching, technological skill acquisition, skill translation, writing, project planning); forming job search committees which offer a range of activities (for example resume/C.V. feedback, mock interviews, mock job talks); forming committees which focus on college teaching positions; and finally organizing workshops, seminars, and lecture series which feature alt-ac guests.

CATR could provide more support for strategizing about alt-academic and non-academic careers through workshops, guest speakers, or networking opportunities with non-academic fields.

Question 3. What hasn't been considered yet and where/how might CATR offer new ideas?

It seems that most inter-institutional conversations about this topic primarily give voice to graduate students and emerging scholars. One way CATR might offer a new idea is to provide support and/or host discussions for administrators and full time faculty/instructors across institutions to discuss the challenges and opportunities of implementing strategies to support emerging scholars.

It seems that there could be stronger coordination between theatre and performance studies departments institution-wide services. CATR might offer “ask the expert” style web-support to help theatre and performance studies students and emerging scholars access resources beyond their departments.

Recommendations:

1. CATR should review future published results of studies like TRaCE to inform best practices and policies.
2. CATR should continue existing professional development support initiatives such as the grad student breakfast and the publishing workshops with journal editors.
3. CATR should re-instate the mentorship connection program in order to help graduate students and emerging scholars network with experienced academics and practitioners.
4. CATR should initiate a yearly workshop at the annual conference that instructs emerging scholars in the processes of applying for, interviewing, and accepting academic positions.

5. CATR should provide support/space for administrators and full time faculty/instructors to discuss challenges and opportunities of implementing strategies to support theatre and performance studies emerging scholars across institutions.
6. CATR should consider a more robust online presence for graduate student and emerging scholar support, which might include features such as a job-posting page, a “ask the expert” web-support page, or an emerging scholar discussion forum.

V: Available Resources

Group 4: Megan Andrews, Antje Budde, Anita Hallewas, David Owen

Objectives and Questions

Our group began with a focus on looking at what exists currently in the digital space for the population concerned (emerging scholars, grad students, sessional instructors, academics, alt-ac, non-ac.). We discussed different ways to think about and parse our research area and agreed that we can think about "what exists" from at least two perspectives: topical/content (job searches, publication opportunities) AND platform/mode (social media, institutional structures). We divided up the topic area into several sections, including 1) online job searches/sources, 2) digital publications and CFPs, 3) institutionally hosted/run online groups, listservs, resources, 4) social media platforms, groups, sources.

We each took on a focus that pertained to our personal interest at the time and, naturally, our areas of research became more focussed and delimited. Because our personal interests informed our research areas, we tended as a group to focus on the recently graduated/emerging scholar. On the whole, we were aiming to collate some of the existing online resources, consider interdisciplinarity and generate some new starting points for the population concerned. Our key questions were:

- What sources exist for academic job searching within theatre and interdisciplinary contexts?
- What sorts of opportunities are currently available to support emerging scholars in publishing?
- What sources exist to support the noted population in developing and diversifying themselves for a broader range of employment opportunities?
- What sources exist for finding post--doctoral opportunities?

Methodology

Group members used various methodologies to pursue their research. The major online CATR Task Force survey via Survey Monkey included a section on Job Search Resources proposed by David Owen and integrated into the survey by Kim McLeod. This enabled a collation of responses from an established network from across the country. Email interviews were conducted by Anita Hallewas with scholars and editors to discover more about publishing opportunities for emerging scholars. This personal interview approach gleaned direct and active responses from those approached. Megan Andrews took a more open-ended and temporal approach to following people, hashtags and links on Twitter. This enabled discovery and subsequent focus on particular trending topics from a range of interdisciplinary voices. Antje Budde worked through an experiential approach grounded in her position as a professor/scholar, graduate supervisor and administrator, drawing on administrative workshops and professional networks.

Findings

Academic Job Search Online Resources

The following is a summary of the survey findings based on my survey questions:

- 66.1% of the respondents were not currently looking for work while 33.9% were.
- 75% of the respondents (15) subscribe to CANDRAMA, 50% to ATHE (10), 40% to both Academic Keys and ASTR (8), 35% to PSi (7), 15% to IFTR (3), 10% to SCUDD (2), and 5% of the respondents subscribe to Artsearch or don't subscribe to any of the above (1).
- The associations and listservs the respondents subscribe to that weren't on the list I supplied were: Canadian Studies Network, Hnet, MATC, SQET, www.jobs.ac.uk, University Affairs, Academic Jobs Wiki, CAUT, CACS, Canadian Society of Dance Scholars (CSDS), Congress for Research on Dance (CORD), Society of Dance History Scholars (SDHS), and Dance Congress.
- 67.8% of the respondents (40) currently hold an academic position or contract while 32.2% do not.
- Of those employed, 35% learned of the position through personal contact through networking, 32.5% learned of the position through word-of-mouth, and 17.5% of the respondents heard of their position through online postings via listservs and another 17.5% learned of their posting through websites. What this indicates is roughly a third learned of their position through networking, roughly a third through word-of-mouth, and a third through online sources.
- 86.4% of the respondents consider their research and/or art practice to be interdisciplinary. Many of the respondents took the opportunity to describe the interdisciplinary nature of their work in the following question. It is too much information to repeat here but can be made available.
- The following are the non-theatre listservs and associations serving the interdisciplinary practice of the survey respondents: En piste, Canadian Historical Association, Indigenous Literary Studies Association, Native American and Indigenous Studies Association, York U Cities Institute, MLA, ASA, ASAP, Canadian Studies Network, CODE, IDIERI, IDEA, North American Network of Aging Studies, European Network of Aging Studies, enews@agingstudies.org, Centre for Women Ageing and Media, Cultural Studies listserv, North American Conference on British Studies, PARL, Women in French, Études Internationales Québécoises, HERDSA, International Studies in the History of Rhetoric, CORD, ILSA, CCA LIST, American Association of Applied Linguistics (AAAL), NAISA, LLRC, Literary Research Association, CSSE ARTS, ACLA, Association for Asian Studies, Modern Chinese Literature and Culture (MCLC), Pacific Northwest Labour History Association, Greater Vancouver Professional Theatre Alliance, Playwrights Theatre Centre, The Dance Centre, The Association of Internet Researchers, Popular Culture Association of Canada, Social Media Research List.

We are struck by the fact that a third of our membership who responded are between contracts/position (i.e. looking for work), and that the vast majority of our membership who responded are interdisciplinary in their work.

Publishing Opportunities for Emerging Scholars

Information gathered was qualitative and garnered from the interviewees' personal experience; therefore, the findings are anecdotal.

Do the journals you are affiliated with offer assistance to emerging scholars in getting into publishing? If so, what resources are available?

No one journal stated that official support was offered to emerging scholars. What each person stated, however, is that each journal attempts to sensitively support and encourage applications from emerging scholars. The support that might be offered includes:

- Encouragement with suggestions for improvement
- Mentoring of writers who exhibit skill
- Suggestions for submissions elsewhere if the paper is not suitable for the original journal
- Journal editors often present at conferences/seminars in a hope to demystify the publishing process

Two of those interviewed stated a great way into publishing is through networking at conferences and through associations made there.

Do you see that one of the roles of a professor/supervisor is to support their graduate students into publishing? Have you had success with this in the past? Is this a priority for you and your graduate students?

All those interviewed felt it was the role of the professor and/or supervisor to mentor their graduate students into publishing and in some cases (in Australia for instance) it is a requirement. Support offered would be through reading of drafts and suggestions of journals to consider.

One person interviewed felt that publishing mentors should be and are very different from career mentors and instead encourages graduate students to create a mentor network – that focuses on specialities – for themselves and to assist them with this if necessary.

Journals that were considered particularly supportive were *CTR* and *Contemporary Theatre Review*, in the UK as they publish graduate student work in a dedicated “back pages” section.

More responses from a variety of sources and further follow up with *CTR* and *Contemporary Theatre Review* in the UK, would provide starting points for further research in this area, as would speaking with graduate students on their processes.

Social Media/Alt-Ac Careers

It became evident very quickly that there is an extensive and active digital community of “with a PhD” and alt-academics from across disciplines with a host of related questions, concerns, ideas and inspirations. As we followed specific players and hashtags, the trending topic of greatest concern was the shrinking academic job market and discussion of alternative employment options, along with secondary discussions focused on the

social/psychological challenges of facing a career transition almost immediately upon completing doctoral work. We began to focus my research on these issues. A variety of resources exist to support PhDs looking outside academia for career options, including some with a specifically Canadian focus. Of particular note is career counsellor and advocate Jennifer Polk's organization, From PhD to Life, and her collaborative initiative with Maren Wood (Lilli Research Group), Beyond the Professoriate (BP). BP is an annual virtual conference offering professional development and career transition workshops and speakers to support PhDs in the shift from the academic to the non-academic sector. BP also offers ongoing digital professional development workshops, webinars, panels, etc. on relevant topics for this population. From PhD to Life and Lilli Research Group also function in various ways to support and advise PhDs working outside academia or looking to transition out.

The CATR Task Force survey indicates that 96.7% of respondents (total 30 respondents on this question) are concerned about their job prospects inside academia and that 80% of respondents (total 30 respondents on this question) from across Canada are considering seeking work outside academia. The lack of job prospects within academia was the overwhelming concern raised with respect to these survey questions.

It is clear that this is a trending topic of serious concern across the sector with media coverage, support organizations and community initiatives developing strongly. There is also a focussed Canadian perspective out there. Please see below for hashtags and websites with further information. Other social media platforms remain to be investigated. **See Appendix B for a list of hashtags and other websites.**

Post-Doc Opportunities

While information – and often of good quality – is available on a variety of platforms, generally it is decentralized and scattered. Further, there seems to be no country- or discipline-specific source for finding international opportunities. Time-consuming research is necessary to find relevant resources. See Appendix B for a list of suggested sources.

- Universities provide information on several, often not integrated online sites (graduate schools, career centres, individual departments, professional start-up initiatives);
- Theatre research associations (national and international) have their own membership-based info tools via websites, newsletters, social media;
- Post-doc grants, that connect research with industry (including cultural industry) do exist via Mitacs <https://www.mitacs.ca/en/programs#postdoc>

Recommendations

ACADEMIC JOB SEARCHES:

Based on the job search resources findings outlined above we have **four recommendations to make**. The first two should be easy to implement and at a low cost. The third and fourth recommendations fall more into the “pie-in-the-sky” category in that they will require time and resources but they are still definitely worth pursuing.

- First, have links to all the theatre/performance studies listservs and websites that post position vacancies available on the CATR website. I would categorize them further by free or paid submission, and Canadian or International.
- Second, have an interdisciplinary tab on the CATR website wherein a further list of non-theatre listservs and website links can reside. I would categorize them by research area as far as possible—there will be overlap—like Aboriginal Studies, Canadian History, Dance, Literary Studies, etc.
- Third, aggregate the postings from the sources listed in recommendation one so that recent job postings are displayed (or emailed to members who subscribe to a notification service).
- Fourth, for the listservs and fellow associations (like ATHE, ASTR, PSi, IFTR, SCUDD, etc.) that have membership fees, CATR should approach them to secure a reduced cost to our members and/or encourage reciprocal sharing of job postings between associations.

PUBLISHING OPPORTUNITIES:

Recommendation: Develop a webpage on the CATR site that shares publishing opportunities (for everyone, not just emerging scholars) including locations/websites/email addresses to seek out publishing opportunities. On that page it would also be useful to collate email lists to join in order to see special-issue/one-off publishing opportunities as they arise.

Rationale: From the research we conducted it is clear the publishing is an important aspect of development and recognition as an emerging scholar.

SOCIAL MEDIA/ALT-AC CAREERS:

Recommendation: We think it would be interesting to create some kind of partnership with Beyond the Professoriate that could involve discounted access to alt-ac/transition services. It would also be interesting to extend a workshop invitation to Jennifer Polk and/or Maren Wood to speak at an upcoming CATR conference, specifically on finding work outside academia, but also on skill building, job searching and the like.

Rationale: BP, From PhD to Life and Lilli Research Group are already doing work in this area and could support CATR in developing support for alt--acs while saving CATR from reinventing the wheel on its own.

Suggested Action: Invite Jennifer Polk to give a workshop on alt-ac or non-ac job searches at the next CATR conference.

Recommendation: Embed a Twitter widget on the homepage of the CATR website (and possibly also a Facebook widget) and create a Social Media “officer” position on the board. This person would be responsible to handle the CATR Twitter account and spend some dedicated time expanding the follower/following lists for CATR and re-tweeting relevant posts, including some of the Alt-Ac/Non-Ac individuals.

Rationale: If social media is where the majority of people are getting their news updates and information, then CATR could function more effectively as an aggregator of information relevant to the full and diverse membership via social media. With widgets on the homepage, anyone who lands on the site will also see the active engagement and recognize its value to them.

Suggested Action: Add the widgets and take steps to create an officer position responsible for social media (focus first on one social media platform).

Recommendation: Create a resource section on the CATR website for alt-ac and non-ac members so they are represented as equivalent participants in the organizational context and provide resources or a Tip Sheet/FAQ to support their specific circumstances.

Rationale: Alt-ac and non-ac individuals need to be actively represented and included in order to break down the hierarchical divide between full-time professors, contract faculty, and academics who choose to work outside academia. **Suggested Action:** Create a new page under the Resources Section called Alt-Ac/Non-Ac, with a paragraph describing generally what this career choice “looks like” with a few key resources, organizations and links/hashtags.

POST-DOC OPPORTUNITIES:

Recommendation: Collate a regularly updated database for post-doc opportunities. This will be labour-intensive to set up and to maintain. CATR might consider applying for SSHRC funding for this project as a digital humanities initiative.

Recommendation: Develop a regular e-newsletter that automatically informs members about updates and deadlines.

Recommendation: Create a How-To-Guide specific to the fields of scholarship covered by CATR. This would be best achieved in a web-based format that can be easily updated and shared.

Rationale: Each of these recommendations would move toward centralizing information, keeping it up to date and offering easy access.

Suggested Actions:

- Make a commitment
- Find funding
- Build a database

- Hire a team to write a How-to guide
- Offer a consulting service via email and phone for individuals (after those individuals have studied the resources)
- Build a network of graduate chairs, organize a mini-conference on the subject
- Offer the opportunity for mock-up job presentations during the annual conference, provide feedback on application materials
- Set up a network of scholars who are looking for post-doc students and post their information

Alternate Strategy: An efficient approach could be to form an alliance between Canadian university career centres, schools of graduate studies, and individual theatre/performance graduate departments. I do not know of any such project at the moment. Perhaps an institution like the Jackman Humanities Institute could function as an umbrella site.

Works Cited/ Consulted

Institute for the Public Life of Arts and Ideas. "Project Description Guidelines." 2016.
http://iplai.ca/wp-content/uploads/2015/10/TRaCE_website.pdf

White Paper on the Future of the PhD in the Humanities. Institute for the Public Life of Arts and Ideas, McGill University. December 2013.

Appendix A:

(Group 2) Detailed findings from scholarly associations researched

AATE

- Individual memberships (\$115), Student (\$60), Retired (\$65) and emerging/early career memberships (limited to 2 years, and \$85).
- Special Networks include the “New Guard” -- a group of emerging scholars. The New Guard organises a few events such as topical break-out sessions, mentorship, and sometimes, a pub night.
- The New Guard hosts a panel of short papers and/or praxis sessions (10 - 15 minutes) for those who have never presented before.
- Some years offers “speed dating” where graduate students and established scholars meet up and talk, speed dating style, about their research.
- AATE offers numerous awards to members (most are not monetary but are competitive and prestigious; sometimes they include a plaque) including Best Dissertation. Researchers have up to five years to submit an extended abstract of their dissertation for consideration. Three dissertations are chosen to be read by a committee who rank those three.

ASTR

- ASTR has a conference registration level (for the full conference and a one day pass) specifically designated as “Contingent Faculty Member.” It is approximately \$70 less than the regular faculty registration and about the same amount more than graduate student registration.
- ASTR has a New Paradigms Committee that is examining how to prepare graduate students for the changing landscape of Academia. They conduct surveys and hold sessions during the conference about these issues.
- Like ATHE, ASTR has a graduate student fellowship for graduate student conference attendees. They work 3 hours at the registration desk in exchange for -\$100 on their registration fees.

ATHE

- ATHE, in combination with ASTR, conducted a two-part survey of the contingent faculty. ATHE president Patricia Ybarra presented the first round of findings as part of the leadership meetings at ATHE 2016 in Chicago. The second part of the data is still being analyzed. Clearly, this issue is a major point of interest for ATHE as well as ASTR, and the two groups are trying to gain a sense of what the field of contingent labor entails currently (primarily in the US).
- As a step toward specifically addressing the issue, ATHE will be putting into place a specific membership category for the 2017 conference that is a reduced conference fee for adjunct/contingent faculty, as they recognize the import of professional development and the significant cost of attending the conference.
- The Professional Development Committee of ATHE also has a specific Graduate

- Student Sub-committee, which hosts events throughout the conference: workshop sessions about career advancement as well as networking events.
- Contingent faculty, While not specifically targeted to ATHE also has an in-depth Leadership Institute that runs prior to the ATHE conference and is focused on developing leadership skills and opportunities for theatre faculty.
 - ATHE also offers graduate students an opportunity to work behind the registration desk for a small honorarium/scholarship that helps subsidize the conference fees. (In the past, it covered the entire graduate student registration, but the program has been modified in recent years so that volunteers work a smaller number of hours for a small monetary award.)
 - Many ATHE Focus Groups also host a Debut Panel. While requirements vary among focus groups, typically these debut panels encourage scholars (often graduate students but not exclusively) who have not presented at a national conference and/or at ATHE. Some also include a cash prize/honorarium for those selected.

ADSA (Notes from James McKinnon)

- A graduate student/early career research pre-conference (basically, a full-day line-up of events before its annual conference). This event includes panels on how to get published, how to get hired, professional skills seminars, etc. (<http://artsworx.usq.edu.au/wp-content/uploads/2016/06/Final-Program.pdf>).
- ADSA has a strong graduate caucus as part of its organizational structure.
- In the past ADSA had a "debut panel" to highlight the work of 3-4 junior scholars who submitted full papers to a jury before the conference. This event addressed the whole conference -- it was scheduled like a keynote with no concurrent panels. We are considering reviving this.
- There is a special section of our website for PG students, detailing more special service, including a bursary for conference travel much like CATRs. (<http://www.adsa.edu.au/postgraduates/>)
- There are things CATR does BETTER, however. Specifically, because of the high cost of various components of the ADSA conference, the event is much less welcoming to emerging and contingent scholars:
 - ADSA conference registration is extremely expensive. Even the student rate is 350!
 - The ADSA conference banquet is generally an \$85 a plate kind of event, and we have no student price for that. It is also very stuffy and formal—I don't go myself if I can possibly get out of it. Australia is very expensive generally, so conference travel is barely affordable even at the student rate. Therefore, the conference is much more ghettoized than CATR because the faculty types can afford to stay in places and socialize in ways that the students cannot.
 - Graduate students often stay in hostels and backpackers and do not attend the banquet and other functions. Also, many of the faculty do not come for the PG/ECR day because it is a pre-conference day so the events are of little interest to them. It would be better if it was integrated

into the regular conference. I would like to see the emerging scholar panel return as well. But CATR conferences have been, in my experience, a friendlier and more accessible place for networking and forming collegial connections.

CSDS

- The CSDS has recently decided to dissolve (Feb 2017).
- Graduate symposia
- Graduate seminars within annual conferences addressing questions and concerns of emerging scholars
- Email list-serve that functions both to promote events and as an informal space to share research initiatives, circulate questions, and stay connected.

CORD

- CORD and SDHS have recently decided to merge (Nov 2016); the new joint association will emerge in the coming years.
- CORD has an online forum for “Career Forum”—a digital space to seek advice regarding professional dvmt, applications, getting published, curriculum dvmt, conference organization, etc. The forum has not yet drawn any participation.
- The organization also has a “ Grad student” forum, which is largely unused
- CORD also offers an Outstanding Graduate Research Award, which recognizes the merit of a paper submitted for consideration in advance of the conference.

ITYARN

- ITYARN always offers students special rates for conference and festival fees (usually 50% of fees).
- At this year’s conference, ITYARN planned to give students 3 days accommodation, but their funding fell through: instead they are giving accommodation support to all participants from countries designated as lower income by the United Nations.
- Participants from those countries also have special rates for conference and festival fees
- ITYARN has hosted seminars and encouraged graduate students to participate in publications based on these seminars (encouraged and offered editorial support, but still peer reviewed, so publication is not guaranteed).

MATC

- MATC has a Graduate Student Scholarship that allows graduate students to apply and volunteer at the registration desk for a reduced conference attendance fee.
- MATC has several sessions that serve as professional development opportunities for emerging scholars (and thus may be useful for graduate students and contingent faculty):

- Emerging Scholars panel - open to undergraduate and graduate students who have not yet presented at a national conference. Winners present at the conference and are awarded \$50.
- Pitching Your Book Workshop - a regular feature of the conference in the last 2-3 years, this workshop places scholars working on book proposals with editors in several different publications.
- Articles in Progress Workshop - a long standing session, this workshop allows authors to receive feedback from several senior scholars/journal editors.

PSi

- One of PSi's main efforts to support emerging scholars is the Enrichment Bursary, which supports new and unaffiliated artists/scholars/activists to attend the PSi conference. This award covers accommodation and registration fee for the annual conference, but not travel expenses. Conference organizers are responsible for the reviewing process. Only applicants who have already had their proposal for a presentation accepted by the organisers of the current PSi conference are eligible.
- The Routledge Prize (which is sponsored by Routledge) is awarded annually for a research presentation in the PSi conference academic programme by a graduate student registered at an institution in the host country or region of the conference. The PSi board adjudicates, and the prize winner receives a collection of Routledge books and a year-long subscription to *Performance Research*.
- Graduate student events have been laced through recent conferences and the "PSi Graduate Students" Facebook group is active with CFPs and event listings.

SQET

- SQET has one major initiative dedicated to young researchers. This is a committee organized for them, which meets regularly, especially at their annual conference, but also throughout the year (even if only by skype).
- In addition, the SQET offers two awards for graduates. Both are awarded through nomination. One award is for promising scholar at the beginning of their Master's or PhD career. The other is for best MA thesis or best PhD thesis. Prizes alternate every other year between Master's awards and PhD awards. I believe they're for \$500 + a year SQET membership. The free SQET membership is a particularly good and easy way to encourage master's level students to become active at an early stage in their careers.
- Occasionally the SQET has held Saturday research-sharing meetups for young researchers. This is easy to do in Montreal, which is central to most of their researchers. Not quite as feasible for CATR members, but regional meetups might be possible.
- The association sends all of its members a bi-annual newsletter, to keep them informed of recent and upcoming developments in a concise format. They also publish an annual list of new publications from its members, which can be particularly useful in disseminating graduate research that is generally less widely publicized.

- Based on the recent survey results, there is interest in finding a means of further collaborating between the SQET and CATR associations. A number of forms were suggested, including combined conference activities and/or working groups, information/research/event sharing, networking events, etc. The SQET is currently evaluating how best to further its ties with CATR.

SDHS

- SDHS offers a Student Travel Grant, which is available to any student member of SDHS enrolled in a graduate degree program and engaged in dance research. Students need not have a paper accepted for presentation at the conference in order to apply.
- They also offer the Selma Jean Cohen Award, which is awarded to up to three student researchers annually in recognition of excellence in dance scholarship. Each award includes an invitation to present the reviewed paper, conference fee subsidy, and a grant (unspecified amount) to help with other conference costs. This merit-based award is adjudicated on the basis of a paper submitted in advance of the conference.
- SDHS has also often had a Graduate Student working group run through lunch on the final day of the conference.

Appendix B

List of hashtags and websites for alt-ac/non-ac careers

Hashtags:

#altac
#nonac
#postac
#withaphd
#HE
#beyondprof
#academia
#adjunctlife

Websites:

<http://mediacommons.futureofthebook.org/alt-ac/alt-ac-context>
<http://www.universityaffairs.ca/features/feature--article/whats-up-with-alt-ac-careers/>
<https://www.careereducation.columbia.edu/resources/tipsheets/non-academic-career-options-phds-and-mas>
<https://beyondprof.com>

Some excellent Canadian How-To Guides exist that could serve as templates in developing a centralized resource on postdocs:

How to get a post doc:

<http://individual.utoronto.ca/shamighosh/postdoc.htm>
Linda Hutcheon, Academic and Professional Resource Documents
<http://complit.utoronto.ca/students/for--students/careers/>

POTENTIAL TO POST ON CATR WEBSITE IMMEDIATELY:

Major post-doctoral grants/ Canada

- SSHRC post-doctoral fellowships
- <http://www.sshrc-crsh.gc.ca/funding-financement/programs--programmes/fellowships/postdoctoral-postdoctorale-eng.aspx>
- Banting post-doctoral fellowships
- <http://banting.fellowships-bourses.gc.ca/en/home-accueil.html>
- Mellon Foundation Database
<https://mellon.org/grants/grants-database/>
- Killam UBC
- <https://www.postdocs.ubc.ca/award/killam--postdoctoral--research--fellowship>
- Univ. of Alberta
<http://www.postdoc.ualberta.ca/en/FundingandFellowships/UniversityofAlbertaPostdoctoralFellowships.aspx>
- Dalhousie

- <https://www.dal.ca/dept/killam--□laureates/how--□to--□apply/postdoctoral--□fellowships.html>
- University of Calgary <https://www.ucalgary.ca/killam/postdoctoral>
- Society for the Humanities at Cornell University
http://sochum.as.cornell.edu/ft_17_18.html
- Postdoctoral Fellowships in the Humanities at Berkley
<http://www.spo.berkeley.edu/Fund/hpostdoc.html>

Job applications

http://academicjobs.wikia.com/wiki/Academic_Jobs_Wiki

Sites like below are only to be consulted in order to get a feeling for what type of problems might occur and how to think about expectations. Most posts are of a very subjective nature and need to be considered critically.

- Universities to fear
http://academicjobs.wikia.com/wiki/Universities_to_fear
- Universities to love
http://academicjobs.wikia.com/wiki/Universities_to_love

Appendix C: CATR Membership Survey

Please see separate PDF doc.