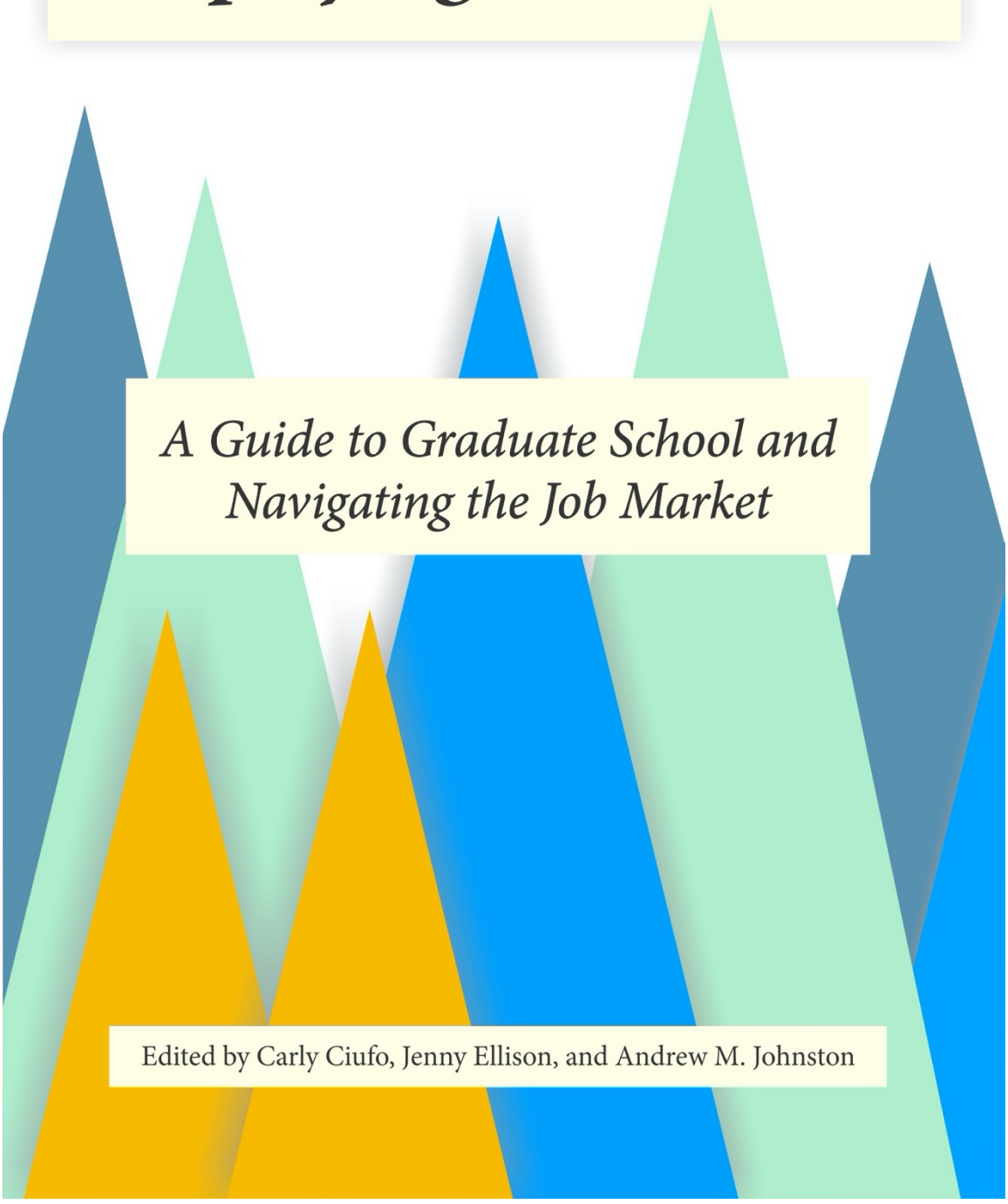
Employing HISTORY



A Guide to Graduate School and Navigating the Job Market

Edited by Carly Ciufo, Jenny Ellison, and Andrew M. Johnston

Employing History:
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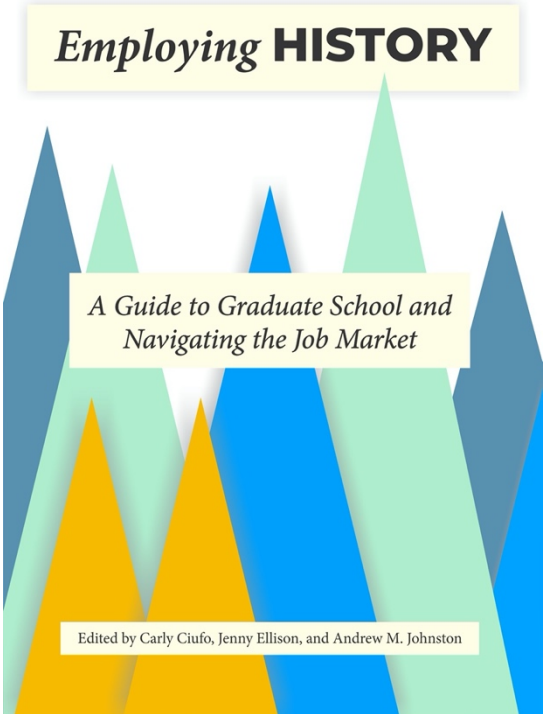

Edited by Carly Ciufo, Jenny Ellison and Andrew M. Johnston

with

Lindsay Bilodeau, Michel Duquet, Sean Kheraj,
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Employing History

Acknowledgements

Employing History (EH) is a handbook for graduate students, early career historians and their supervisors. It contains guidance and practical advice on navigating post-graduate study, sharing academic research, and finding work. First published in 1999 and revamped in 2007, this edition reflects the challenges and opportunities for historians in 2020. New and expanded sections will address preparing for different career paths and writing for diverse audiences. You'll also find updated sections on applying to graduate school and funding.

This version of the guide is the culmination of three years of consultation with CHA membership, including online calls for feedback and panels held at CHA in 2018 and 2019 to discuss the guide. These conversations largely confirmed what the editors were thinking: the career outcomes of academically-trained historians have changed. Earlier versions of the guide reflected the assumption that historians would work in tenure-stream jobs at universities. Over a decade into the academic job "crisis," universities are fundamentally changed. Increasingly, historians are working outside the academy, applying skills honed in graduate school in new and unexpected ways. The CHA's new title for the manual reflects this shift, to point to multiple ways history is "employed" and used by graduates.

We appreciate the passion and energy we have received from all of the contributors to the manual. This revision is the product of some simultaneous efforts to reform the guide. At a 2017 CHA Council meeting, president Adele Perry with Alison Norman and Joanna Pearce initiated a discussion on the guide. Carly Ciufo and Rhonda Hinther organized a 2018 CHA roundtable, "So, What Will that Get You? *Becoming a Historian* in a Changing Job and Academic Market," to discuss how becoming a historian has changed. We are grateful to the historians who participated in the roundtable alongside Carly, Jenny, and Rhonda: chair Dominique Marshall, Robert Talbot, Jean-François Lozier, Stacey Nation-Knapper, and Andrea Eidinger. The editors also benefitted from the feedback of other historians through their response to the accompanying *Active History* article on the roundtable as well as a general call through the CHA, including Adam Chapnick, Kristine Alexander, Lorraine

O'Donnell, and Franca Iacovetta. During the writing process we also consulted with Sean Kheraj,

Several historians directly contributed sample CVs, tips, and experiences that you will find in the guide. Thank you for sharing your stories: Brittany Luby, Ryan Shackleton, Lorraine O'Donnell, Gillian Leitch, Victoria Lamb-Drover, Sarah Glassford, Alison Norman, Ornella Zindukiyimana, David Tough, Mike Commito, Nathan Smith, Julia Rady-Shaw, Heena Mistry, Jason Friedman, Laurie Dalton, Jess Dunkin, Matthew McRae, Julien Labrosse, Michael Eamon, Heather Steel and Elizabeth Scott.

Michel Duquet at the CHA office has coordinated the project and helped move it forward. We thank him for this work on this project, which will be ongoing as we expand and update the guide in years to come. Lindsay Bilodeau was an essential figure in bringing the project to life. As project assistant she solicited files, edited and wrote large sections of this text. A special thank you, too, to Brittany Luby (Anishinaabe) and Allyson Stevenson (Metis) offering their perspectives as Indigenous peoples on the guide through their peer review.

Several organizations have provided funding and in-kind support to bring this new manual to life. Thank you to the Federation for the Humanities and Social Sciences for providing an initial grant to start the work. Across the country, history departments contributed funds to the project. Our thanks to York University, Carleton University, University of Manitoba, Mount Allison University, University of Lethbridge, University of Saskatchewan, University of Toronto, University of British Columbia, University of New Brunswick, University of Waterloo, and Wilfrid Laurier University. *University Affairs* magazine provided a space to promote the guide and share the project with other academics. Thank you all for the support.

As editors, we stand on the shoulders of other historians who built the first two editions of this manual. In 1999, Franca Iacovetta and Molly Ladd Taylor co-ordinated a collaborative project that produced the first Canadian version of the original American Historical Association (AHA) *Becoming a Historian* manual on which the first two versions of this guide are based. They were building on the work of Melanie Gustafson, editor of the original AHA manual. Catherine Carstairs, Dominique Clément, Robert Dennis, Lisa Helps, Rhonda Hinther, and Heather Steel undertook a second revision of the manual in 2007.

Each edition works to update the guide, reflecting shifts in the field at large and on the job market. We've carried on this tradition of revising, adding to, and amending the previous edition, knowing that this guide will continue to evolve in the years to come.

Carly Ciufo
McMaster University

Jenny Ellison
Canadian Museum of History

Andrew M. Johnston
Carleton University

1. Introduction: Why History?

By Carly Ciufo, Jenny Ellison, Andrew Johnston

Employing History: A Guide to Graduate School and Navigating the Job Market is a manual by historians for historians. This new edition revises and updates an earlier text *Becoming a Historian* (1999, 2007). It seeks to answer questions you might not want to ask (or might not know how to ask) about pursuing an M.A. or PhD in history, career options, and sharing your work. It isn't quite a how-to manual. Instead, we share different ways of being a historian, bringing together the best advice available.

This guide won't resolve big picture questions facing universities. In our consultations, CHA graduate student members expressed frustration about PhD enrolments, precarity, and the concept of "alt ac" work. We don't address these issues directly in the manual. We do, however, try to reflect a reality with which universities continue to grapple: most M.A. and PhD-prepared scholars will work outside the academy.

Sections on applying for graduate school, collegiality, grants, the conference circuit, and publishing have been retained in similar form to earlier editions of the guide. In these chapters, we've added content about accessibility, social media, publishing for a general audience, and financial survival. Other sections are new, reflecting an expanded understanding of what a historian can be and where they can work. You'll find a more extensive section on career outcomes that includes advice from working historians, profiles on them, and some sample CVs.

Why History?

We use the term historian to describe people who use history as a lens through which to analyze problems, teach, interpret the world, pursue social justice, uncover secrets, and tell stories.

Training to be a professional historian is something that applies to anyone who works in the field, broadly conceived. Teachers, civil servants, museum workers, public historians, journalists, and more, all need to have the same broad learning, methodological training, and research skills.

As we finalize this manual in 2020, history is at the forefront of public debate on several intersecting issues. History is always relevant. But, at this moment, there is a

demand for historians to offer context on issues including anti-racism, a global pandemic, police brutality, and settler colonialism. Societies all over the world argue about their shared pasts, about monuments and school textbooks, about collective guilt and modern accountability. Everywhere we see one side accuse another of lying or distorting or "editing" history. What these struggles over the past confirm is that historical memory is a serious part of contemporary life and everyone knows it. The public sphere is filled with calls for more historical understanding, even while universities, governments, and students opt for other fields of study. We can't solve that dilemma here. But what we're trying to do is move past a hierarchical understanding of what being a historian means, to provide a guide to navigating the training process in ways that maximize your career flexibility. (And hopefully bring more "history" to the world.)

History is a discipline. It is neither a vocation nor a specific career path. Most history degrees will prepare you to study and interpret the past. Beyond that, history can involve different methods (oral history, documentary analysis, data mining) and can include any time period. Likewise, a history degree can have diverse outcomes and equip you to do different jobs, teach in other disciplines, or simply satisfy your curiosity, among many other things. Everyone's motivations for doing history can be very different. This guide recognizes that, within the "discipline" of history, there are many different ways of being a historian.

Why us?

Why and how do we qualify to edit and write new content for this manual? We don't qualify more or less than others in this field. The spirit of this guide has always been for historians to share their experiences with those who are new to the profession. We continue that approach, as well as the goal of including as many different voices as possible. Together, we represent three different generations of historians who are using our history degrees in different ways. Below, we share a little bit about ourselves. Our experiences haven't been ideal or smooth or perfect. We've had some wins and some setbacks. We've learned lessons and continue to learn lessons. As editors, we are good examples that being a historian isn't just one thing.

Carly Ciufo

I began my doctoral studies with experience in museums, archives, and libraries as a junior researcher, copyright and acquisitions assistant, archives assistant, and media

librarian. Being a historian as a young woman with a History MA in venues like these was an equal-parts precarious and liberating kind of living. Returning to an academic environment as a mature PhD student has, for me, been a process of sorting out who I want to work with and where I can do my best work.

I first came into contact with the last rendition of the *Becoming a Historian* handbook when I seriously considered returning to the academy to pursue a PhD. I was living in Halifax at the time, mid-way through a five-month oral history transcriptionist contract at the Canadian Museum of Immigration at Pier 21. Before coming to know that the Canadian Museum for Human Rights was being built, Pier 21 was the place I imagined when I thought "dream job." But, in 2016, the job was not going well, and I felt completely lost, professionally.

On a phone call with Dr Rhonda Hinther, who hired me for my first contract at the CMHR in 2013, we worked through the pros and cons of what my History PhD project would be, where best to do it, and who I should work with to see it all through. Quite quickly, she suggested I seek out the *Becoming a Historian* handbook; it, she said, would help guide me through the months and years ahead.

There is no such thing as one way of being a historian anymore, if there even ever was one. I hope our efforts here, though incomplete, give some sense of the ways becoming a historian has stayed the same and the ways it has changed for a wider range of people in the field.

Jenny Ellison

In 2007, I volunteered to be a graduate student commentator on the last edition of this manual. To my surprise, I return in 2020 as a co-editor and a working historian. My experiences in the intervening years led me to volunteer to be part of the group that revised this document. As a PhD student at York University, I loved BAH because it demystified parts of academia and answered questions I was afraid to ask. I followed a lot of the guidance given in this manual and, looking back on it today, know that I made a few mistakes in spite of the sage advice offered by previous generations of editors.

As an editor, my career path is a good example of the fluidity of contemporary post-PhD work in history. After my PhD I worked a year contract teaching at four (!) different universities, followed by a two-year postdoctoral fellowship, a one-year maternity leave, and a 9-month Limited Term Appointment. Through these years, the

vision I had for my career when I started graduate school changed pretty dramatically. I fell out of love with the idea of working in universities and became increasingly committed to public engagement. Realizing this shift, I decided to look for work outside of universities, joining the Canadian Museum of History as Curator of Sport and Leisure in 2015.

I'm not sharing this because it is a success story. Depending on your viewpoint, it might seem like a story of failure. I see it as a story of career re-evaluation and reinvention. It reflects the biggest lesson I've learned between graduate school and today, which is that careers are fluid. What you do will shift no matter where your career takes you because your life will change and/or the job market will change. In graduate school, I thought (as most people did) that becoming a historian meant one thing: being a professor. What I've learned in my path through this system is that there are many ways to do history.

Andrew M. Johnston

I have had the most traditional pathway to becoming a professional historian, and it is therefore perhaps the most outdated. I leveraged a respectable undergraduate career at the University of Toronto in the early 1980s into graduate degrees in the US and Britain. When I returned to Canada in the early 1990s, dissertation still unfinished and one year of SSHRC funding left, I stumbled fortuitously into a one-year contract job. At that time, there was another recession, fresh rounds of university cuts, and much handwringing about the value of the humanities and, consequently, few tenure-track jobs.

There were only two jobs in my field (as a PhD student, we sometimes find our "field" is often defined by the next job ad), both in the Maritimes. I was not, to be honest, sure I wanted to be a professor for the simple reason all graduate students feel: I didn't think I was smart enough. Most days, I confessed to myself as I struggled with finishing my dissertation that I simply wanted to retreat to a cabin in the woods. But I applied, got one call, and was hired (I later heard) because of my "sangfroid" during the interview—my certainty that I was unqualified having been mistakenly interpreted as a state of existential calm. I was also hired without having yet completed my PhD, something unheard of in today's market, but it was becoming rare even then. The University of New Brunswick's (UNB) congenial history department took a chance though, for which I owe them everything. Everything I learned about teaching and collegiality, I learned at UNB. It was there, too, about

three years in, that I was asked by some graduate students when I knew I wanted to be a professor. I answered honestly that I only just realized it at that very moment. I needed to be a professor before I could escape from my insecurity about it. But, to be honest, it could have gone either way.

I know that my path has been ridiculously lucky, barely keeping ahead of the slamming of academic doors behind me. But I still believe that the history of the world was of urgent importance to even the greenest of undergraduates from the smallest of towns. That passion for the ineluctable virtues of thinking historically kept me employed, but it's only good fortune that placed me in a tenured position, and no small measure of privilege. It's clear today that ardour alone is no longer enough for the conventional academic career, but this guide aims to provide the best advice for navigating the challenges and opportunities of living in a precarious economy while keeping that idealism for history alive.

2. Graduate School: The Basics

Edited and expanded by Carly Ciufo, PhD Candidate, McMaster University

Graduate study in history, like all creative work, is a labour of love for most. Historians are motivated by various intellectual and cultural interests, political passions, and personal, familial, or community commitments. These will help sustain any person contemplating a career as a historian.

Graduate study in history is challenging; it can sometimes be painful and stressful. In most Master's (M.A.) programs, you are expected to do an enormous amount of reading, write a dozen papers that demonstrate your aptitude, and write a major research paper (MRP) or a thesis. Doctoral (PhD) students do all of that, too. They also grasp several loosely defined fields of history and pass demanding minor and major oral and/or written exams, while researching and writing a dissertation of original research.

When you are reading a dozen articles a week to say something vaguely intelligent in seminar, preparing for comprehensive exams, and surviving financially, it is difficult to find the energy to finish a dissertation and do the things to sustain you as a regular human person. It is easy to lose sight of why you ever chose this particular path in the first place.

Surviving graduate study therefore requires balancing the performance of certain regimented tasks with maintaining your own enthusiasm for historical inquiry. It is not easy. But this handbook is designed to give you some foundational understanding of what to expect when considering and/or entering graduate study in history. Some of you might get to the end of it and decide that graduate school is not for you after all. And that's okay. We simply want you to go into the process with your eyes wide open, better prepared to face its challenges of course and ready to embrace its opportunities.

Stages of Graduate School

It is important to understand what will be required of you in graduate school before you commit to it. It may seem like graduate school operates according to a secret code of behaviour that is never clearly explained and everybody else

implicitly understands. But, while the overarching definition of the discipline sticks to studying the past, the expectations, methods, and administration of getting at the past change quite often within departments and the field at large. Know that you can always ask questions of the staff, students, and faculty around you figure it all out.

Compared to most undergraduate history courses, there is less emphasis on learning "the facts" and more emphasis on the interpretation, analysis, and historiography of the field. Graduate students are also asked to engage more rigorously with a variety of theories, research techniques, and methodological approaches than during their undergraduate degree. It is also important to remember that history is not a discipline in isolation. It is a part of a community of other disciplines in social sciences and the humanities that share approaches and some common ground. Although some will be more useful than others, you need to recognize and interrogate them all the same.

While each history program is different, there are basic similarities. Some history departments in Canada—and almost all graduate programs in the United States—admit students to the PhD program directly from their Bachelor's (BA) degree. Stand-alone M.A. programs usually demand a year of course work and either a MRP or a thesis. They can be one- to two-year programs, with the latter often entailing the thesis option. When I entered my M.A. program at Queen's University in 2011, the department strongly suggested that I take a one-year course-based program. Unsure if I wanted to continue my education beyond my M.A., I countered—with my prospective supervisor's support—that I wanted to attempt to complete a one-year M.A. via the thesis stream so that I could have the experience of a defence. With a potential project in mind, I was accepted into the program; I ended up taking two half-year courses and one full-year course, while my colleagues took the equivalent of three full-year courses, with the realized expectation that I would defend my thesis at the end of the year. This route is becoming less common, as M.A. degrees are increasingly thought of as a test to see if further graduate work is the right fit; course-based M.A.s can, therefore, seem more time- and cost-effective.

If you think you would like to pursue a PhD, a two-year program that requires an M.A. thesis may prepare you well for doctoral work. There is a widespread assumption that a 2-year thesis M.A. is viewed more favourably when applying for a Ph.D. There is no evidence that's actually the case, especially when measured against other criteria, like grades and recommendations. You can still use the shorter MRP to get you into the archives and produce an original—and potentially publishable—piece of scholarship. Public History M.A. programs may offer a project-based outcome, like an exhibit, walking tour, or digitized collection. Regardless of your route, an M.A. often opens up the possibility of a PhD program later on.

Canadian and American doctoral programs usually involve a year or two of courses, six months to a year of devoted studying for a set of comprehensive examinations, and then another two or more years of full-time attention to researching and writing a dissertation. If your research includes living people and their communities, you will need to go through an ethics approval process with your institution and/or the community under study. These applications take time but are incredibly important, and usually mandatory, to do informed and ethical research.

Sometimes, the community under study has proposed the research that you will undertake. Be sure to establish an ethics plan in advance that clarifies who has the right to share this information and on what terms. Make sure that all parties are aware of their responsibilities and expectations to each other and to the research at hand. The research and writing phase of your dissertation may, as we mentioned, take two or more years to complete. When doing community-based research using proper ethics guidelines, that time can be even greater.

Many Canadian graduate schools talk about "a four-year PhD." Public funding for graduate education is increasingly tied to enrollment numbers and degree completion times. Graduate schools want students to finish faster and administrators often have a misguided worry that students will linger, undecided, in graduate school for many years. Students can be rushed through the PhD because it is difficult to secure funding after four years.

Realistically, few students finish an history PhD in four years. You need to juggle various commitments beyond teaching and research, and you may need to work outside of the university in order to survive financially. Note, too, that some dissertations simply take longer than others to complete. In an era when many candidates want to have a "publishable" thesis to help them get a book out and crack into the job market, there is serious pressure to write a competent and *ground-breaking* thesis. You will need to work efficiently and effectively to focus on your academics, juggle general life responsibilities, financially survive, and take advantage of related opportunities that will diversify your skills.

Coursework

All graduate programs involve some degree of coursework. Taking courses is an important part of your graduate training in history and should not be viewed as a bothersome hurdle that is delaying your progress in the "comps" or your thesis. Courses introduce you to different bodies of scholarship. Your seminar papers may become the basis of your MA thesis, your first conference paper, or your first publication. They may give you an opportunity to test out avenues for your thesis and will help you formulate a dissertation topic. Graduate seminars are also where faculty and students first get to know each other as *colleagues*. They are often the main vehicle for building community amongst faculty and students. Your classmates may form the nuclei of your social and intellectual network for years to come. Be kind to them.

Graduate courses may be very small directed reading seminars involving one, two, or three students working under a single professor, or they may be larger classes of 10 to 20 students. Some courses will be research-oriented, involving the preparation of major essays based on primary research, while others will be wholly historiographical and oriented toward the critical analysis of scholarly works to prepare students for their comprehensive examinations in a given field. Faculty generally teach courses in their areas of expertise so that students can benefit from taking a course in, say, Cultural History, Cold War America, or Crime and Punishment in Early Modern France from a leading scholar in the field.

Some departments require students to take a historical methods course and/or show competency in another language(s). Most students will take all their courses within the history department, but some may enroll in a course or two outside of their "home" department in a related field such as Political Science, or in an interdisciplinary program, such as East Asian or Religious Studies. Check your degree requirements to see if there are limits on the number of interdisciplinary courses you can take in your program. During my MA, I took an identity politics course through the Political Science department to gain a better grounding in Québécois nationalism. Doing so exposes historians to the ideas of other disciplines and allows them to develop contacts with faculty and students outside their departments. Such connections will be important to your intellectual development and emotional survival in graduate school.

Moreover, courses are the main way that graduate students are introduced to scholarly culture. You will be exposed to a wide variety of views, both in your readings and by discussing them with students and faculty. You will learn to think analytically to criticize—rather than automatically accept or dismissively trash—the scholarship of other historians. You will also receive criticism of your own research, writing, and analysis. While overly harsh criticism is unproductive, most feedback will help you improve your work. Use it.

Courses can also be a way to gain experience and understanding of the practice of history in government, museums, public history sites and other professional spaces. Your program may offer experiential learning opportunities or course work that introduce you to the processes of writing, research, and communication outside of universities. You could also explore whether directed readings courses can be used to work with a historian in a non-university context. If your research interest connects to collections, projects and practices undertaken by organizations outside the university, you could explore these options to help build knowledge and experience from those working in the area.

Coursework can be an intimidating and confusing experience. Some professors may seem to favour certain students who have a particular viewpoint and

belittle students who don't seem to measure up to some unknown standard. Students sometimes compete with each other for the spotlight or for faculty attention. Students with limited direct or familial experience in the academy may feel overwhelmed and/or marginalized in weekly seminars.

Some women are put off by male students and professors who seem overly aggressive, while BIPOC students may be unnecessarily exposed to or expected to respond to insensitive remarks for the learning of others. Many other factors can make a student feel like an outsider; being a racialized, ethnic, or linguistic minority, holding "different" political or religious beliefs, having children, or even just studying a vastly "different" topic can intensify those experiences. Most students and faculty have moments when they feel inadequate. "Imposter syndrome" is real. But all graduate students are unclear about what exactly they are supposed to do in courses. Ask questions. You're all students who are there to learn.

The pedagogical and interpersonal difficulties many students experience in coursework, combined with any additional financial stress and external responsibilities, is not easy. The most intense phase of coursework occurs in the first years of graduate school, when many students are settling into a new city, coping with separation from family and friends, and perhaps negotiating a long-distance relationship or even the realities of a growing family. Graduate students are as varied as people in any other workplace.

It's ok if you feel isolated and/or confused, so try to use the intellectual and social opportunities presented by coursework. Remember that your courses are not the sum total of your intellectual life; learn what you can from the professor, the reading list, and your assignments while you're there. You do not need to know everything, and you should do your best to not lose sleep trying to anticipate what the professor will ask or want to hear. Most professors want some indication that you have engaged with the literature and have something interesting to say about it; they do not want you to sacrifice collegiality or your intellectual development for an "A." Treat other students with respect. Try to give and receive helpful criticism without being harsh or defensive. Courses are places for collective learning and informed debate.

If you have trouble speaking up in seminar, don't understand the material, or encounter other problems that affect your performance in class, discuss your situation with the professor and with other students you trust. I said very little in my upper-year undergraduate seminars, but was able to change my approach by the time I got to my M.A.

Professors often have helpful advice because they've gone through and/or guided other students through similar problems. Like-minded students may find that creating a study group is a useful way to work through the course reading or resolve specific concerns. Amplification of ideas from like-minded students can also be an important strategy to defend against difficult situations in the classroom. But if you encounter serious problems with the course material, requirements, or classroom environment, discuss them with the professor, your graduate history students' association, your graduate director, or other appropriate authorities.

And, all the while, try to remember that courses are not forever. Treat them as best you can as a terrific opportunity to learn about new topics, test new skills, and practice the demanding but interesting work of a historian.

PhD Fields

Early on in your PhD program, you will be asked to choose your "fields". This is common among other disciplines in the Social Sciences and Humanities. Fields are your areas of scholarly specialization. They are often defined by national histories or geo-political boundaries (such as Canadian, US, African, or Latin American history) or by time period (for example, Medieval Europe, Modern China, or Ancient History) or by both. Many departments also offer thematic fields. These may be very broad, like cultural history or comparative women, genders, and sexualities. They may also be quite specific, like the history of medicine, or colonialism, or migration. Some thematic fields, such as North American labour history, are confined to two national historiographies.

Consult your department's guidelines and ask your advisor, graduate director,

and fellow students about how to pick your fields. Try to select fields that match your interests and that complement each other. Draw on the strengths of your academic background and the resources available in your department. It is best to choose your fields early on in your career to avoid scattering your efforts. Remain receptive to new possibilities, as your interests may change during your first years, as you encounter new topics, professors, and scholarly literatures.

Your fields are part of your intellectual development. Most graduate programs will accommodate requests for program changes. When choosing fields, give limited consideration to topics that you and your professors think will translate into teaching jobs. Do not worry about coming up with the *perfect* combination of fields to get you a tenure-track job. You cannot possibly predict what particular constellation of specialties a future hiring committee will want.

It is important to specialize, but do not become overly narrow. Think seriously about demonstrating a breadth of knowledge and versatility for both future teaching and research purposes. For instance, if your major field is African history, you might take a secondary field in Empire and Colonization and a third in the Atlantic World. If you are interested primarily in Medieval Europe but hope to write a thesis dealing with family and community, you might choose women's/gender history for your second field; for added breadth, a third field in religious history, ancient history, or European antiquity may be useful. For my PhD dissertation on human rights museums in Canada, the United States, and the United Kingdom, my major field was in Canadian History while my minor fields were on the British Empire and Memory Studies. I chose these fields because my research required foundational understandings of Canadian historiography as well as a solid grounding in the transatlantic slave trade and museology, and such courses were as close as I could get with McMaster's offerings that year.

Comprehensive Exams

In most North American programs, doctoral students complete their comprehensive or qualifying exams in their first years of study. These are

known as "comps." Students are examined on one, two, or three fields, but there is a great deal of variation across departments. Each requires mastery of a list of books and articles set by the department or developed by the student in consultation with the examining faculty. Some programs require only written exams, while others demand an oral performance, but many require that students demonstrate their acquired knowledge both in written exams and in an oral defense before a faculty committee. Programs outside of Canada do not always require comps. You need to balance the training and international costs of a given program with the degree and experience that you are seeking.

When I started my PhD program, I was the only Canadianist in the cohort. I met with a rotating faculty of four to go through the major works in the field on a biweekly basis. This was to give me a handle on Canadian historiography should I ever have the opportunity to teach it. I was not given the opportunity to help develop the reading list, but I very much wish I could have! Nevertheless, these sessions gave me the opportunity to read widely on people, events, and topics that gave me a breadth of knowledge under some solid professional guidance. By the end, I sat for a three-hour written comprehensive exam. For my two minor fields, I took two half-year courses where I was required to read more widely, write more in-depth research papers, and write final exams for each—none of which my M.A. colleagues had to do. My coursework and comps were completed in my first year of PhD study. Other departments at other universities do this differently. It was done this way at McMaster with an understanding that the oral component of the comps would simply be a repeat of the evaluation that occurred biweekly during my fields.

Unfortunately, comprehensive exams have become the object of a great deal of student anxiety, folklore, and grief. On one level, comps are a rite of passage that mark the transition from that of a promising student to a mature scholar-in-training who has demonstrated a capacity for in-depth reading and analytical thought; they now possess a breadth of foundational knowledge necessary for teaching. Most departments tend to categorize PhD students as pre- and post-comps, differentiating the PhD *student* from the PhD *candidate*.[1] Some faculty

[1] This has given rise to the unique phenomenon in the United States of students officially listing themselves as A.B.D., "all but dissertation" on their business cards.

are more tough-minded than others about grading the quality of performance they expect in an exam, but no one intends for comps to be an instrument of intellectual humiliation or torture.

You will find that preparing for comps is demanding and, at times, can be quite stressful. But remember that this is a tremendously unique opportunity for you to read and reflect. Preparing for comprehensive exams actually entitles you to spend a prolonged period of time reading widely and contemplating existing scholarship. You will not have much time for this in the years that follow.

You will be asked to discuss and evaluate secondary sources in your comps, but you do not have to have the "correct" answer. Faculty are looking for intelligent reflection on what you have read. You will be asked to read and comment on historical developments or scholarly works that do not necessarily reflect your particular interests. If you are going to claim expertise in an area of history, this will help you master the broad parameters of the field beyond your own specialization. And, if you get a teaching job, you will be required to cover events and literatures outside the narrow confines of your dissertation research. The major objective of comps is to give you breadth in the discipline and prepare you for future teaching. Try to enjoy your reading, concentrate on what you do know, and avoid panicking about what you have yet to learn.

Almost everyone passes their comps on the first attempt. Generally, faculty members do not want to see students do badly on exams; they want students to do as well as possible. If something does go awry and you fail an exam, it is not the end of the world. Most departments will let you try again. Find out why your committee was unsatisfied with your performance and ask how you can improve. If you think that you were treated unfairly, educate yourself on your rights and develop a strategy to deal with the problem. Consult with sympathetic faculty members and administrators. Talk to the graduate program director, the school of graduate studies, and maybe your union. They may have avenues to suggest.

At worst, comprehensive examinations are something to struggle through. But, at best, they are a useful vehicle for mastering several bodies of historical

literature. And these may very well be the last set of exams you will ever have to write.

The PhD Dissertation

Courses and comprehensive examinations take up a large amount of time and energy, but the MRP, M.A. thesis, or PhD dissertation is the most important part of graduate study in history. The completion of an interesting, well-executed MRP, M.A. thesis, or PhD dissertation is a significant accomplishment. Your PhD dissertation can define your career and determine how others in the historical profession will see you, but it can also be just part of your journey toward a given career. This is where you make your individual mark as a scholar. No matter how impressive your seminar performance has been, and no matter how challenging you found your comprehensive exams, your PhD dissertation will most directly determine your success on the academic job market. While this section focuses on researching and writing the PhD dissertation, some of the general advice is also applicable to the MRP or MA thesis.

I. Choosing a Thesis Topic

When choosing a dissertation topic, try to select a subject that fits with current scholarly trends while simultaneously striking out in some new directions. The best topics are those that break fresh ground through empirical findings, conceiving questions differently, or interpretive innovations. It is a good idea to select a topic with potential for publication as a book, but focus most on choosing something that interests you. It will dominate your thoughts for a long time.

It is also important to make sure your topic is "do-able." Can you find and access sufficient primary sources? Can you complete it in two to four years? Your supervisor and other faculty members can help you identify resources and assist in shaping your idea or inspiration into a workable topic. Do not, however, allow faculty concerns to dominate your own. Make your own choice, but listen carefully to your professors' concerns if they hesitate to approve your

topic. Contact historians in the field about sources, scout out the archives, and follow-up on leads in published periodicals to make sure your planned thesis is something you can actually do—and hasn't already been done.

Importantly, not all topics are proposed on your own. Some students work on research that a given community has requested that they do. Be sure to work together with your institution, the department, and the community under study so that everyone has a clear understanding of the responsibilities everyone holds in the research as well as its dissemination.

When you have chosen a topic, your graduate program should submit it to the Canadian Historical Association and American Historical Association for inclusion in their databases of history dissertations. This will ensure that the larger historical community is aware of your topic of study. You can also use these databases to find out what topics are currently underway.

II. Choosing your Committee

Alongside thinking through your dissertation topic, you will have already put some thought into who you would like to work with in your department. Many programs require that you have already secured a supervisor prior to applying for your program; others will set you up with a faculty member they think fits best with your prospective study. I consulted with my former M.A. supervisor prior to submitting my application to pursue PhD study at the university he was now working at. He connected me with a Canadian human rights historian, who agreed to co-supervise the project with him. I chose the last member of my committee based on my minor field in Memory Studies, thinking he was the closest person on faculty to help guide the museology parts of my dissertation. Together, these three committee members will use their expertise to advise me on the literature, primary source material, and methodology for the dissertation. We have annual committee meetings to check-in and make sure I'm on the right track. Alongside a chairperson and an external examiner, they will be the people who will adjudicate your defence.

III. Writing the Proposal

Most universities require you to submit a dissertation proposal, prospectus, or problématique. This step prevents students from trying projects that are impossible, unethical, or otherwise unwise. Requirements for the dissertation proposal or problématique vary widely. In every province, new research protocols have enlarged and complicated the process. Check with your graduate program office for the specific requirements of your program. At McMaster, I was required to defend a 30-page prospectus in front of my committee members outlining my approach, methods, and sources to prove my capacity for and understanding of the project. It is an irreplaceable opportunity to think through your research before you really get down to it.

The process of preparing a dissertation proposal will help you clarify your thesis plan. Your proposal should provide a clear research outline covering the subject you intend to pursue and some general questions of inquiry. It should include a brief discussion of the relevant secondary literature as well as some of the archival and other primary sources you intend to explore. Do not worry if you are unsure about some of these details; the proposal is a series of working questions and hypotheses, not a solid road-map. You should show that you have a concrete research agenda. Perhaps you can comment on the quality of some of your primary sources, too.

This is also an opportunity to think through research organization. You are approaching what will, to date, most likely be the largest single-authored project of your life. How are you going to collect, sort, and use your sources in an efficient and ethical way? How much time will you need to speak to archivists, seek out sources, and reach out to prospective collaborators? Do you need to go through an ethics process with your university or with a given community group? How long will post-production work like transcribing oral histories, organizing digitized sources, or making sense of citations take? Will you be able to employ digital tools or outside help to get these completed quickly and ethically? My dissertation was never going to be a four-year project because of the oral history and gallery overview components that I built into work. My ethics application took longer than expected (about nine months), whereas my three city visits were about three months each. As my oral history

project garnered more interest than expected, I have double the interviews and, therefore, two times the transcription work. Do your best to organize yourself well at the outset so that you can adjust for contingencies when they, inevitably, come up.

You won't already know the answers to your questions. Your dissertation will take shape as you research and write. Until you produce chapters, your proposal may well be some of the only written work—apart from coursework—that your committee and department have for evaluating your performance. It can be an important source for any references they might write for you. It can also serve as the basis for preparing personal statements for fellowship or job applications. Some university funding opportunities require a formally accepted proposal before you can apply for awards. Take this exercise seriously, but get it finished and submitted in a timely fashion because you can update and revise it as the occasion demands.

IV. Researching the Thesis

Whatever systems of support may be available through your department and advisor(s), you are researching and writing your thesis. Some programs encourage students to work primarily with one advisor, while others facilitate a committee system. As stated above, I have two co-supervisors and a third committee member. Adapt your approach to the prevailing system of your department, the preferences of your supervisor, and your own needs. Speak to your advisor or dissertation committee to clarify their expectations of how you will proceed. Maintain a good working relationship with your committee: Talk to them and figure out how regularly they expect you to communicate with them, and how you'd like them to support you. Given the realities of power structures in departments and universities, this may not be easy. Accommodate your relationships with clear lines of communication, ask questions about form and process and remember that your professors, whatever their shortcomings, have knowledge and skills that you do not, even if you're becoming the expert of your dissertation topic.

The process of research is what many historians identify as their favourite

aspect of academia. At this stage, you are entitled to immerse yourself completely in your own research. Do not put off going into the archives or beginning the daily grind of reading old newspapers in the microfilm room. Jump in! Research for a thesis, especially when it involves travel or archival work, takes time. It usually involves many seemingly unproductive days sifting through materials that yield absolutely no results. At this stage, perseverance may prove more important than brilliance. It is useful to begin with secondary sources and then move on to analyzing your primary sources, but you will revisit and reengage with secondary material.

New research avenues come up and personal lives take shape, taking you off the expected course at times. For me, funding availability, ethics approval for my research, and getting married have all altered, to varying degrees, my travel schedule and possible research avenues. Doing oral history competently and respectfully requires a degree of patience because you cannot predict prospective interviewees' willingness to participate or whether your schedules will match up. Methods like oral history dictate your timeline in ways that online archival research, for example, does not. It will be difficult to predict how long your dissertation research will take, but the sooner you start, the better you'll set yourself up.

V. Writing the Thesis

Many senior students actually find it difficult to stop researching. Even after a few years of research, they are curious to know what is in the unseen archival boxes or want to talk to yet another person about their experiences. No matter how satisfying archival work can be, you should start to write.

Many historians find it helpful to write as they research, so that they are not faced with a daunting pile of research at the end of a year or two. Some students prepare chapters as they research, while others use conference papers as vehicles for getting preliminary thoughts down on paper. Others prefer to gather all of their data before turning to the task of analysis and presentation.

Whatever the case, start writing the section you are most confident about to

give yourself a confident spot to start. This is rarely the "Introduction." Expect that some days you will seem to get nothing done, but your mind will always be working; the next day, or the next week, might be extremely productive. And, in any event, keep track of the ideas and inspirations you have as you research. Ruminate and think about your work, then write it down; these may be an important base for the larger arguments in your dissertation. Get a notebook or keep a computer file entirely devoted to jotting down your ideas, resolutions, and speed bumps as you research.

Writing is a skill that takes time and practice and writing a thesis involves plenty of outlines, drafts, and re-writes. Even those who have the luxury of being able to devote full-time hours to thesis writing will take at least a year. Start earlier rather than later and do your best not to be discouraged. Some faculty advise that you spend as much time writing as you do researching your thesis.

Once you begin writing, how you proceed and present work to your committee will vary according to departmental protocol, individual preference, and the demands of your committee. You may be asked to hand in chapters at regular intervals, which allows students to revise gradually and professors to make sure you're still on track. But you may prefer to write substantial amounts of your thesis before seeking committee feedback. While the latter method has the benefit of allowing you to develop ideas and arguments continuously, it also means that you run the risk of having a large amount of work rejected or seriously criticized by your committee. This can feel like a major setback.

The amount and character of faculty feedback varies enormously: some professors offer detailed analytic and stylistic commentary, while others provide a few short remarks. Some students receive feedback from their entire committee throughout the writing process, while others consult only their supervisor until their final revisions. Whatever your particular case, listen seriously to faculty feedback and remember that the writing process will definitely involve major revisions. Think of revisions not as an impediment to, but a vital part of, the writing process.

VI. Keeping focus

Most students must make an effort to overcome the isolation of daily dissertation work. Those with economic pressures or family responsibilities must work extra hard to carve out the time to write. Group support, whether formal or casual, can be the key to success and survival. Lunches at the archives have sustained many a historian-in-training. Informal student groups dedicated to the helpful discussion of work-in-progress often provide a crucial place for developing ideas in a supportive environment, as do more formal research seminars. Having lived in other parts of the country before returning to my hometown to do my PhD, taking my weekends to spend time with my immediate family has been vital to my weekday progress. Some people with "writer's block" find it useful to be given concrete deadlines with rewards for meeting them. Others have made use of helpful services on campus, like counselors to help with serious writing difficulties. "Writer's block" may also stem from vicarious trauma, some of which is linked to carrying difficult knowledge. It can be challenging to write about. Seek out access to counselling services and other supports, as necessary and appropriate.

The dissertation is the last stage of your graduate education and you should not let it become a stumbling block that keeps you from moving on. It is not your magnum opus. The dissertation is an extended essay, or series of inter-related essays, on a subject about which you have learned a great deal. Think of the thesis that you will defend as the first draft of the book you will one day publish. Graduate school is a stage. Know that any delay is not a personal failure, but do tap the resources available to you to complete your degree requirements.

VII. The Defense

After the entire committee has seen a full draft of your dissertation and agreed that it is acceptable, the final stage of the process is the defense. For about two hours, you will answer questions on your dissertation by an external examiner who is an expert in your field, one or two university representatives, and the members of your committee. The process varies between universities, so find out how the defense operates in your department.

If defenses are public, attend one to find out how it operates in practice and invite family, friends, and collaborators to see yours. Above all, enjoy the defense. You know more about your dissertation than anyone else in the room. Take control of the conversation and know that, like the comps, it is okay to admit when you don't know the answer.

Graduate study in history can be taxing at times, but it is also a highly rewarding experience. Capitalizing on the benefits and minimizing the difficulties of graduate school will help you navigate this stage of being a historian. Find what works for you and makes you the best historian you can be. Doing so will remind you of the passions, joys, and interests that led you to history in the first place. It will arm you with knowledge in your strengths as a historian regardless of the future career avenues you will take.

3. Financial Survival: Funding Graduate Study

Edited and expanded by Andrew M. Johnston, PhD Associate Professor, Carleton University

Many graduate students get university funding for all or at least part of their graduate education. The support, however, rarely comes from one source. You actively need to research and apply for a wide range of funding sources, from research, travel, and dissertation writing awards to various jobs on university campus and beyond. In addition to providing key sources of financial support and other resources (such as computers), research and teaching assistantships, travel grants, and doctoral fellowships build morale and confidence, enhance your curriculum vitae (CV), and lend prestige to your profile. You can use these awards as building blocks towards securing additional grants or contracts that will provide you with the funding necessary to complete your program. Here, we orient you to the different sources of funding to help you get off to the best financial start possible.

In an ideal world, a candidate could secure funding for every year of the MA and PhD and for a few years of post-doctoral studies. However, you should be realistic about your chances for this level of financial security. In reality, there is a limited pool of funds and a great deal of competition for most jobs and awards. Tuition fees are lower in Québec, but Anglo-Canadian universities tend to have more internal funds for graduate students than francophone universities do there. Putting together a good funding package takes time and energy; fortunately, many departments and universities hold regular funding workshops and some universities have official "grants crafters" to help you put together an attractive application.

You will need to consider not only fellowships and department-sponsored employment but also jobs outside the department and university. Your search should start early, before you enter a program, and it should be wide-ranging. Consult your university research and employment officer, graduate director, PhD supervisor, and other students who have won awards and secured jobs.

There may also be certain targeted funds available to BIPOC students, though this is more common in the United States than in Canada. In 2019, however,

the Social Sciences and Humanities Research Council of Canada introduced Indigenous Talent Measures to encourage self-identified Indigenous doctoral applicants to have their application for funding considered outside their institution's designated allotment. First Nations, Inuit and Metis students can also apply for a variety of scholarships through the graduate student offices, the Federal Government, their Metis local, or First Nation.

If you are a student with a disability, you may have access to specific resources. To learn of these funding sources, check with Graduate Student Offices and/or Graduate Student Associations.

And, if at some point you find yourself in dire financial straits, there is nothing wrong with going to your supervisor or graduate director and simply saying, "I'm broke … is there any work I can do?"

Working for Pay as a Graduate Student

This section discusses employment possibilities on campus and their ramifications for your career prospects. It is mainly aimed at domestic students. International students face very high fees; if you are a "visa" student, contact the International Students Office at your university for information about positions open to you. As an international student, you will encounter specific employment restrictions, but also special job opportunities; certain campus jobs may be set aside for you, such as summer teaching assistantships.

Your department may offer you part-time academic employment. This is often the most common way universities fund their graduate students. The job titles will differ from research assistant, to teaching assistant, to sessional instructor, but all can fit the category of graduate student employment. The offer may come as an inducement to enter a graduate program or when you accept admission into the program or in your second or third year. All the work that you do as a graduate student for a professor or a faculty-headed research team or a department should be paid, have a stipulated number of hours per week, and a predetermined work schedule set out at the beginning of the semester. Many universities also have graduate student employee unions that stipulate

your work conditions (as of 2019, there were 25 such unions in Canada). Some scholarships also limit the number of work hours you can undertake. You will need to discuss your duties with the primary person for whom you are expected to work. When you know the particulars, you can decide whether you want the job. Always get the job offer and its requirements in writing. If applicable, be sure that the duties and pay scale conform to those laid out by your union. Keep track of your hours and communicate with your supervisor if you are reaching your weekly and/or semesters' limit.

Keep in mind that even though you may have been promised a certain amount of funding in the form of a graduate assistantship, most departments require that you apply for particular positions (bearing in mind that you still might not be able to be a teaching assistant in the course you want or feel most qualified for). Keep careful track of deadlines for applications and renewals. Apply early. Your supervisor should have up-to-date knowledge of your progress and may be able to point you in the direction of applicable employment opportunities. How graduate funding is awarded depends on the size of your department and its resources, and whether or not it must respect a union contract. Most graduate student employees in most universities in Canada are now covered by unions, usually the Canadian Union of Public Employees (CUPE).

Research Assistantships

Research assistantships help to build valuable skills and can allow for more flexible work schedules than teaching assistantships. As a research assistant, you may work for one professor or a faculty-headed research team; if you are in a francophone Québec university, the research team may enjoy links with a team based in a Belgian or French university. You may undertake one or more of the following tasks: gathering statistical data, helping to edit a manuscript, arranging an archival collection, creating a website, drawing up the index to a book, photocopying published articles or primary documents, conducting or transcribing oral history interviews, or mounting a museum display. At some universities, you may have a choice between a teaching and research assistantship. When possible, pursue a research assistantship at least once in your years as a graduate student to develop your research skills. Students

interested in a career in public history will particularly benefit from such jobs.

When you are hired in a university as a research assistant, you are most likely being paid out of funds awarded to a faculty member or a group of faculty members. In other words, the faculty are investing their own research dollars in training you. Be professional and honour the agreed upon number of hours and work schedule. Do not assume that you can take care of the assigned tasks in far less time than the contract outlines, or do them at the last minute, as you will invariably fail to do so and disappoint your faculty/employer. If your situation changes throughout the term and you are unable to fulfil the initial agreement, communicate this to the professor who hired you. Remember that this is a professional arrangement and that you may need to ask this faculty member for a reference letter. You do not want to develop a reputation as an unreliable research assistant.

If you are not offered funding or need supplementary work, you can look for research work from Faculty outside your department, historians working for government or museums, think tanks, and other organizations may have work. Ask around, and let your supervisor and other faculty members know you're looking for work. Outside universities, the role of "Research Assistant" may include skills beyond primary research and secondary source analysis. Government departments, for example, will also value your ability to write succinctly, technological know-how, language skills or social media savvy. As a graduate student in history, you're building a foundation in research and writing, but to find employment you'll need to hone multiple skills.

In the last two decades contract work on Indigenous land claims and reparation processes has become a common source of employment outside universities. This work can offer a meaningful opportunity to use historical research to right past injustices against Indigenous people and communities. You should know that advocacy work for some organizations might complicate future testimony you offer in these processes. Neutrality tends to be idealized in the selection of legal researchers and expert witnesses.

Be aware of any limits your department or Tri-Council funding parties put on

outside work. Some scholarships come with the condition that the recipient does not work and/or limits their number of work hours outside their funded graduate project.

Teaching Assistantships

As well as providing essential help to faculty, teaching assistantships are designed to provide you with teaching skills. Like an apprenticeship, a "TA-ship" affords you an opportunity to learn under professional guidance how to be a university teacher. You can sometimes gain experience in courses outside your particular field. And it is sometimes a good idea to TA for several different courses, but it is also less work to TA for the same course a number of times. This may be a useful strategy, if it is available to you, so that you can focus on your research and writing.

There are at least two types of TA work: marking student assignments and leading small group discussions, or tutorials, within a larger class. A teaching assistantship will usually involve both sets of tasks. By contrast, a marker-grader has the more limited role of grading student assignments. TA-ships that combine tutorial-based teaching and marking are more numerous in English Canada, though both anglophone and francophone universities rely fairly heavily on marker-graders.

When you work as a TA in a course directed by a faculty member, that course instructor is in charge of your professional conduct in the course. Therefore, the instructor will likely stipulate the assignments for your students (for instance, weekly tutorial readings and essay topics) in whole or in part. The instructor will often come to one of your tutorials to observe you and may also evaluate your abilities as a marker. Ideally, your instructor will provide you with tips for leading discussion and a rubric for evaluating written work. But you still might be asked to explain to the instructor why you've assigned a particular grade for a paper and the instructor may ultimately revise the mark. Sometimes your students will appeal a grade over your head to the instructor. This is all normal. Treat it as a learning opportunity. The course director may not only track your responsibilities, but also ask you for input on essay topics and exam

questions, and consult with you about ways of improving the course. Ideally, this should be a collegial relationship despite the power imbalance involved. Additionally, teaching assistants are evaluated by both undergraduates and instructors; while this may seem intimidating at first, try to remember that you are an apprentice—their judgments can help you learn.

At most Canadian universities, TA-ships are covered by union contracts with established formulas that stipulate the amount of time required to prepare for a one-hour tutorial, or to mark a paper of a particular length, a final exam, and so on. In most unionized settings, a mid-term meeting is required between the TA and the instructor where they review the TA's workload and determine whether both sides are satisfied with the contractual relationship. Sometimes disputes arise between TAs and course instructors, particularly with regard to job expectations and contract terms. If you find yourself in this situation, start by approaching the person for whom you are working directly. If you do not feel comfortable doing so, or if you have done so to no avail, find out who your union steward is and bring your concerns to that person. You can also approach the graduate director.

Whether or not these formal meetings actually take place, be sure that the course instructor is aware of the hours you have worked and tasks you have completed. It is crucial that you and the faculty member agree in advance about your duties as a TA, and that your progress in carrying them out is monitored throughout the term. Be professional, but also don't allow yourself to be overworked; the terms of your contract have to be honoured by both sides.

Success as a TA can be extremely valuable when you are looking for a full-time teaching position. Hiring committees look for evidence of pedagogical skills in candidates. It is very much in your interest to do well and to have faculty observers witness your triumphs in the classroom. Whether in the form of letters of recommendation or departmental reports, faculty comments supported by student evaluations will carry weight in your applications for other jobs. It's helpful to have your performance evaluated by a number of means. Your students' course evaluations can sometimes be problematic, especially for women and BIPOC who are frequently subjected to a different

standard. Universities know that, so it's best to have peer and faculty evaluations in your file as well. Either way, be sure to take the position of teaching assistant seriously!

You do not, however, need to TA in every year of your graduate career. Keep your eyes on the prize and get your dissertation done! While TA-ing is rewarding work and helps pay the bills, it is also demanding and time-consuming. Of course, certain teaching weeks will be more demanding than others, and teaching a course for the second time is easier than teaching it for the first time. But do not make the mistake of spending most of your work week on a part-time job that pays on the basis of 10 or 15 hours per week. Consult the guidelines of your contract. If your union contract's formula for marking an 8-10 page paper is 20 minutes, then follow it. You will learn how to be efficient (that's part of the training). TA-ing is meant to help subsidize your graduate education and some graduate students embrace it with great skill and enthusiasm. But always be careful not to lose sight of your own work.

Application Processes

Course Directorships: Teaching Your Own Course

Some graduate students have the opportunity to teach their own courses by planning, lecturing, and marking themselves. Some departments may invite senior PhD students to teach a course in their specific field. Sometimes students at certain universities compete for the opportunity to teach a course they have proposed and designed. In other cases, a department will post the job openings, advertising to applicants both within and outside the university. Certain departments make it a rule not to hire their own students to teach courses, so you will need to find out your department's policy on this issue. If part-time instructors at your university are unionized, they may enjoy seniority rights over advertised courses. In some departments, PhD students can prepare themselves for teaching by designing a course as part of their comprehensive exams. In addition, sessional teaching positions are available off-campus as well, at CEGEPs in Québec, community colleges, other universities, and so on. For many of us, the joys of teaching are a reminder of why we entered graduate

school in the first place.

There are many advantages to teaching your own course. Designing and teaching a course allows you to develop important academic skills. It indicates a mastery of the subject matter being taught, and shows your capacity for planning and managing an important project. If you are planning to pursue an academic career, it is a good idea to teach one of your own courses during your graduate years in order to determine whether you even enjoy teaching. However, it is not necessary to teach many courses in order to demonstrate your ability as a university instructor, and many PhDs are hired without such experience. Tenure-track hiring committees want some indication that you can teach undergraduates—that you will be able to design course outlines, write informative lectures, and generally perform well before students—but few look for a long list of course directorships as proof of this. Excellent TA evaluations, along with a first-rate job talk or lecture, will also be taken into serious consideration. Remember that course directorships can be very time consuming and delay progress on your thesis, so make an informed decision when balancing such opportunities against the need to complete your PhD.

Of course, some students spend a lot of time teaching courses, sometimes for years, less out of a desire for the experience than for reasons of financial survival. A strong teaching record as a graduate student may help you on the sessional circuit: departments hiring on short-term (but also insecure) contracts often prefer seasoned teachers over candidates with a promising research profile. Unfortunately, universities have chosen over the past few decades to rely more heavily on less costly short-term contracts to fill out their courses: sessionals make up roughly a quarter of the teaching staff in most Canadian universities but teach anywhere from 30 to 40 percent of all courses.[1] For economic reasons, new graduate students who are pulled into the cycle of full-time sessional teaching can progressively diminish their ability to pursue the research and publication path needed for tenure-track jobs. Prioritize what matters to your future.

Fellowships and Grants

[1] Moira Macdonald, "Sessionals, up close," *University Affairs*, January 9, 2013.

Departments are not the only sources of fellowship funding for graduate studies, so you will have to look beyond your own program for sources of support. Your department and your university's school of graduate studies can provide information about different sources of external funding. In some cases, external fellowships or grants can be used to supplement departmental assistantships. Within your university, there may be open competition grants for which all graduate students can apply—for example, dissertation writing awards cover tuition fees and other costs so the successful students can devote themselves full-time to completing their thesis. Some departments have funds flagged for specific fields of study, such as Canadian military or women's history or the history of certain immigrant groups. Many departments award short-term travel grants to first-rate research proposals that finance a student's trip to a specific archives or locale. Again, these are more common in English Canada than at francophone universities in Québec.

Canadian federal and provincial governments and publicly-funded academic organizations offer a variety of awards, including the Social Sciences and Humanities Research Council of Canada (SSHRC) and provincial ones such as Québec's Fonds de recherche du Québec—société et culture (FRQSC) and the Ontario Graduate Scholarship (OGS). Their deadlines are in October and November, however, which is well before most deadlines for graduate school applications itself. Consult academic organizations that offer student research and/or travel scholarships—for example, the Canadian Studies Association, and CRIAW (Canadian Research Institute for the Advancement of Women). Various private sources, such as community groups, religious organizations, and unions, can also be tapped. These awards range from thousands of dollars for several years to one-time-only grants of a few hundred dollars. They may be awarded by individuals, families, social organizations, or volunteer groups—for example, the Imperial Order Daughters of the Empire (IODE), Chinese Railway Workers' Organization, Canadian Federation of University Women, and professional and business groups.

Many fellowships are set aside for graduate students. History students can also apply for more general or multidisciplinary grants aimed at humanities and

social science scholars. For example, the Department of Canadian Heritage provides funds for the study of immigrant and ethnic subjects. In addition, many archives and libraries in the US and Europe offer travel grants or research funding for graduate students. The competition for these awards is stiff, but they are certainly within your reach.

An important goal of funding is to reduce financial risk to the granting agency. Conscious of how little money there is to distribute, they put great weight on the reliability of references and proof of productivity. It may seem unfair, but a student who has already received one major award is more likely to receive other ones because they are perceived as "successful." But there are always exceptions. A well-written application for a strong project can win a fellowship based on merit alone.

Many students are mystified by the process of how awards are granted. In many cases, professors from various universities sit on selection committees. In some cases, the committee members represent a variety of disciplines and do not know or are uninterested in the debates, jargon, and styles familiar to historians. Rather, they are looking for important projects with wider appeal. In such competitions, the onus is on you to present your project with a non-specialist audience in mind, to make your proposal accessible to non-historians, and to argue for the wider value, significance, or relevance of your work.

In certain competitions, you may need to demonstrate the applicability of your work beyond the academy. This may be particularly so with government-funded grants, such as certain SSHRC awards and the Trudeau Scholarship or with grants linked to publicly-funded research centres. While it may be easier for social scientists to argue that their research has valuable social policy implications, historians cannot—and should not—shy away from the challenge. After all, don't most historians think their research, whether on ancient Greece, Medieval Europe, or Cold War Canada, matters in some way to how we understand current social and political issues? Think creatively and contemporarily about your project.

The seeming unpredictability of funding awards might cause disappointed

students to consider the awarding of grants something of a lottery. They may see students with lower grades or fewer publications receive awards, or they may receive an award one year but be rejected for the same one the next year. Do not get discouraged by what sometimes seems to be a random, even biased, process. Committees change; topics go in and out of fashion; the pool of applicants changes in size and quality; letters of recommendation vary from year to year. Be sure to keep applying for as many awards as possible. Ultimately, however, stay focused on finishing your dissertation, and don't let the award system affect your intellectual self-confidence.

The Application Process

Given the enormous difference that a fellowship award can make to your studies, you should be prepared to devote considerable time to the preparation of your applications. (Even if you're unsuccessful, the process of articulating your project in a condensed format is invaluable.) Funding agencies adhere to strict deadlines for applications, so start early. You need time to prepare a good project proposal and get feedback on it. And your referees, moreover, will need ample notification of the deadlines.

You also need to be organized. Create a different file folder—both virtual and real—for each funding application. Save all relevant email correspondence in the appropriate folder. Keep various drafts of your proposal as well; you never know what you might need to revisit or re-use at another date. But make sure your most recent draft is clearly flagged. Follow the instructions for specific awards carefully, providing all the necessary information. Complete the forms neatly and precisely. Stay within the recommended length. Remember that fellowship committees often have to read hundreds of applications.

Of course, graduate students compete against each other for grants, but writing funding applications can be a shared endeavour. Guarding your application from your peers will not serve you well in the end. If you have won an award, offer to share your successful proposal with other students. Many departments keep samples of successful applications to help others write strong applications. When drawing up your research proposal, don't hesitate to ask people for

feedback. Ask well-informed faculty (and faculty who themselves have a successful track-record in grant writing) to look over the whole application, which might include a budget and career statement as well as the description of the proposed research project. Professors and advanced students familiar with your specific field can make useful suggestions. So, too, can faculty outside your specialization; indeed, they might be better at identifying mystifying jargon or confusing shorthand. Some of your professors may even have served on grant adjudication committees. If your university has an official grants crafter (check your university's office of research), make an appointment with this person well in advance of the deadline. Be open to feedback and incorporate it accordingly. If you ask enough people, you may of course end up getting somewhat contradictory advice. The people who are perhaps most useful are those who have most recently sat on grant adjudication committees.

In applying for funding always remember to emphasize your strengths. This is best done by a clear statement of research and career plans. If your career shows unusual gaps, such as a period of withdrawal for family responsibilities or a paucity of research due to illness or heavy teaching responsibilities, explain the reason briefly, and in a straightforward manner. There's no need to apologize for the stuff of life.

Choose people to write letters of recommendation who will strengthen your application. It is always wise to ask faculty who are well known in the field. If you are working on a topic that requires a variety of skills, try to get referees who can testify to many of your attributes. If your career has been limited to a particular locale or to a teaching-oriented institution, you may try to include a recommendation from someone in a nationally-recognized department if that person is reasonably familiar with your scholarship. If you are a senior student nearing completion of your thesis, it is useful to get letters of recommendation from scholars outside your home institution; it is a sign that your work is already being well received. But weigh your options: a very positive and carefully crafted letter from a faculty member in your program who knows you well can carry more weight with a jury than a vague letter from a "star" at another university.

The application may request supporting materials, such as a writing sample or budget. In the first case, send a polished piece of work but avoid submitting a very long paper. If you have a choice, add an abstract indicating which sections indicate the heart of your work. If a budget is required, you will need to justify it, so be realistic when estimating your needs. Don't pad your budget. The rationale is as important as the total amount of money requested, so briefly explain your reasoning in constructing the budget. Since funding agencies differ on requirements for supporting materials, seek the advice of someone who is well-informed about a particular agency. Above all, you want to show them that your topic is do-able and that you will make their investment worthwhile.

The Project Statement

Your statement of research should be tailored for each individual funding application. Most subjects have many dimensions, and it is entirely appropriate to emphasize the geographical or subject area in which each funding body is particularly interested. For example, if you want to write your PhD thesis on the history of poverty in twentieth-century Canada and the United States, you should stress to the Fulbright Scholarship committee how your cross-border approach will enhance understanding of the ways "the poor" have been treated in the United States and Canada. For a SSHRC application, you might emphasize how your project will contribute to the rich literature on poverty, welfare state provisions, and anti-poverty activism in Canada, while at the same time internationalizing this scholarship. In a Trudeau Foundation application, where social justice issues matter, you might stress how studying histories of poverty and social and economic marginalization can help scholars and policymakers better understand and deal with current crises. You cannot, of course, claim to do all of these things unless you really intend to do so. The main purpose of the project statement is to show how your research is original, how it adds to existing scholarship, explores new methods, or makes new information available. The process of applying for fellowships should lead you to discover the richness of your own subject and to think systematically about how to bring this richness out. Learning how to package your research in different ways is a skill that will serve you well when you come to applying for future jobs.

Naturally, your project description will vary depending on what stage you are at in your graduate career. For instance, whether you are finishing your Master's and applying for PhD funding or if you're in the fifth year of your doctoral program will make a difference as to how detailed your proposal will be. In any case, combine general research questions (or a working hypothesis or *problématique*) with a brief description of the relevant scholarly literature and a concrete agenda for how you intend to proceed with your research. Note the archival collections, periodicals, newspapers, or novels you plan to examine. If you are doing an oral history project, let the selection committee know you have clear ideas about how to contact the informants you hope to interview and that you are following the protocols of your university's ethics guidelines for research involving human subjects. You do not need to know all the answers to your questions, or what is in the records you describe; you do need to present a viable research agenda.

Re-applying

If you don't win a fellowship the first time you apply, don't get discouraged or give up! Indeed, some departments will require that you apply for external funding is often a condition of receiving financial support from the department. Many chance circumstances enter into funding decisions and you could succeed the next time. Upon request, some agencies will provide feedback on your application. If you think that your project or qualifications were not judged fairly by a particular agency, write and ask them about it. With some agencies, such as SSHRC, you can apply under the *Freedom of Information Act* to see your file if you are concerned about whether or not your application was treated justly. You can also ask about grievance procedures, although your chances of success may be quite low.

Other Options

In addition to external funding, university research and teaching assistantships, and course directorships, jobs are available for graduate students outside of

teaching and research at the university. Your university may offer history-related jobs in the archives, library, or in university offices, including graduate student associations or unions. Similar jobs might be had off-campus. You can check out teaching possibilities in continuing education programs or long-distance programs run by local community colleges. All such employment will provide you with experience and skills that may strengthen your eventual candidacy for a permanent position. One can make a strong case in a cover letter for a tenure-track job for how a seemingly unrelated workplace experience makes you a strong candidate for a particular job posting. If you are applying for a job as a professional public historian, employment experience outside the university setting as a graduate student will be of real benefit. On the other hand, they may have less bearing on your eligibility for academic positions because hiring committees tend to focus on research and university teaching experience.

Finally, there is the option of waged work completely unrelated to your career plans. Many students find themselves "between scholarships" at some point during their graduate years and need to pursue just about any kind of job simply to make ends meet. If this is your situation, do not despair. It is not a sign of less commitment. It shows that you are dedicated enough to your graduate studies to pursue what may be unrelated work in the short term in order to meet your long-term goal of a Master's or doctorate degree. Again, a case might later be made for how working outside the academy helped you develop skills that will serve you well in a university teaching position. But remember that even jobs that are not especially demanding intellectually may still tire you out; do not assume that you can write your thesis in the evenings after putting in day-long shifts at an office, restaurant, or store. Blocking time for thesis work around your work schedule is a good strategy. Planning for both study and work will help you to maintain your academic goals while paying the bills. Ultimately, finishing your degree is what matters.

4. How to Apply to Graduate School

Edited and expanded by Andrew M. Johnston, PhD Associate Professor, Carleton University

Once you've decided to go on to graduate school, it's time to begin the application process. This chapter provides practical advice on applying to history programs in Canada. Some of our suggestions also pertain to graduate study abroad, but you should be aware that the application process is different for universities in other countries. For example, in Canada applications to MA and PhD programs are usually made separately. Some universities offer direct entry into doctoral programs (where students without MAs are admitted directly into a PhD program). In the United States, by contrast, most students apply only once, to a joint MA/PhD program. Some American universities offer a terminal Master's Degree (in both one- and two-year variations), but they rarely offer financial assistance toward this degree.

Allow plenty of time to decide where you want to study and to complete your applications. It is especially important to get an early start if you are applying to graduate programs outside Canada. For one, most American universities require applicants to take the Graduate Record Examination (GRE), while Canadian universities do not. Ordinarily, you should begin the process in the autumn of the year before you wish to enroll. Although deadlines for applications vary, most fall between November and January for admission the following September. Financial aid deadlines may be different; take care not to miss them.

Most universities announce admissions decisions in March or April, although a growing number accept their top candidates earlier. Do not hesitate to contact the universities you have not heard from once you get an offer and try to negotiate for the best possible funding package.

Gathering Information and Applications

The first step in the application process is deciding where to apply. Don't base your decision *solely* on the university's prestige; the ranking of a specific

graduate history program has as much to do with the reputation of the department and individual faculty members as with the university as a whole. If there is a scholar whose work you particularly admire, find out where that person teaches.

The first place to start your research, of course, is by looking at departmental websites. Here you will find information on courses, program faculty, and, often, about graduate students currently enrolled in the program. Websites usually discuss their faculty's current research but keep in mind that some of this information may be outdated. When in doubt, contact the faculty member directly and inquire about their current projects. Departmental websites also list graduate course offerings (although these change from year to year) as well as admission, degree, tuition, and financial aid requirements. Graduate admissions committees appreciate applications that are familiar with the departmental offerings and faculty research interests.

Your undergraduate professors can be a great help in choosing a graduate school. Ask which universities they think offer the best programs for your particular interests and abilities, and find out if they will put in a good word for you with acquaintances in those departments. Do not hesitate to ask professors for advice, even if you have not taken a class with them. Their advice may be especially useful if they studied at a school you are interested in attending. Some professors will speak frankly about the strengths and weaknesses of particular departments or faculty members. Others may drop hints. Listen carefully for hints about department politics or personality clashes: you don't want to wind up in a department where the two people you want to work with haven't spoken to each other in a decade! But don't just talk to your professors; find out as much information as you can about a university from a variety of sources.

To apply to a graduate program, you must have the necessary forms. Most applications are submitted electronically so the forms will also be found online. Physical copies may be required. Check departmental or institutional websites for this information. Once you determine how to apply, the real work begins.

What to Look for in a Program, Department, and School

You will be spending many years in graduate school, especially if you are working towards your PhD, so you should learn as much as you can about the history department and related programs, and about the university as a whole. Faculty members, curriculum, library holdings, computer facilities, financial aid packages, health and counseling services, accommodations for persons with disabilities, and location are important considerations in deciding where to apply. Find out as much as possible about the program requirements and how flexible they are. Must you limit your coursework to history, or can you take courses outside the department or at a neighbouring university? What are the language requirements? How can you meet them if you're worried about your own fluency? If you are going outside of Canada, find out if you need a student visa, the cost and how easily one is obtained.

It is important to find a program where your interests match the strengths of the department, and where you want to work with faculty members who want to work with you. Check out the publications and social media of department members to get a sense of the intellectual breadth and diversity of its teachers, and find out the dissertation topics of current graduate students and recent PhDs. The dissertations written within a department reflect the interests of its faculty members as well as students and the available research facilities. Recently completed dissertations are often listed on department websites. They are also listed in the Canadian Historical Association's *Register of Dissertations* (https://cha-shc.ca/english/publications/dissertations) and in the Dissertation Directory of the American Historical Association (https://secure.historians.org/members/services/cgi-bin/memberdll.dll/info?wrp=dissertations.htm).

If you are attracted by a special program, such as environmental history or the history of medicine, do your best to find out whether the program is securely established and if any history student may take courses in it, or if you have to apply separately. If you expect to depend heavily on one or two faculty members, find out if they work regularly with graduate students and investigate their teaching status. Professors sometimes leave for sabbaticals, reduce their

teaching load to do administrative work, move to another campus, or retire. If your interest in a particular program is based primarily on one faculty member, find out if there is a backup person to work with should that professor leave. This is particularly important as you begin to select among the schools that have accepted you. Identify the resources available to graduate students, as they indicate the level of commitment that a department and school have to graduate research and training. Does the library have extensive holdings in your field? Are there relevant sources in the university archives or in other archives in its city? Is travel funding available to graduate students? Are there special interdisciplinary programs? What are the computer facilities or resources like? Is there a common room where graduate students can socialize? Is there an active graduate students' association? What accommodations and support services are provided for students who need them?

You will also need to research tuition costs and financial aid, for they vary tremendously between schools and even between departments. Find out if financial aid is channeled through the department or if you need to apply separately to a different office. Some important questions to ask include: Is the financial aid package only for the first year or does it cover subsequent years of graduate study (and if so, how many)? Do you have to pay tuition out of your stipend or is it covered as part of your funding package? Must you pay tuition over the summer and when you are no longer taking courses? Does the financial aid package require you to work as a research or teaching assistant (or in another capacity), or is it an outright stipend? Is it contingent upon performance? Is there additional funding for travel to archives or conferences? While some universities have "guaranteed funding systems" for doctoral candidates, aid is often contingent on students applying for funding from outside sources, such as Social Science and Humanities Research Council (SSHRC) Doctoral Fellowships, Canada Graduate Scholarships, Ontario Graduate Scholarships, or the Fonds Québécois de la Recherche sur la Société et la Culture (FQRSC). Being competitive for major external awards will only bolster any application you make for graduate programs. For further details on these matters, see chapter 3.

Canadian students are often shocked by the tuition at American universities,

but don't let this dissuade you from applying. Most universities offer substantial aid packages to promising students; some universities have fellowships flagged for BIPOC students. Aid arrangements vary by university of course, so you should discuss grant opportunities with the graduate director. When you receive an offer, weigh the financial aid package with the quality of the school. If possible, don't just go to the institution that offers you the most money. A school that offers less money may have a superior job placement record or be a better "fit" for your research interests. On the other hand, bear in mind that, in the US, most academic hires come from an astonishingly small number of elite universities. A 2015 report found that, in history, the top 10 schools "produce *three times* as many future professors as those ranked 11 through 20."[1]

Although most financial aid packages require you to enroll as a full-time student, some people go to graduate school part time. Being a part-time student does not mean that you are less committed to graduate study; part-timers have the right to the same education as full-time students. Note, too, that "full-time" does not mean "all-the-time." Many full-time students have family responsibilities, have to supplement their graduate teaching and scholarships with other work, or are engaged in activist pursuits outside the academy.

That said, graduate study requires a lot of commitment. It is not easy to do graduate course work and exam preparation on top of a long commute or another job or while raising a young family; it is even more difficult to successfully complete a dissertation part-time. It is hard to earn a PhD while balancing a full life in another city or an already demanding career. You may also miss the intellectual community of graduate school if you are not at the university during the working weekday. Part-time students may have to make a special effort to meet other grad students and be collegial

The location of the university may also be a factor in where you choose to apply. Are you a big city person, or would you prefer to live and work in a

[1] Aaron Clauset, Samuel Arbesman and Daniel B. Larremore, "Systematic inequality and hierarchy in faculty hiring networks," *Science Advances*, 12 Feb. 2015, vol. 1, no. 1. This study is also quoted in Joel Warner and Aaron Clauset, "The Academy's dirty secret," *Slate*, Feb. 23, 2015. (https://slate.com/human-interest/2015/02/university-hiring-if-you-didn-t-get-your-ph-d-at-an-elite-university-good-luck-finding-an-academic-job.html)

smaller town? Are you more comfortable in surroundings that are ethnically and culturally diverse? Some students cannot relocate; others are limited to schools near their families or where there are job opportunities for their partners. If you cannot relocate, you may find yourself with several degrees from the same institution. Multiple degrees from a single university might pose a problem in your career. It is definitely to your advantage to work with several professors at more than one university. The courses you took during your Honour's year or as part of your department's MA program cannot be repeated as part of your doctoral work. If you know you want to continue on at your undergraduate institution for your PhD, you should consider going somewhere else for the MA if it is at all possible. Regardless, know that, to a large extent, graduate study—and your career in history—is what you make of it.

If possible, set up an exploratory on-campus interview with the graduate director before you commit to a program. Ask the secretary for the names of students in the program, who might give you a more candid assessment of the program's strengths and weaknesses than the history office. Many departments run graduate student conferences; those will give you a sense of student research interests, and, if you are able to attend the conference, you can meet your future colleagues in person.

A critical part of finding the right PhD program and supervisor, as well as potentially increasingly your chance of admission, is to contact individual faculty members before submitting a formal application. Send your potential PhD supervisor an email providing a little bit of background on your education and research interests, as well as a sense of the topic you would like to explore during your doctoral research. Even if you don't have a clear idea of your project, finding out whether faculty are interested in your candidacy can save you much time and money; showing compatibility between your research interests and theirs is an important initial step. Their interest does not automatically grant you admission into the program, but it may help.

Unlike law schools, history departments do not receive thousands of applicants for admission. For this reason, try to pare down your choice of schools in advance of applying. Each application will cost you well over a hundred dollars,

particularly when you factor in transcript ordering costs. Make multiple applications, but remember that well-qualified applicants will usually be admitted to one of the schools that peak their interest. Choose two or three programs that interest you most—including one "safe school" where you feel confident you'll be accepted—particularly if you have contacted potential supervisors in advance.

The Application Process

Application instructions vary with each institution, so read each set with care. There are so many different forms and deadlines that it is important to be very organized or you will be easily overwhelmed. Try to keep close track of all communication.

Submit applications well in advance (and for this it is especially important to notify your own referees of their deadlines well in advance), particularly if you are doing them electronically, and keep a record of your submission along with its reference number. Once your application arrives at the university, it becomes a file (comprised of your statement of purpose, writing sample, letters of recommendation, and transcripts). That file may be read by all members of the department, by every professor in your field at the department, or by a small committee comprised of faculty members, and graduate students with several different specialties. It is used to size up your scholarly potential in a few minutes, so make your application readable and concise. Graduate admissions committees look for students who show potential for solid scholarship, have a lively interest in history, and will enrich the graduate culture of the department. They are not necessarily looking for leadership talent or an impressive resume although these can speak positively to your work ethic. In general, to increase your chances of acceptance, make scholarship the focal point of your application.

Tips on the Personal Statement and Letters of Recommendation

Together with your academic transcript, the most important parts of an application are your personal statement, or statement of purpose, the supporting letters of recommendation, and your writing sample.

The most effective statement of purpose is specific, well-written, professional in tone, scrupulously accurate in spelling and grammar, and tailored to each institution. It avoids sweeping philosophical generalizations, avowals of political or other ideology, or ruminations about the nature of historical knowledge and its essential role in bettering the human condition. No matter how earnestly intended or passionately felt, such lofty rhetoric all too easily descends to the level of cliché, especially when offered in a necessarily compressed form, suggesting an immature outlook rather than its intended profoundness.

While it is appropriate to discuss briefly why you became interested in history and to include something about your long-range career goals, the statements of purpose are not short biographies. They aim to showcase your capacity to design and articulate a research project that is innovative, concrete, and appropriate to the institution. Explain how your undergraduate reading, research, and coursework shaped your particular interests and prepared you to pursue them further via graduate school. Avoid mention of extracurricular activities and achievements, no matter how outstanding, unless they have a direct bearing on the professional field to which you are seeking entry.

If you're planning to a do a community-engaged research project the statement of purpose may take a different approach. In this case, you will want to identify relationships, knowledge and resources you have that will allow you to successfully navigate such a project. In this case, your biography might become part of the statement, so that you position yourself in relation to a project.

Your statement of purpose should sum up your scholarly interests and immediate academic objectives in a clear and straightforward fashion. Get to the point early. Be as precise as possible about the time period, geographic region, research themes, kind of history you want to study, and the topic you wish ultimately to investigate. You must convince the readers of your

application file that you are capable of developing a research project that is original, realistic, and appropriate to your level. At the same time, it is important that your focus not look too narrow. The first years of graduate education primarily involve general training rather than specific research. Therefore, your statement should convey your openness to acquiring a wide range of historical knowledge, theoretical orientations, and research skills, rather than a fixation on a single narrow topic.

Tailor your statement of purpose to the institution to which you are applying. Feel free, for example, to mention particular courses, interdisciplinary programs, or library resources that make the institution attractive to you. Many departments are keen to attract students from diverse backgrounds, and you should not hesitate to identify yourself if you are a member of a group that has been under-represented in the academy. You may also refer to professors with whom you would like to work (after making sure they will be on campus if you are applying to a one-year program), but avoid a fawning, excessively deferential tone.

The statement of purpose is also the place for you to address briefly any anomalies or ambiguities in your record, such as poor grades, course content that may not be clear from the transcript, or a health problem or disability that affected your grades. Do not appear defensive or apologetic; offer a one-sentence explanation of your situation and move on. If your undergraduate background in history is weak, or you have been out of school for a long time, you need to demonstrate that your commitment to the academic discipline of history is now firm.

Remember that your application is one of many being read by busy faculty members who have numerous other time-consuming obligations. Observe word limits strictly.

Letters of recommendation are also highly important, particularly in Canada where the historical profession is smaller and many professors are well-acquainted with one another. It is well worth the effort to get to know professors as an undergraduate; most are delighted when students express an

interest in their courses and further graduate work in history.

Select with great care the professors you ask to write on your behalf. Academic letters of reference are confidential; you should not ask to see them. If you are applying to a US university, you must waive your right to see the letter or it will not be taken seriously. Obviously, you cannot quiz someone in detail about the content of a letter of recommendation, but it is acceptable to ask in advance whether the professor feels able to write a reasonably positive letter. And professors should, in turn, be honest about the kind of letter they'll write. If possible, select faculty members whose scholarly work might be known to those who will be reading the letters. (Admissions committees evaluate the writers of recommendation letters as well as the subject of those letters!) The strongest letter comes from the person who knows you best, even if that person is a teaching assistant. Keep in mind, however, that a tenured faculty member will carry more weight than the opinions of graduate students or sessional instructors. Established scholars have likely taught and supervised more students, and thus have a broader frame of reference to evaluate your work. If possible, try to supplement letters from beginning or relatively unknown instructors with others from more established scholars.

Generally speaking, try to secure letters of recommendation when you and your work are still fresh in the instructors' mind. If you wish to obtain a letter from a professor with whom you studied a year or so in the past, or who taught you in a large lecture course, remind them about your work in the course, your general undergraduate program, and your scholarly interests to fix yourself more precisely in the writer's mind. The more specific a letter of recommendation, the greater weight it carries. Even if you know a professor well, it will not hurt to provide your statement of purpose, curriculum vitae (including grade point average and any scholastic honours achieved), and a personal assessment of your goals and ability to fulfill them. It is also a good idea to give the professor a copy of a paper you wrote in the course.

Do not hesitate to ask your professors for letters of recommendation; writing these letters is part of their job. At the same time, be considerate and talk to the professor well in advance. Make sure any forms are filled out properly and

allow ample time (preferably four weeks) before the deadline. Because most applications today are electronic, your professors will receive email prompts that link them to the online forms directly. As the deadline approaches, verify that the school received your letters. You may need to give a gentle reminder of the deadlines. Whether you are accepted or not, it's a courtesy let your professors know and thank them for their help.

A writing sample forms another crucial part of the application to almost all universities. Ideally, you should submit a paper in your chosen field that demonstrates your ability to do research using primary sources. However, the quality of your essay is probably more important than its content or method. Your paper will be read for the evidence it offers about the quality, clarity and originality of your mind, your maturity and skill as a writer and researcher, and your capacity for attention to detail. A thoughtful, well-crafted, coherently organized essay can go a long way toward favourably disposing an admissions committee on your behalf. It can help compensate for weaknesses in your transcript, showing, for example, how much you have progressed over your undergraduate career. Conversely, a shallow, hastily-written paper, marred by poor organization, awkwardness of expression, or (even worse) outright grammatical errors and typos can seriously undermine an otherwise strong application.

You should take great care in the presentation of every part of your graduate school application. There have been instances of applications where misspelled words or grammatical errors have been circled or underlined by previous readers, with an exclamation point in the margin. Such lapses of detail are not necessarily fatal in themselves, particularly if the admissions committee decides that the applicant is a "diamond in the rough." But such errors are sufficiently damaging, especially in borderline cases, that you should make every effort to avoid them.

Clearly, no single formula can guarantee admission to graduate school in history or any other discipline. Each admissions decision reflects a variety of factors and subjective judgments by fallible human beings. Admissions committees must match student interests with faculty expertise and try to

balance the number of students in any given field. They want to avoid a scenario where most of the incoming class wants to study with one professor! No matter how talented you are, you are unlikely to be accepted into a program that cannot accommodate your interests, either because the specialist in your area is on leave or the field is simply not covered.

Do you need a PhD?

Keep an open mind as you consider history-related programs and careers. If you decide that you don't want to invest six to eight years pursuing a PhD. Do you need a PhD to do what you want to do? As our careers section shows, PhDs find meaningful work in many fields. At the same time M.A. prepared historians also find work in the field.

If you do wish to pursue the academic route, bear in mind the difficult job market. In the US, for example, the ratio of new history PhDs to academic jobs during the 1980s and 1990s tracked fairly close together. After the 2008 financial crisis, a massive gap opened. It has not closed significantly.[2] This doesn't mean you won't succeed. But be prepared for a level of competition for jobs that the profession has not seen for some time. With that in mind, determine which graduate programs you are most interested in and consider applying to universities of varying prestige. Don't sell yourself short by assuming that the better-known departments won't accept you or give you aid. They often take more students and have more scholarship money than smaller, lesser-known institutions. If you are not accepted the first time you apply, you can always try again next year. If you do, you will be competing in a different pool of applicants and may have a better chance.

[2] Dylan Ruediger, "The 2019 AHA Jobs Report: A Closer Look at Faculty Hiring," January 28, 2019, *Perspectives on History*.

5. Life as a Graduate Student

Edited and expanded by Carly Ciufo, PhD Candidate, McMaster University

People outside the academic world are often astonished to think that someone can spend four, five, or even ten years in graduate school. Many new students feel overwhelmed with the financial and emotional stresses of coursework. But many professors look back on their time in graduate school fondly.

There is a lot of life and learning that a graduate student has to navigate. Being a full-time graduate student is a unique privilege for intellectual reflection, stimulation, and community like no other. But most M.A. and PhD students are "employees" as well as "students" of the university. Many have significant economic and family responsibilities alongside and on top of the common stressors of being a graduate student. Graduate students are also an increasingly diverse group of people seeking higher education for a variety of reasons, so nothing in a "life as a graduate student" section will speak for all people. This section will discuss some points of stress that may come in and out of your life while you are a graduate student. Know, though, that there are many stages of graduate study. Your day-to-day experience will change immensely as you move from coursework to comps to researching and, finally, to writing your MRP, M.A. thesis, or PhD dissertation. Do your best to enjoy the stages of adventure and push through the ones of struggle, hoping they'll make you a better historian.

Student Relationships

On entering graduate school, you will find that other graduate students form a new and important peer group for you. They will listen to your ideas, read your papers, hear rehearsals of your public performances, offer opinions on your efforts, argue with you, and will expect the same from you. The relationships you form with other graduate students can be very rewarding both professionally and personally. Whether you remain in academia or not, these people may be your future coworkers in other spaces. Some will even become life-long friends.

A great deal can be learned about the nature of the historical profession from

other students. Veteran graduate students will likely be founts of information about your department, the university, and the wider profession. They can be a vital source of emotional support. Many people find the first year of graduate school particularly wrenching; the experience of a new and rigorous program, often at a new school in a new city, can make the first year lonely and stressful. Experienced graduate students can provide advice on some of the more stressful aspects of graduate life, like choosing courses and supervisors, negotiating financial aid and your institution's bureaucracy, or getting involved into the academic community. Be sure to take the advice you get from other graduate students with some grains of salt. Approach their warnings with caution and look into them for yourself before accepting them as true.

Introduce yourself to, and associate with, as many of your graduate student colleagues as you can. In most departments, there are a number of formal and informal activities for graduate students. These activities can be intimidating to new students, especially if you are shy or come from a different background than most of your peers. Know that networking gets easier with practice and can be an incredible way of finding both senior and peer mentors. Departmental activities provide excellent opportunities for social interaction and intellectual exchange; at worst, they are low stakes learning experiences that you can springboard from on the conference circuit.

If the general social activities in your department are not to your personal tastes, consider joining or organizing a discussion group that better suits your interests. For example, form a Latin American, sexuality studies, or environmental history group. Consider joining your department or university graduate student council or association, or getting involved with an organization like the Canadian Historical Association's Graduate Students' Committee or the Canadian Federation of Students. Other groups, like the Society for the History of Children and Youth, facilitate interaction among graduate students and faculty interested in specific sub-fields within Canada and worldwide. I've found some incredibly rewarding experiences outside of my dissertation work through my CUPE 3906, the research institute that I belong to, and at the CHA.

Everyone feels the stresses of graduate school. Mature students, students with disabilities, and those from backgrounds that have been traditionally under-represented in the academy may feel particularly isolated. Whether your program is large or small, interacting with other students inside or outside the classroom may be uncomfortable; you may feel left out of the normal student networks or departmental culture. International students, in particular, often face enormous economic difficulties in addition to the stress of working in a second or third language and adjusting to different social norms. Mature students, students who are parents, and students with disabilities are often similarly alienated.

Try to break through the isolation by attending structured activities on campus. Many departments and graduate history student associations organize brown bag lunch series and other seminars. These events combine intellectual and social exchange and can be an important avenue for developing friendships. Wider graduate school social events can also be important ice-breakers. University-wide organizations, such as the African, Indigenous, or Chinese Students' Associations and programs for lesbian, gay, bisexual, transgender, queer + (LGBTQ+) students can provide vital community support. Departmental and university-wide student associations can help you become familiar with academic culture and to understand your rights as a student in Canada.

Feelings of isolation can be compounded by the frustrations of having to fight for accommodations, juggle appointments with medical specialists, or requiring a reduced workload that puts you out of step with your student cohort. Mature students may feel outnumbered by younger colleagues fresh out of an undergraduate degree program. Some of your classmates may treat you more like a parent or teacher than a colleague, while some faculty may even be uncomfortable teaching students who are their age or older. We all come to graduate school with a variety of knowledge bases, diversities, and experiences; seek out the people who hear you and intellectually stimulate you to create a supportive community.

Collegiality and Professionalism

When navigating new personal relationships with other graduate students, faculty members, undergraduates, and the administrative staff of your department, treat others with respect. Everyone comes from many different backgrounds. Do not make unwarranted assumptions about other people. Intellectual and political debates should be encouraged, but avoid hurtful comments. Treat the administrative staff as the professionals they are rather than your own personal secretaries. Complaining about your students or peers with other students or peers in-person or online is not a good idea. Gossip is damaging, especially in a competitive environment like higher education. Do not engage. There can be competition for resources in graduate school. This doesn't mean you can't treat your colleagues with kindness. Share resources like books, applications, and CVs. Talk things through together and read each other's work. Celebrate successes together! Your work will be all the stronger for it.

Sometimes, problems arise. Universities have people in the role of ombudsperson who are trained in conflict resolution. There are also departments for equity, inclusion, and/or accessibility that may be appropriate avenues to seek out information and support. If workplace misconduct occurs in any way, record what happens and who is involved. A paper trail is important to keep as you work with administrators, other students, and the appropriate officials if a given situation escalates.

Relationships with Faculty

As a graduate student, you will have more contact and interaction with faculty members than you did when you were an undergraduate student. PhD students, in particular, are junior colleagues who may become a future faculty peer. Different universities and graduate programs have quite different cultures when it comes to student-faculty relationships.

It may take a little time, for example, for new students to learn the accepted form of address between graduate students and faculty. Is it Professor or Dr.? Do you call faculty by their last names or first? Do not assume that, because

one student refers to faculty members by their first names, it is acceptable for you to do the same. There are no universal rules, so err on the side of formality until you know otherwise. As a mature student in the latter stage of my PhD, I refer to senior faculty by their first names once we have spoken or worked together. To reverse power dynamics in our department, another PhD student referred to male faculty members by their first names while referring to all the women as Doctor. Do whatever is comfortable for both parties, and be sure to ask if you are unsure.

Your most important relationships will be with your thesis supervisor(s). If you are a PhD student, this will also include other members of your dissertation committee. The role of the faculty supervisor is multi-faceted. It may include (but is not limited to) helping you formulate your research project and consulting with you about your progress, reading drafts of your thesis, providing general advice about your academic work and career options, and writing letters of recommendation.

Choosing an appropriate supervisor is not always easy. Your choice may be limited by a number of factors. At some institutions, a provisional advisor is assigned for you; at others, it is up to you to find someone who will take you on as a student. When you do have the chance to choose your supervisor, you should consider not only reputation and area of expertise, but also style of supervision. Different supervisors, like graduate students, approach their tasks in different ways. Some are very "hands-on" and insist on regular meetings and formal updates; others offer less direction and wait until you are ready to report to them.

Be aware that having a close personal relationship with one's supervisor is not necessarily beneficial. Some teachers who develop intense relationships with students are seeking hero worship or other kinds of psychological nourishment, and have trouble maintaining pedagogical rigour. Some students find it difficult to accept scholarly criticism from professors they think of as friends. You might want to talk to other students to find a supervisor whose approach to supervision suits your own needs if you have the choice.

For PhD students, putting together a dissertation committee means matching your interests with two or three faculty beyond your supervisor. Instead of relying on one superstar supervisor you expect to meet all of your needs, consider approaching a variety of faculty members with different strengths. For instance, you might ask one professor to sit on your committee because they are well versed in your time period, another because they have a similar theoretical or methodological perspective, and a third because they are known as an excellent editor. My committee is made up of a human rights expert, a heavy-handed editor, and someone who understands memory studies; all of them have a distinct, though varied, interest in my research.

Faculty-student relationships are complex. A professor's gender, politics, age, or teaching style will not determine how that person relates to you and your work. Do not assume that younger or more casual faculty members will treat your work more sympathetically or less rigorously than anyone else. Just because one professor allows you to use their first name when all the others expect more formal modes of address does not mean that they will necessarily be more "laid back" in their grading. Avoid, too, the pitfall of assuming that faculty members who are "like you" will automatically be friends or allies. While feminists and openly queer professors will want to encourage feminist and LGBTQ+ students, and faculty of colour want to provide support for students of colour, your shared gender, sexuality, race, or political perspective will not mean that you will have a privileged relationship.

As a junior colleague, you should treat all the faculty members in your department in a professional manner *and* expect to be treated the same way. If your supervisor is also your employer, other issues about your relationship come into play. Undertaking teaching or research work for your supervisor or other faculty members can change the relationship profoundly. Although you should certainly never "blow off" a teaching or research contract, you do not have to bend to a professor's every whim. Keep in mind your own needs and goals, and assess the merits and drawbacks of professors' expectations when they diverge with yours.

In some cases, professors exploit their students. Sometimes this occurs without

the faculty member realizing it. For instance, a teaching assistant might be asked for help in putting together a course kit or syllabus, or a research assistant might be asked to draft a book proposal or pick up a package. It can be difficult to say no to a faculty member who is on your supervisory committee, writes letters of recommendation for you, and/or teaches one of your graduate courses. The professor may think that asking you for help is an acknowledgment of his or her confidence in your abilities. If you are not being paid for this assistance, and/or if these requests start to impinge on the time you should be spending on your own work, you could find yourself in a difficult situation. It is always best to give the professor the benefit of the doubt and assume that they are unaware of your personal situation or difficulties. If a polite "no" and a reasoned argument do not rectify the situation, you may have to consider going to the graduate director, head of the department, or school. You have rights here; the power of the professor is never absolute. Many teaching and research assistants are unionized, and most schools offer means to empower students when problems arise. Read your collective agreement; it will inform you of your rights, responsibilities, and protections. Confrontational situations are rare, as there is a degree of collegiality between graduate students and faculty; both parties can learn from interacting with each other.

Remember that central to graduate student success is a good working relationship with your supervisor(s). If, at any point, you are having serious doubts about the efficacy or appropriateness of your supervisory relationship, solicit advice from trusted colleagues and/or your graduate director about how to get your supervisor to hear your concerns, or about how to change your supervisor entirely.

Occasionally, graduate students become intimately involved with faculty members. When these relationships are consensual, they remain a grey area in terms of professional codes of conduct. The power imbalance between students and professors raise pressing ethical and pedagogical questions that should be carefully considered by both parties. An intimate relationship between student and supervisor is particularly problematic. Universities usually prohibit such relationships. In general, open or not, such relationships still

expose the student to situations that are unsafe, and professors to charges of harassment.

Balancing "Life" and Graduate School

Graduate school is a major part of your life. Try not to let other activities take priority over your dissertation research and writing; at the same time, do not make your dissertation or university-related activities your entire life. The pressures of coursework and the isolation of research and writing take an emotional toll.

Finding balance is particularly important when you are working on your dissertation. Stay healthy: eat well, get enough sleep, and try to stay active by playing sports, taking a yoga class, or going to the gym. Relax with friends and family when you can. Read books that have nothing to do with your immediate research. This may be a good time to find or revive a hobby or to take an art, music, or language class unrelated to your studies. Do some volunteer work or participate in political campaigns. Take holidays. Many students treat the dissertation like an office job, working from "9 to 5" while taking the evenings and weekends off. There may be times when this seems impossible, but a regular and balanced structure to your day can be more productive that binge-working towards deadlines.

You will likely be happier and write a better dissertation if you devote some of your time to forgetting about your dissertation.

When a Crisis Happens, or Circumstances Change

Life happens. Your carefully laid plans for taking M.A. courses or writing your PhD dissertation get interrupted or go awry. You may get pregnant, your partner might get a dream job and want you to move to another city, or you might face a financial downturn, family crisis, or major health problem. If an unforeseen event gets in the way of your studies, you don't need to simply give up your plans. Talk to your supervisor, graduate program director, and/or TA or union representative to find out your options. They have lots of experience

with students in similar situations and most will be happy to advocate on your behalf. Within the first months of my PhD work, I fell off my bicycle on the way to university and suffered a concussion. I was just starting my comps reading and, as a result of the injury, was told not to read. I told my supervisors what happened and we figured out a way to balance my health with the degree requirements. Do not try to deal with it on your own or without letting your supervisor(s) know. They will support you the best way they can. Professors can help you navigate graduate school rules regarding incompletes, withdrawals, accommodations, and medical leave, too, but only if they know you need the help.

Occasionally, even the most carefully chosen path needs to be revised. Old interests wane, circumstances irrevocably alter, or you find your program unsuitable or unbearable. If this occurs, consult with relevant faculty, graduate students, and academic advisors about the possible ramifications of changing fields, programs, or institutions. Will your progress be delayed? If so, by how much time and in what ways? Through serious consideration, you can decide whether the extra burdens associated with a major shift are worth enduring.

Do not, however, confuse discouragement for failure or incompatibility with the History profession at large. If you have feelings of inadequacy and self-doubt, or if you feel like an "imposter" just waiting to be "found out" and kicked out of school, you are not alone. In 2017, UBC's Graduate School Newsletter published an article about "feeling like a fraud," which footnoted sources going back to 1994. Your feelings are common. Many faculty members suffer from it. It indicates the need for more support systems for graduate students and faculty. While self-doubt is common, students should not subject themselves to constant unhappiness. If the benefits do not outweigh the difficulties of graduate study in History, consider leaving graduate school temporarily or permanently.

You do not need to complete every degree you start. If you decide that a particular path is not for you, it does not mean that you are unable to do it. In some circumstances, a leave of absence may help you return to your studies with renewed commitment. And, in others, you may find out that you just want

to move on to new things. Be realistic about your options and make informed decisions that meet your needs.

6. Sharing Your Work

Edited and expanded by Jenny Ellison, PhD, Curator, Sports and Leisure, Canadian Museum of History

Historians have a lot of options for sharing their work, ranging from peer reviewed books to media interviews to blogs. Each medium has a different audience to which you can tailor your message. Sharing research has value for your career, regardless of what you hope to do. It is a form of scholarly and public engagement that will impact your audience's understanding of the past. This section explores different mediums for sharing historical research and how to get your work out there**.**

1. Evergreen Guidelines

Regardless of where you share your work, some basic rules apply:

- *Kindness and tone*: Collegiality is fundamental to all academic interactions. Even when your work critiques others', be conscious of your tone. Try to stand on the shoulders of other scholars rather than tear them down. Even seemingly ephemeral forms of engagement, like social media, should be undertaken thoughtfully. Beware of the "career limiting move" (#clm): say and share only what you would be willing to stand behind in a more formal setting.

- *Quality, not quantity*: If you are looking for a tenure-stream job, "quality" continues to mean publishing peer-reviewed work in journals and books. But even outside these types of publications, quality remains essential. Good research and writing on popular blogs like ActiveHistory, HistoireEngagée, or The Conversation can be a calling card for historians. They show your depth as a scholar as well as your ability to communicate to different audiences.

- *Be Prepared for Revision:* When you submit your work for consideration to a publication, do not expect it will be accepted without requests for revision. Whether you're working with a professional editor or a peer reviewer, you can expect feedback. If you're publishing for a wide audience, be prepared to connect your research to contemporary issues. If you're submitting to an anonymous peer reviewer, keep in mind they may see your work through a different lens than you or your supervisor. Peer review can be a difficult (some

say ugly) process. Be open to constructive feedback. If someone is petty or cruel, seek support from your academic community.

- *Don't be afraid to say no*: For graduate students, opinions differ about how much of your research to publish and when. Talk to your mentors about how much you should share your work and ask for their input on the best venues. Very few conferences and publication opportunities are one-time-only. If your work isn't ready, if you are already overcommitted, or if your mental health is suffering, take a break from publishing that article, blog, or podcast.

2. Where to Share Your Work

As with most things related to academic work, there is a healthy debate about where scholars should focus their attention. Those who are looking to practice their craft in the
Galleries, Libraries, Archives and Museum sector (*aka* GLAM), government departments or research consultancies may want to focus their efforts on industry-specific conferences, magazines, and journals. In these sectors, non-peer reviewed work may count as much as (if not more than) peer-reviewed publications. Communicating with style and brevity may count more than complexity and engagement with scholarly literature.

If your goal is academic work, most agree that peer-reviewed articles/chapters and books should be your focus.

Publishing newspaper editorials, media interviews, blogging, and social media are expected of most public intellectuals, regardless of where they work. There is a growing acknowledgment that non-peer reviewed work should be acknowledged in hiring and tenure processes. Each university agreement is different, with some institutions counting public engagement towards service, and others not. By comparison, public engagement has great weight in museum and public history work. This isn't a debate that can be resolved in this career guide, other than to remind readers to approach sharing their work thoughtfully.

If you have a specific career goal in mind, do some research about the qualifications required for a job and the type of writing you'll be expected to do. If you're unsure about your next steps, consider sharing your work in a variety of venues.

3. Social Media

A social media presence can help you expand the audience and impact of your work, and build a professional network. Used effectively, social media can elevate your profile, but keep in mind these are public spaces. Reflect upon what you share as well as how it might impact your mental health and professional reputation. This need not be an onerous process. Just reflect upon your digital identity and what you want to contribute to the online conversation. You must decide whether to combine your personal social media presence with your professional voice. Some people find keeping these two worlds separate is best. Once you've reflected upon your online identity, review this "digital identity health check" from the career resource site www.jobs.ac.uk. It will help you to optimize your online presence, which, in turn, will help you share your research and expand your professional network, share your research, and expand your professional network.

4. Conferences

Conferences are venues for circulating your work, learning and networking. They are essential places to explore your professional goals and opportunities. You can use conferences as a way to develop your research and solicit feedback on projects in process. Try to avoid creating a project for a conference. Conference talks are time-consuming and, ideally, should have a symbiotic relationship with your other research and professional work.

If you can, attend a few conferences before you give a paper. Be selective in where you present, perhaps consulting with a mentor to get their advice on the most collegial and productive events. Conferences can be intimidating, especially when senior scholars in the field appear social and relaxed and you have no one to talk to. If you see your favourite scholar in line for dinner, introduce yourself! Don't feel like you have to say anything about their work. Just ask them an open-ended question about the event (I.e. How are you enjoying the conference? Did you attend any interesting panels today?) or remark upon your experience ("I really enjoyed the keynote because ...").

Many conferences offer funding for graduate students, in the form of reduced conference fees or travel grants. Some waive registration fees in return for volunteering at the registration desk. Explore the conference website to learn more about these options. Your department or university may also offer travel money to

assist with your registration, travel, and accommodation costs. In both cases, such funds may be restricted to paper presenters. Don't hesitate to inquire early about the availability of these resources. To qualify, you may have to apply several months in advance of the conference.

You should also take advantage of graduate student events at conferences. These people are your future peers and collaborators, and these venues are a great place to learn about the experiences of emerging historians from other universities. You should also consider attending committee or social events by groups within your scholarly association, like the public history group of the CHA. Here, you'll meet more established historians with similar interests and may find opportunities for collaboration. Beyond these social elements of conferences, there are a few other practicalities to consider:

I. *Getting on the Program*

Conferences are announced in Calls-for-Papers (CFPs) posted online. Check out our resources section for where to find this kind of information.

Conference program committees generally seek to develop a program that is balanced geographically, chronologically, and topically, including participants with diverse backgrounds and at various stages in their career, but a conference with a very focused theme may have a less comprehensive line-up. Most conferences, including the annual or regular meetings of large organizations, have a few highlighted themes that will also guide the committee's choices, although many papers that do not fit these themes will still make the final cut.

Conference sessions usually consist of two or three paper presenters, a chair, and a commentator who is expected to draw a few links between the papers and offer brief but constructive feedback to each presenter. Panels are often submitted in advance by a group of scholars. After a CFP is posted, many people put out a call-for-presenters through social media. You can initiate a panel yourself by reaching out to scholars in your field, but you don't have to submit as a panel. Although some conferences openly favour fully constituted panels, it is also perfectly acceptable to submit a paper.

In organizing a session, remember that the individual papers should clearly relate to each other and focus on a historically significant problem or topic. Avoid narrowly conceived sessions: only a small number of specialists will want to hear two papers on the same subject. Think broadly and comparatively. Use your session to bring

together two or three papers that address the same theme in different ways, or by considering different time periods, groups, and approaches.

Typically, a proposal consists of a short summary or "abstract" of each proposed paper (usually a paragraph), a one-page CV for each participant, and a brief explanation of the purpose and significance of the panel. One person involved with the panel usually acts as coordinator, amassing the required material from each participant and submitting it to the conference organizers by the deadline.

II. Presenting

At the conference, each presenter will have from 10 to 30 minutes to present their work. Conferences also sponsor panels or roundtables on a given subject or controversy. Usually, these include more participants, each of whom speaks briefly to the issue at hand rather than delivering a formal paper. Whatever the format, make sure you follow instructions and stick to time limits. Some panel chairs and organizers ask for papers in advance (especially if you have a commentator). If this is agreed by your panel, send your finished work on time. Try to avoid the mistake of sending a 35-page paper to a commentator expecting to read a 10-12 page one.

Many established professionals joke about writing conference papers on airplanes. If you're new to the profession, make sure your paper is done in advance of the conference. Practice ahead of time and assume that you will take longer in front of an audience. Keep your paper short enough to stay within the assigned time. Your panel chair has the duty to cut off presentations after the allotted time has expired. You don't want to be asked to sit down just before you have reached that eloquent climax. Nor do you want to rush madly through a paper that you know is too long; you will lose your audience. Use simpler prose than you would for a written paper you intend to publish; your argument will be easier to follow if your sentences are relatively short and use few subordinate clauses. Avoid the temptation to say too much; do not include too many details, statistics, or disclaimers. The best conference papers are almost conversational and informal, where the speaker focuses on the thesis and its significance for the audience.

If a microphone is provided for your presentation, always use it. Always. Microphones are provided for accessibility purposes. It is not acceptable to simply speak loudly or to ask if anyone needs the microphone. Doing the latter outs people who may not want to be vocal about particular capacities. Just use the mic!

Many online resources are available to help you create clear visual presentations to support your work. You should also consult guidelines to help make your presentation visually and intellectually accessible to all users. Don't let the technology dominate your talk, however. And be sure to show up early to your session to test your presentation and bring it in multiple formats.

The conference presentation (like the lecture) is also a performance. The quality of your work is the most important thing, but the audience will also evaluate your delivery. When giving your paper, remember to look out at your audience! Plan to wear an outfit that makes you feel comfortable and professional. If you can, rehearse the paper in front of colleagues or mentors.

Even after careful preparation, you can't control aspects of the conference presentation. Your session may be scheduled early and be poorly attended. You may have an audience member more interested in sharing their thoughts than engaging with your work. Whatever happens, engage with your panelists and audience as best you can.

5. Academic Publications

Peer-reviewed books and articles continue to carry the greatest weight in universities and colleges. Emerging historians seeking work in the academy should aim to publish their work in these types of publications.

If you have a dream publisher or journal you'd love to publish in, check their guidelines first. That way you can tailor your work and make choices about how much to publish

Once you begin publishing, register with https://www.accesscopyright.ca/ and https://publiclendingright.ca/sign-up to ensure you receive royalties from reproductions of your work. It isn't a lot of money, but it is a modest reward for your work.

A caveat: beware of predatory journals that will rush to publish your work or ask for fees in relation to publishing. They may be publishing hoaxes or work that hasn't been reviewed.

I. Book Reviews

Book reviews are a good starting point for academic publishing – a way to hone your capacity for collegial critique, engage in your field, and learn to polish your writing. You don't have to wait to be asked to write a review for a book. Let book review editors know you are interested in general (or in a specific title). How to do this varies by journal. Some will ask you to register as a reviewer or request that you add your name to a database. Others are less formal, posting lists of books available for review for which you can volunteer. Select a book that is close to your field of expertise, and avoid writing reviews of material published by your friends and mentors. For a writer, a book review is an important milestone in the research process and your review will shape other historians' first impression of their work. Whatever book you select, it is most important to write a fair analysis of the text and avoid unduly promoting or criticizing a work.

II. Journal Articles and Book Chapters

Scholars hoping to work in a university should try to publish one or two peer-reviewed articles during their PhD. Journals differ with respect to status, approach, and theme. Which journals are best is contested. Some departments and hiring committees (especially in the sciences and social sciences) rank journals and will use this ranking formulaically to assess job applications and tenure assessment. In other contexts, the prestige associated with a title operates informally and is often determined by one's ideological and methodological preferences. The post on *Unwritten Histories* by Andrea Eidinger offers this helpful breakdown of journals publishing work by Canadian historians that can give you a sense of their different approaches. New priorities like open-access publishing combined with critiques of bias and unpaid labour in peer reviews are changing the landscape of academic publishing. In the U.S., universities are more likely to rank journals using the H-Index.

Edited book collections are another way to get out an article. Calls for contributors normally get posted online via H-Net and other scholarly information networks. Editors of such books usually bring together scholars of varying levels of experience around a common theme. The review and revision process for such chapters is similar to those of a journal article. The value of an edited book chapter compared to a journal article is up for debate. Journal articles are a little easier to access online through databases and may therefore find a wider audience. A strong edited book, however, may get adopted in university courses. Before you write an article, consider

what academic audience you're hoping to reach with your work and what journal will best help you to establish a research profile.

i) Submission

Journal and book editors will provide you with guidelines for the length of your article and their preferred citation style. Follow these guidelines and adapt your citations to the preferred format prior to submission. If an editor requests APA, they will not be thrilled to receive a paper that follows the Chicago Style. Eventually, you'll have to adapt your work to the specifications of the publications, so it is easier to do it from the start.

The audience for a journal article and book chapter is usually other academics as well as graduate and undergraduate students. The goal is to situate your work in relation to the existing scholarship, share original research, and contribute new ideas to historians' understanding of your topic. Here, as with all publishing, it is important not to distort or dismiss the work of other scholars. Jargon-free prose is the best approach. Trying to sound smart doesn't usually work out very well.

ii) Review and Revision

Submitted essays will go through a confidential process of evaluation by two or three recognized specialists in the field. Usually, the assessor is unknown to the author, but the author's name may or may not be known to the reviewer. Confidentiality is maintained in the spirit of encouraging honest but fair assessment and maintaining rigorous standards. Peer reviewers will provide feedback and recommend whether the article is ready for publication.

Then, the journal editor(s) or equivalent will: a) reject your present paper, b) ask you to significantly revise and resubmit it for another round of review, or c) accept it for publication once certain revisions are completed. Most publications require some revision. Sometimes, the assessors suggest contradictory advice. If this is the case, you can ask the editor for their feedback.

Rejection and harsh criticism from peer reviewers normally isn't personal or a measure of your self-worth. All of us, regardless of our seniority, find it disappointing. You can revise and resubmit the article to the same or a different journal. Critique is part of the professional life of an academic. The "Resources" section of this manual

offers suggestions on places to seek academic and personal support in graduate school.

III. Books

The single-authored monograph is still widely viewed as the most effective way of securing promotion and tenure. Not all disciplines share this view and if you're aiming for a social sciences job, publishing your dissertation as a series of articles is the norm. In a tenure-stream job search, you should demonstrate that your thesis is in the process of publication and indicate your plans, if they aren't already underway.

A book represents the culmination of a research project; in the case of new graduates, this is usually a revised version of your dissertation. But even the most excellent thesis will not likely be immediately acceptable for publication. The rules that govern the production of a dissertation are different from the needs of academic book publishers. A dissertation is sometimes narrowly focused and built around making claims of originality solely by reference to a vast literature of other scholars. It's a book-length project designed to evaluate your competence as a historian, but it might not appeal to the wider audience needed by (increasingly cash-strapped) publishers. University presses will expect some revision and polish. Some authors do further research for the book, but it isn't always required. You may be asked to shift from the vantage point of the graduate student proving yourself worthy of attention to an "expert" who can discuss the relevant historiography with authority.

i) Choosing a Publisher

Research prospective university presses before you submit your book proposal. In Canada, most pre-tenure historians work with university presses because their work will be subject to peer review. Post-tenure, some scholars work with trade publishers that produce books for a wider audience.

You can get a sense of the approach of a press – in terms of the types of material they publish, their marketing, and tone – by checking out their catalogues or talking to editors at conferences. Different publishers may have different timetables and different reputations for efficiency. Ask other authors about the pros and cons of working with particular presses.

University presses will have submission guidelines on their website. You'll be asked to put together a proposal outlining your book's key contributions, its audience, and to

provide specific details about each chapter. Normally, it is the author who makes first contact. You can simply submit a proposal. If you have the option, however, introduce yourself before you submit by email or at a conference. Let the editor know what you're working on. They may have suggestions to help the proposal process go smoothly.

Note that you can send a query and a proposal to more than one publisher, but once a press asks to read your manuscript, do not submit to anyone else for consideration until you know whether or not that publisher wants to publish your work.

ii) Working with Your Publisher

Your publisher will provide you with style guidelines for the manuscript. As with all publishing, these need to be followed. Press editors also prepare reports for their publications committee on the quality and commercial viability of the project. Once the manuscript is complete, your publisher will send it out to two or three anonymous peer reviewers.

At some point, your press will ask you to sign a contract – often when the manuscript is accepted for review or after revisions are complete and it is ready to go into the production process. The press will likely have an exit clause in the contract, which is language that allows them to withdraw if there are problems in the review process. Canadian university presses do not have big budgets, so general wisdom is that there isn't much room for authors to negotiate royalties and other perks. That said, you should ask questions and assert yourself. Ask for details on how many books will be published, in what format, and at what price point. You can also ask if you can retain copyright on the work and have extra author copies.

iii) Review and Revision

Book production can be a slow process. You may be surprised about the amount of work authors undertake to prepare the manuscript. Some presses may do this in a different order, but the work includes:

- Peer review: you may be asked to do more than one round of revision, depending on the comments you get from your first readers.
- Images and tables: you will likely be responsible for submitting high resolution digital scans of any images and maps included in the book. You will also likely

be expected to clear copyright for this material. Most journals won't have a budget for a staff member to do this for you or to pay for images.

- Copy editing: once the manuscript is accepted, your publisher will send it to a professional copy editor. You'll have to be in regular communication with this editor, responding to queries about your work.
- Indexing: presses ask authors to do their own indexes. If you're able to secure funding, they can recommend a professional indexer. If you do it yourself, investigate options such as indexing software that might help offset the time and cost associated with this task.
- Page proofs: the book will be typeset and you'll receive page proofs. At this point, only minor edits are allowed.
- ASPP application: Canadian academic presses can apply for federal grants to subsidize their scholarly books through the ASPP (or Aid-to-Scholarly-Publishing Program). The confidential peer review process is carried out by both publisher and the ASPP. In many but by no means all cases, the fate of the book depends upon the grant. Your editor will guide you through this process. You'll be asked to describe the book, make a case for its contribution to the field, identify keywords, and explain how much of the work has previously been published.

iv) Marketing

As your book nears completion, your press will provide marketing forms. You'll help the press identify journals where the book is likely to be reviewed and faculty who might want to adopt the book for courses. The press will also include you in developing a summary of your book from their website and the back cover.

Authors can play a big role in the marketing of their book, if they choose. Ask your press if they have a blog or other venues where you can write a post, an op-ed, or share an excerpt of your book. Your press may have other options for promotion – such as giving a talk or answering questions at a conference booth.

You can also undertake this kind of promotion on your own, but check with the press to make sure they're aware of your initiative.

6. Magazines, Journals and Op-Eds

Magazines, industry publications, and newspapers have different audiences than academic journals. Publishing in these venues requires lively, tight writing. Your message will have to be clear and references to research publications excluded (or substantially limited).

If you're pursuing a non-academic university job, or looking for work in the GLAM sector, or with consultancies, these venues may offer better professional payoff than academic work.

Submission guidelines for popular publications are not quite as standardized as they are for academic journals and presses. Some examples of potential outlets below:

i) Op-Eds

Op-eds are opinion pieces on newsworthy topics. If your research helps to provide context on headline-making events, an op-ed is a good way to get your ideas out there. McGill University has a useful list of tips and links for researchers who are preparing an op-ed for Canadian newspapers.

Publications will post guidelines on what to submit on their website. To gauge interest, you can send a one-paragraph pitch to the Opinions editor before you submit. But keep in mind that the turnaround time may be less than 24 hours. The paper will want to share your piece while the topic is still in the news.

ii) Magazines and Journals

Professional magazines and journals are a good venue for sharing research and projects about the practice of history. In these venues, a strong narrative or storytelling element is key. They aren't just mini-academic articles. These are standalone pieces that tell the story of your work or ideas in lively, concise prose.

Magazines publish guidelines online to help authors prepare a pitch. Some, like the editorial guidelines for *Canada's History*, give you in-depth information about the preferred approach, length and format of an article. Most magazines also ask that you emphasize links between research and contemporary Canada. Providing historical context is important but publishers want a concrete connection to current events that will hook their readers.

7. Creative Storytelling, Digital Projects and Exhibitions

Sharing Your Work

If you're in a public history program, your final project might be a three-dimensional exhibition, creative or digital product that does not rely heavily on written words. For historians, creative projects offer great potential to engage and immerse and audience in an idea, to tell stories, and to expand the reach of scholarly research. Such projects will likely rely on other forms of promotion – social media, blog posts, word of mouth or ads, to draw attention to the work. If you are working with a physical project, try to document the with photos and videos that you can share the work on job applications.

Creative projects can comprise a wide range of techniques and technologies, and have, perhaps, fewer hard guidelines than other forms of sharing your work. Concordia Universities "Centre for Oral History and Digital Storytelling" has a good set of resources to introduce you started in this area. The Resources section of Museums.ca and the National Council on Public History also contain a wealth of ideas and guides for this type of work.

Whatever tools you use, sharing your work is about getting your ideas out there and connecting with your audience. It helps you to participate in a scholarly conversation, shape the historical literature and to reach a larger public. Always keep your mental and professional health a priority, but at the same time, don't be afraid to put thoughtful ideas into the world. Engagement can reap unexpected rewards and expand upon what you do as a historian.

7. The Job Search (Outside Academia)

Edited and expanded by Lindsay Bilodeau, PhD Candidate, Victoria University of Wellington and Jenny Ellison, PhD, Curator, Sports and Leisure, Canadian Museum of History with contributions from Gillian Leitch, PhD, CDCI Research and Michael Eamon, PhD, Principal, Catherine Parr Traill College, Trent University

Today's history graduates are far more likely to work outside of universities. As such, this chapter presents information about job searches for positions where you're most likely to employ history – the public and private sector, galleries, libraries, archives, museums, as a freelancer or research administrator. If you're looking for resources on academic job searches, you'll find that in the next chapter.

History and other Arts degrees provide you with several important and transferrable skills that will carry you forward in your career. Talking about skills as they relate to graduate school is a relatively recent phenomenon. For some, it implies that university training is meant to prepare you for work and in focusing on the question we devalue education in the humanities. This isn't true. Every job requires a skill set and capacities which are applied to different projects and challenges.

For the last few years, "academic" has been the frame around which historians have described the job search. In numerous articles, jobs are categorized as "alt ac" (alternative academic) or "post-ac" (post academic), "non-academic) or academic. Do you notice a trend there? Employing History moves beyond this classification of jobs solely in relation to the academy. Talking this way contributes to the erroneous idea that we can understand jobs in history only in relation to the academy. There's a lot of meaningful work out there as the profiles in this section show.

Starting Your Search

As you think about your career goals and prepare for a job search, it is useful to think about what drew you to graduate school in the first place. Was it a desire for social change, a love of research or passion for teaching? You might also reflect on your strengths and preferences. Do you like a structured 9-to-5 workday? Are you better at long or short deadlines? What makes you feel exhilarated and drains your energy? Your answers to these questions are potential starting points for a reflection on where to put your energy and focus during a job search. You might

find you have multiple answers to this question. That's okay! Just remember to tailor your documents and approach for different career tracks. Resources for this can be found in the sections below.

Research is another big part of the job search. Look around and see what kinds of jobs are out there. Along with this guide, numerous organizations (including the CHA), universities and private consultants offer "job profiles" showcasing the work of people with history degrees. These are created to give people a sense of how history is practiced in different settings. In graduate school, you may or may not get many opportunities to learn from or about work in other fields. Profiles and guides give you a glimpse of the kinds of work available. Professors reading this manual should also take this information to heart. Consider whether and how you can include assignments, guest lectures or other in-class work that supports your students' understanding of diverse career paths.

You can also do research online through LinkedIn or websites for public and private organizations, to get a sense of what kinds of jobs are available. Look at job titles, job postings and, when possible, examples of work that the organization or institution you're applying for does. If you can see yourself in these roles, try reaching out for informational interviews. If you don't know anyone working in these roles, a short email or LinkedIn request is sufficient. Explain who you are, why you're reaching out, and ask if you can have 30 minutes to discuss their experiences with work. Not everyone will answer, but some people will. Keep in mind these conversations are informational only. They're not intended to ask for work or as a mini interview. Ask what a typical workday look like, what kind of projects they do and on what timelines, are their opportunities for training and advancement, how often they hire and what process to candidates go through?

Tailoring Your Job Search

Below you'll find different areas where people 'employ history.' We've eschewed labels like "public history" and "GLAM sector" (galleries, libraries, archives, and museums). The focus here is on places you're most likely to "employ history." It isn't a comprehensive list, but a broad resource aligned along the following categories:

1. Museums, Galleries and Cultural Centres
2. Public Sector

3. Archives
4. Private Sector
5. Community-Based
6. Freelance/Contract
7. University and Research Administration

For each category, you'll find a summary of the field and types of work you might do in the area, job search tools and career profiles. At the end of this section, there are some general tips on Resumes/CVs and cover letters and preparing for interviews.

1. Museums, Galleries and Cultural Centres

a. The Field

Museums and Galleries in Canada range from large, publicly funded and research-focused institutions to small, locally or artist specific institutions. Within Museums there are multiple potential roles for people with history degrees: Curators, Educators, Creative Developers (who help translate research for a wide audience), Marketing, Collections Managers (who catalogue and move objects in museums and galleries) and Conservation specialists (who preserve artifacts.

At large, federally, and provincially funded institutions (i.e. the National Gallery of Canada, Canadian Museum of Immigration at Pier 21, The Royal B.C. Museum) these are discrete roles. Curators don't handle collections, and marketing doesn't engage in research. In smaller Museums and Galleries, staff tend to take on multiple roles, i.e. curator and fundraiser, collections and exhibitions manager, gallery director and marketer. French-English bilingualism will be required (or an asset) and many large Museums and Galleries. In Cultural Centres focused on Indigenous groups and regional institutions, other languages may also be an asset.

Working in a gallery or museum, you'll draw on your knowledge of history very broadly. If you work in a curatorial or education role, you'll be focusing on a broader area that your thesis – likely an entire region, country, or sub-field of history. Work in Creative Development, Collections Management and Conservation can require more specialized training, and you may need to pursue a certificate, diploma, or degree to secure work in these areas. Even then, a history background will provide meaningful context or skills for your work.

If you are under 30, you qualify for the "Young Canada Works" administered by the Canadian Museums Association. These paid roles provide work experience in Museums and Galleries across the country. Such programs give you a chance to try different types of work and to network with museum and gallery professionals. Keep in mind, as well, that some graduate programs will offer you the opportunity for in-class experience or co-ops in these spaces. Check with your graduate director to see if there are course options like directed readings that would allow you to explore this field. Some institutions may also employ students during the summer, you'll need to check their websites for these listings.

If you're interested in work in this area, familiarize yourself with current issues and debates specific to the field. You can find information on the webpages or social media channels of organizations like the Canadian Museums Association, provincial museum associations, Museum Computing Network (mcn.edu) and Museum Next (https://www.museumnext.com/), among others.

b. Job Search Tools

- Canadian Museums Association Job Board and Young Canada Works listings: https://museums.ca/site/aboutthecma/careersheritageycw

- Work in Culture: https://workinculture.ca/

c. Profile: Laurie Dalton

What is your current role?

I'm the director/curator of a university art gallery. I research/curate from 4-6 exhibitions a year, oversee and develop a permanent collection of over 2,500 works of art; and implement marketing and social media. I also plan outreach programming varying from schools, community groups, and university classes. I am also an Adjunct Professor in a department of history/classics. On average, I teach 1-2 courses a year. I also am active in my research, which broadly looks at transnational connections within Canadian culture and museums narratives.

What degree(s) do you have?

The Job Search (Outside Academia)

I have a BA (hons) in Art History, an MA in Art History, and a PhD in Canadian Studies

Did you work during your degree(s), if so, were your jobs related to your degree?

Yes, I worked through every degree. Some jobs were directly related to my studies (I was a gallery assistant), however others (working in coffee shops, bookstores etc.) though not directly related helped to instil a good work ethic and public relations skills – which is also an important skill to have as a curator in a public museum.

When did you start applying for after graduation jobs during your last degree?

I started to apply after I completed my comprehensive examinations. There are not a lot of jobs in curating/museums/teaching, so I applied as I saw them. I got the job I currently have while completing my PhD.

What is one search tool or university job support program that you found useful in your job search?

The Canadian Heritage Information Network is a good source. H-Net is a good source for employment and research opportunities.

What is one skill that helped you succeed in your application for your current role?

Determination, it's important to have a strong research skill set, but being approachable and engaging in your interviews is also key.

If you teach or have remained part of academia, please describe the process of applying for and beginning this career. Can you provide advice from your experiences with contract negotiation and committee work?

Contract negotiation is tricky, as usually you are just happy to have gotten the job! I would suggest talking to others at the institution and ask them for advice.

Committee work is important, but you should be careful to balance it with your work if you have a temporary contract. I also strongly suggest serving on committees outside your organization: at either the local, provincial, or national level. These are important opportunities to build your skill set and network.

My position is a curator at a university art gallery and is a part of the collective bargaining unit (same as professor and librarians). However, each place is different. My general advice is that I suggest working throughout your degree – it helps the transition much better and it is a key skill in time management and keeps you within the 'outside' world from academia.
More and more studies show how companies value the skills from 'arts degrees' – so tailor the language in your resume to highlight these strengths. Also, there should be no pressure that an 'academic' job is the only job – there are many exciting and fulfilling paths you can do with your graduate degree.

How did you balance your personal preferences, for example cities you did or didn't want to live, institutions or companies you did or didn't want to work for, with the need to get a job and build experience?

That is a very personal choice, however I think success in your work also connects to your quality of life. My core advice is to choose what is best for you, not what others expect you to do: your career, while fulfilling should not be your only focus.

I know that when I am 100 years old I will not think that I should have written one more paper/gone to one more conference, instead I hope that I will have had a well-balanced life: the people that I met, the places I travelled, the connections made.

What do you wish you had known about the job search when you finished your graduate studies?

I would say to not take things personally: sometimes the person for the position has already been pre-selected even with the job posting. There can be a lot of internal politics at play that have nothing to do with your skill set but stay the course and you will find a good fit.

d. Profile: Elizabeth Scott

The Job Search (Outside Academia)

What is your current role?

I am the Curator of the Western Development Museum, which is the provincially mandated human-history museum of Saskatchewan. I am also appointed as Adjunct Professor in the Department of History at the University of Saskatchewan. I lead a Curatorial Department of 8 staff members. Our responsibility is to care for the 75,000+ artifacts in our Collection and stimulate interest in the history of Saskatchewan through exhibits, research, writing, outreach, and education. As a generalist museum, we cover a wide range of social, cultural, and economic topics.

What degree(s) do you have?

BA (Hons.) History and Indigenous Studies, MA History, PhD History

Did you work during your degree(s), if so, were your jobs related to your degree?

During my undergraduate years I worked part-time in two jobs that helped further my administrative skills. Neither of these experiences were directly related to my degrees, but they gave me invaluable experience that led to later jobs with more progressive responsibility and eventually an alt-ac job in my field. I also worked in retail for a year after my first year of study. It gave me a lot of customer service experience. I also volunteered through my undergrad and MA for my political party. I worked in my field during my MA as a teaching assistant.

I worked in my field during my PhD as a teaching assistant and a sessional lecturer. I also had one research assistant job. During my PhD I was elected to the Board of Directors of my primary-health community clinic, which gave me a great deal of experience in policy governance.

When did you start applying for after graduation jobs during your last degree?

I was not actively looking to get back into work toward the end of my PhD because I was on maternity leave.

In brief, can you tell us about a search tool or university job support program (if any) that you found useful in your job search?

I found out about my current job on Facebook by sheer luck! I was not searching for work.

Can you briefly describe one skill that helped you succeed in your application for your current role?

The skill that stands out the most for me is the progressive responsibility I'd been tasked with in each of my roles and degrees prior. Administrative experience is seen as an important asset in any public service job. For example, I was able to meet the requirement for budgeting in my current role because I had overseen a budget as a Citizenship Officer and also when I was a Board Director of my primary-health community clinic.

Can you provide advice from your experiences with transitioning from life as a graduate student to a full or part-time member of the workforce?

This one is harder. Going back to 9-5, full-time hours is a huge adjustment, especially as a parent with small children. I had way more time and flexibility as a graduate student and post-doctoral fellow. After three years, I still haven't found a balance I'm happy with between work and home. Instead I'm trying to be clearer about my boundaries. I'm learning to say "no thank you" more often.

The other thing that is very different is working on a team. Academia is largely geared towards individual achievement. Alt-ac workplaces are far more relationship-driven places. Networking is essential, as are organizational values like teamwork and service.

Finally, the role of a public servant is to work for the public stakeholders the organization exists to serve. You must learn to shift your focus outward more of the time and let go of the inward reflection that academic study demands and encourages.

How did you balance your personal preferences, for example cities you did or didn't want to live, institutions or companies you did or didn't want to work for, with the need to get a job and build experience?

Staying in Saskatoon was a non-negotiable for me. So, whatever I was going to be doing after the postdocs ran out was going to be in Saskatoon. I was ready to be flexible and look at other areas of interest, maybe go back to the Federal Public Service.

What do you wish you had known about the job search when you finished your graduate studies?

For parents - the only regret I have is that I went back to work very soon after my second child. I always say I got my dream job five years too early! But we try as a family to make it work because it's a huge privilege to do this work for the people of Saskatchewan and work in my field.

2. Public Sector

a. The Field

Public sector work can be for federal, provincial, or local governments, non-profits, and unions. Within these areas, you can find work as a historian, researcher, policy analyst or lobbyist, among other jobs. Your experience working with historical documents, researching, analysing, and writing will be applied to specific issues and policy projects in these roles. As a public sector worker, you'll be asked to synthesize information, offer recommendations, write policies and guidelines. A second language will may be an asset in this area, French if you are working with federal/provincial governments and Indigenous languages if you're working with a community group or non-profit.

As with any field, you should network and learn as much as you can in your desired field. Making personal connections, whether through someone you know or someone with an interesting career, will be essential. People already working in the field can give you a sense of the day to day work of their department or ministry. From these connections you may also learn about job openings in the field. Contracts and student work in these areas can lead to meaningful future work.

Historians working in government stress the importance of tailoring your job documents to the competencies outlined in job postings. Address each of the

essential qualifications in your letters and resume. You may find that government postings ask you to fill out a questionnaire rather than provide a cover letter. Here, you provide a detailed and specific accounting of your experiences and how it applies to the work. Examples from research, teaching, conference organizing, union committee work, and other work will have value here. Your challenge will be to narrate these experiences: tell a story that demonstrates a thoughtful reflection on the role and what you bring to the position. Julien Labrosse kindly provided his responses to such a questionnaire, and you can find that in the Resume/CV section of the guide.

During the interview process, you may also be asked to do a language test. Language requirements will be listed in the job posting according to a letter code (CBC, BBB, etc). A guide to this process, sample tests and an explanation of the codes are on the Public Service Commission website. Language training may be offered on the job. It varies across institutions and departments.

b. Job Search Tools

- Federal Public Service Recruitment: https://www.canada.ca/en/public-service-commission/jobs/services/recruitment.html
- Federal Hiring Programs for Students: https://www.canada.ca/en/services/jobs/opportunities/student.html
- For provincial and territorial programs, search "public service" and your province/territory.
- Charity Village: https://charityvillage.com/
- Work in Non-Profits: https://workinnonprofits.ca/

c. Profile: Alison Norman

What is your current role?

I'm a historian for the province of Ontario. I provide historical advice and answer questions about Ontario's Indigenous history for staff working across government. Much of my core work relates to conducting research for land claims, as well as educating government staff in Indigenous history. There is a huge need for this work, and a growing interest on the part of staff who want to learn more, which makes my work so rewarding. I also manage my ministry's library.

The Job Search (Outside Academia)

What degree(s) do you have?

BA (history major), MA (history), BEd (intermediate/senior, history and geography), PhD (history)

Did you work during your degree(s), if so, were your jobs related to your degree?

I worked at several jobs, both unrelated and related to my degree. Some of the most important work I did was: federally funded summer work experience program, at a historical society; as the grievance officer at my university's union for TAs and sessional staff; and sitting on the board of directors at a provincial historical society. (Along with TA work, RA work and sessional work).

When did you start applying for after graduation jobs during your last degree?

I started applying for jobs during my postdoctoral fellowship. I applied for a few academic jobs, but mostly for jobs beyond the academy, and I looked at organizations and government.

In brief, can you tell us about a search tool or university job support program (if any) that you found useful in your job search?

Honestly, the best tool is networking, connections are really how I navigated the job market.

Can you briefly describe one skill that helped you succeed in your application for your current role?

Less a skill than an honest desire to use my historical knowledge and research skills to contribute to the resolution of historic grievances (as part of the land claims process in Ontario). I really, really wanted my knowledge to be useful when I was looking for work beyond the academy.

Can you provide advice from your experiences with transferring your skill set from your degree(s) to work outside academia?

Following the standard advice about a changing a CV to a resume, condensing all of your publishing and teaching etc., but also to be clear about results on the resume. Don't just list that you did research assistantship for a professor. Say that you conducted research that led to publications and conference papers. Outcomes are important to hiring managers.

How did you balance your personal preferences, for example cities you did or didn't want to live, institutions or companies you did or didn't want to work for, with the need to get a job and build experience?

I personally decided that I would not leave my city, although was lucky in that it's a huge city with lots of opportunities. Geography was primary. I applied for all sorts of jobs here where I thought I could use my skills and my knowledge, and where the employer would see value in my resume.

What do you wish you had known about the job search when you finished your graduate studies?

How necessary it is to collect work experience beyond the university. Assume from day one that you may not end up with an academic job and plan accordingly.

Also, I had no idea that jobs like I now have existed. No idea that I could use history to make a real impact in the world, that I could continue my work to educate people in Indigenous history, but government staff instead of university students, and that I could continue my research, publishing and conferencing on the side of my government job. I'm thrilled with where I ended up!

3. Archives and Libraries

a. The Field

By the end of their degrees, most historians are familiar with the essential work of libraries and archives in collecting, preserving, and circulating information. While your knowledge of history and research experience will provide insight into this field, be aware that many jobs in this area require a specialized degree, the Master of Library and Information Science (MLIS). On the job sites listed below, you'll also find numerous job postings in this field for work in education, public

programs and outreach, curation, research, data management and copyright management.

As with Museums and Galleries, large federal, provincial and municipal institutions can be more specialized, with staff assigned to a particular area (i.e. children's literature, public records), theme (economics, sport) and even type of asset (i.e. digital, books, artifacts). Smaller organizations may require you to work on different parts of the records management and public outreach process.

Archival and collections management jobs are included under the umbrella of the "Young Canada Works" program administered by the Canadian Museums Association. These paid roles provide work experience in archives and don't usually require an MLIS. Such programs give you a chance to try different types of work and to network with professionals. If you are interested in this field, you should check with your graduate director to see if there are course options like directed readings that would allow you to work with a librarian or archivist.

If you're interested in work in this area, familiarize yourself with current issues and debates specific to the field. You can find information on the webpages or social media channels of organizations like the Association of Canadian Archivists (https://archivists.ca/), provincial archives associations, the National Council for Public History (https://ncph.org/) and The American Archivist journal: https://americanarchivist.org.

b. Job Search Tools

- Partnership Job Board: https://partnershipjobs.ca/jobs
- Canadian Association of Archivists Job Board: https://archivists.ca/Job-Opportunities
- iSchool Job Site: https://ischool.utoronto.ca/job-site/

c. Profile: Sarah Glassford

What is your current role?

I'm in charge of the small Archives and Special Collections unit at a university library, which houses collections relating to the history of the university and its region. My work is self-directed and revolves around preserving records and

making them accessible. I liaise with donors to acquire records, then select, arrange, and preserve them. I devise ways to make our records discoverable, ensure our physical space is secure and climate-controlled, and help researchers find what they need. I also sit on committees related to archival and heritage work, serve as the public face of the archives, and advocate for resources the archives needs.

What degree(s) do you have?

BA Honours (History & English), MA (History), PhD (History), Master of Library and Information Science

Did you work during your degree(s), if so, were your jobs related to your degree?

I spent a co-op term working in an archive, which was directly relevant to my goal of becoming an archivist. I did volunteer work in archives both before and during my MLIS studies, which was equally important. Volunteer work is highly valued in the Library and Information Science (LIS) field.

When did you start applying for after graduation jobs during your last degree?

I began applying to full-time archives jobs in my final semester of the MLIS program.

In brief, can you tell us about a search tool or university job support program (if any) that you found useful in your job search?

In Canada, two great search tools for jobs in the LIS field are The Partnership Job Board (https://partnershipjobs.ca/) – this one covers Canada as a whole – and the University of Toronto iSchool Job Site (https://ischool.utoronto.ca/job-site/), which is more Ontario-centric but still covers Canada.

Can you briefly describe one skill that helped you succeed in your application for your current role?

Organization and the ability to manage large projects with little or no supervision are requirements for being a successful archivist. Having History graduate degrees

set me apart from other job applicants because it meant I understood and valued the past *and* the scholars who study it.

If you teach or have remained part of academia, please describe the process of applying for and beginning this career.

For my current job as archivist in an academic library I submitted a 2-page cover letter and 6-page CV, plus three letters of reference. My interview included a public presentation on a set topic, meetings with library administrators, an around-the-table formal interview, and lunch with the hiring committee. (It is not uncommon for there to also be a practical component, such as submitting an archival finding aid conforming to the Canadian Rules for Archival Description (RAD), but that was not part of this job application/interview.)
Once hired, I was left alone to acquaint myself with the archives and set my own priorities. I put my history skills to work by interviewing retired staff about the origins and evolution of my archives, to inform my plans going forward.

Can you provide advice from your experience transitioning from working in academia to working in the private or public sectors?

Shortening my scholarly CV into a LIS-style resume was hard because it seemed to erase those years and experiences. I focused my applications on archival skills but signalled the existence of my scholarly achievements by framing myself as a "value-added" candidate for the position, given my previous career as a historian.

How did you balance your personal preferences, for example cities you did or didn't want to live, institutions or companies you did or didn't want to work for, with the need to get a job and build experience?

I did not have family obligations to consider, so I applied only to jobs I could imagine being happy doing and put very few limits on location or type of institution.

What do you wish you had known about the job search when you finished your graduate studies?

I wish I had known that a lot of people go through a major career change at some point in their life (as I eventually did). We're inundated with cultural messages

about following your dreams and never giving up, and don't talk enough about the fact that although you may not be able to earn a living doing the thing you love *most*, it's never the *only* thing you can do and enjoy. Smart, creative, well-educated people (I'm looking at you, History grads!) usually have more options than they realize.

4. Private Sector

a. The Field

It might surprise you to know that there are private sector jobs in history. Private companies hire historians to conduct archival research for legal cases, for public history projects, and to do ethnographic and market research on human behaviour. In these roles, you'll employ archival research, data management, oral history and technical skills built in graduate school for purposes like land claims, to develop public-facing work for communities and institutions, and for consumer insights. You don't have to be afraid of the private sector! There's meaningful work being done to apply historical methods to contemporary projects. You can have an impact on the public's understanding of the past, explore your curiosity about human experiences and work with a team to craft case studies, legal briefs, websites, books, films, and exhibitions.

Searching job work in this area will require research on different firms, their methodological approaches, and clients. Some companies will specialize in Indigenous special claims, others might do ethnographic work on health care experiences. You may want to seek work with a strong connection to your research expertise. Pay attention, too, to job titles. The words used to describe work in this field will vary: ethnographer, associate or research associate, analyst, strategist. Look carefully at the skills listed in the job posting and fine parallels with your experience. Just like in universities, different companies use different words to describe similar methodologies.

You're likely to work on teams with other researchers in the private sector and your work will be applied to a specific project. Your research parameters will be set according to the needs of your client, the deliverables required and budget. As with government roles, writing for private sector clients will be different. You'll likely be preparing documents and products for the public and legal experts and will have to tailor your writing for these audiences. There may also be space for creativity in

these roles, in that you could be translating historical insights for a documentary, digital project, or exhibition. Finding new ways to bring history to life can be exciting work!

Historians working in the private sector engage with different professional networks. The National Council of Public History has a resources section dedicated to consultants and practitioners for history. This is a good place to start if you want to better understand the field. The Canadian Association of Heritage Professionals is another resource you can consult for information on this type of work. Here, as with every field, it is important to approach the job search with an understanding of the priorities, methods, and protocols of the company to which you are applying. Show that you've done the work to understand how you can contribute to the team

b. Job Search Tools

- Postings in this area are not centralized in one space:
    - Check the websites of specific firms or approach their HR department about how to apply for work.
    - Review LinkedIn and other job search sites for specific job titles.
    - Reach out to people working in the field to learn about their experiences finding work.

c. Profile: Ryan Shackleton

What is your current role?

I'm the director of Know History. My biggest roles are business development, i.e. finding clients that want to pay for history. And then managing the financing, the accounting, operations, and staffing. I don't do as much history, except on a very high level to say this is where we want to go, this is the kind of project plan that we're going to implement, this is what the client needs. That comes from 20 years of experience in doing projects. I've done probably, in my lifetime, 400 projects. Each one is different, but you start to see similarities between them and what a project needs.

What degree(s) do you have?

B.A. and M.A. in History from Carleton University

How did you get started in history consulting?

In University, I started doing research contracts and really enjoyed it. After I graduated, I worked for a number of big research consultancies where I eventually started to do business development. Eventually I decided 'I think I'll start my own firm.' I wanted a company that was really focused on its employees. With that in mind, I started Know History in 2011. The company has really grown since its inception. We never intended it to get to 50+ people. We had always thought if we could get to 20, that would be the ideal size. Then it just kind of blew up. Now we have two offices, one in Ottawa and one in Calgary, as well as one staff member in Toronto. The costs are so expensive in Toronto we're in a co-working space right now. We're currently trying not to grow anymore we're trying to stay around 50 employees.

Can you describe a skill you gained or perfected in graduate school that is relevant to your success?

I wasn't a very good student. I could barely write. I'm not saying that jokingly or disparagingly. I spent a lot of time working on writing and taking courses in plain language writing and getting my writing to a level where it wasn't terrible. One of the things I learned from a mentor was to be meticulous about reports. When my mentor sent reports out, they were absolutely perfect every time. That's something that has been carried forward to Know History. The ability to write clearly and in plain language is more important than anything else. The other hard skill that I think is really necessary, and it's being lost, is the ability to go into an archive. It's a skill to know how to use a finding aid and not just a keyword search.

Can you learn public history in school or is that something that you must necessarily learn by immersing yourself in the workplace?

Getting out of University with a PhD or an MA, that's your minimum requirement now. Then you start the on-the-job learning. When we look for staff, we look for someone that's willing to learn, that's passionate about history, and has the ability to work in a team. Unlike academia where you go off and write a book by yourself, or you finish your PhD over four years by yourself, in a history consultancy you're having weekly meetings and are constantly collaborating with people. So, the most

important skill that all of our staff has is their ability to work on a team - and be supportive at times to be a leader at times.

I think that the other thing that academia does is give people a more flexible schedule. Sitting at a desk for eight hours a day takes a lot of effort to really focus in and do great work. I think that some of those hard skills, such as being in front of a computer, being all day "on" and even just knowing how to write a proper email, dealing with situations like that. It's all immersive and I don't think we're doing a very good job in universities teaching that. Some programs are definitely better than others. And some individuals just have it more naturally.

How can historians working in universities (and the CHA) be more inclusive of different approaches to doing/working in history?

I have a lot of thoughts on that. I think the CHA is irrelevant for public historians in Canada. Know History has 50 employees and we do $5 million dollars a year in business. Our typical project size ranges from $60k to $500k. Those are numbers that the Social Sciences and Humanities Council (SSHRC) looks for from organizations. We also published three books this year. What I mean to say is, history happens outside of academia just as much as it happens within it. Often, I think, academia needs a reminder that history happens all across sectors. Museum exhibitions, for example, can expose thousands of people to history. I do think that there's a place for academic history, but we need to give training outside of that.

To that point, Western's public history department is a great example of the kind of work I'd like to see across academic institutions. We actually set up a scholarship there, just so we can get their best student every single year. They actually put students into the field to give them training on historical GIS information, they give them database training. So, all of the Western students—and we have quite a few graduates that come with these hard skills that can be used. I don't think that's happening in regular stream History. There is employment out there and I think that you can make a very successful living at it. You can do some amazing projects. You can travel throughout Canada or the United States doing it and still be involved. Academia is not the only option, and in fact, there seem to be more history/public history career options outside of that insulated bubble.

What are you looking for in a Know History team member?

One skill that I think that we look for in all of our team members is attention to detail because you've got to get things right when you're working on the sorts of contracts we get offered. I noticed that that's not always taught when you're writing a big theoretical piece. They're looking at big ideas in many academic settings but for us, it's about getting the facts and footnotes right, especially if the research is supporting a legal case that will be used in court.

How will the field of historical consulting change in the next ten years?

History is definitely going digital, in fact, we just promoted someone to our digital history lead. We even work with a company out of Vancouver to design specific software for our clients. So, history really is going digital and whether it is the digital workflow, producing documentaries, or working with oral histories, that's where everything is going. But historians also need the personality to get into the community and do oral history and be aware of what they're doing.

5. Community-Based Research

a. The Field

Community-based research (CBR) work is driven by communities and communities participate in every stage of the research process. This work often addresses social issues and is undertaken with the goal of improving communities, addressing inequity, and advancing policy. Often, this field brings together academics, communities, businesses and/or government. Research developed in collaboration with Indigenous communities is a major area for CBR. Projects with Indigenous communities require awareness of, and sensitivity to, histories of colonialism and past practices of abuse and extractive research. In this field, you'll likely use methods honed in graduate school (archival research, oral history, CBR) alongside other skills, like outreach, writing, and project management.

Job titles to look for when exploring this field might include: community-based researcher, research coordinator, researcher, policy analyst or policy development specialist. Since such projects are often the result of partnerships between communities, academics, and other organizations, you should check the websites of organizations connected to your areas of interest, i.e. health equity, housing, Indigenous communities, food security.

If you're still in graduate school, check to see if your university has a CBR office. Many institutions have a research office dedicated to this area of work. There, you may find connections to your graduate research, work-study opportunities, and information about local organizations that used community-based research methods. While this is a specialized type of research, it is an approach that is already built into the university system. If you can tap into resources while you are still in school, it will help you to learn more about work available in this field.

Since CBR is specific to communities and particular issues, to familiarize yourself with professional standards and current debates in the field, consider checking out the work of researchers and organizations working in the area of interest and expertise. Here, you can identify common research methods, terminology, case studies and events that will help you to better understand the field.

b. Job Search Tools

- Postings in this area are not centralized in one space:
    - Check to see if your university has a CBR office.
    - Keyword search jobsites like https://workinnonprofits.ca/, https://charityvillage.com/, or LinkedIn.
    - Identify advocacy organizations, non-profits, and research institutes in the field to identify networking opportunities and job sites.

c. Profile: Jess Dunkin

In 100 words or less can you describe your current role to us?

I worked for 4.5 years as the Director of On the Land Programs at the NWT Recreation and Parks Association before being appointed Director of Research and Innovation in August 2019. In my new role, I am responsible for enhancing the capacity of the NWTRPA to engage in research, while also managing and participating in research projects that are relevant to the organization, the sector, and NWT communities.

What degree(s) do you have?

B.A. and B.Ed. (Trent University), M.A. and Ph.D. (Carleton University)

Did you work during your degree(s), if so, were your jobs related to your degree?

During my graduate degrees, I worked as a teaching assistant, research assistant, an editorial assistant, and a contract instructor.

While at teacher's college, I worked for Trails Youth Initiatives, an outdoor program that works year-round with vulnerable youth from the metro Toronto area.

When did you start applying for after graduation jobs during your last degree?

My intention throughout graduate school was to secure a tenure-track position. I started applying for academic jobs during the third year of my doctorate. I graduated at the tail end of year four, still jobless. I was fortunate to be awarded a SSHRC post-doctoral fellowship the year after I graduated, which "bought me some time," so to speak.

In brief, can you tell us about a search tool or university job support program (if any) that you found useful in your job search?

At the time (which was almost a decade ago!), I primarily relied on H-Net and University Affairs to learn about academic job opportunities. Faculty in my department were supportive and reviewed job applications.

Can you briefly describe one skill that helped you succeed in your application for your current role?

Here again, I have been very fortunate. I didn't apply for my current role; it was created for me. Thanks to my experiences as a researcher, my appointments as adjunct faculty at Aurora College and the University of Alberta, and the relationships I had with the communities from my time supporting land-based programs, the Executive Director thought I could help build the NWTRPA's research capacity and facilitate the development of a research agenda that was relevant to the association, the sector, and NWT communities.

Can you provide advice from your experiences with marketing yourself and your degree(s) to companies and non-academic institutions?

As my postdoc came to an end and my appetite for an academic position waned, for the first time, I seriously considered work beyond the professoriate. I applied for positions with NGOs; I rarely received an acknowledgement of receipt, let alone an invitation to interview. I was finally hired on a short-term, end-of-fiscal contract with an accessibility organization. Though I had little subject matter knowledge, the person who hired me recognized, from my degrees and experience, that I had good research and writing skills, which were useful for proposal and report writing, but also facilitation and curriculum development experience from my time as a teaching assistant and instructor, which helped me to run community meetings and develop resources.

How did you balance your personal preferences, for example cities you did or didn't want to live, institutions or companies you did or didn't want to work for, with the need to get a job and build experience?

After attending graduate school in a city that I liked, but did not choose, I decided to prioritize place. I was fortunate to find meaningful employment in my chosen home, Yellowknife.

What do you wish you had known about the job search when you finished your graduate studies?

I wish that as a graduate student, I had been exposed to a wider range of career paths. Carleton has a strong public history program, so I was aware of job opportunities beyond the professoriate, but most of them were still within the realm of history proper, such as museums and archives. I work in recreation now, and I use my training as a historian every day. I don't think I could have imagined that to be true when I was a doctoral candidate.

6. Freelance and Contract Work

a. The Field

In the Job Documents section, you'll find sample material from historians who work full-time or supplement teaching work with freelance contracts. Necessarily,

this type of work is diverse. It is often short-term research and writing support for a larger project, but it can also include genealogical work, research, documentation, data entry and consulting.

b. Job Search Tools

You must market yourself in this field. To start, build a short CV and a pitch letter to introduce yourself to potential clients.

- Talk to graduate supervisors, co-op term supervisors and other contacts to see if they know of anyone offering work.
- Register your services in online directories. The Canadian Association of Heritage Professionals, Library and Archives Canada, and other websites keep listings of freelance researchers.
- Pitch people working in your areas of interest or expertise. A short, polite email with a PDF resume will suffice. Introduce yourself, note your work experience and specific skills, languages, and contact information.

c. Profile: Lindsay Bilodeau

What is your current role?

I am a consultant/contractor for between two to four organizations at a time. I undertake research projects, liaise on Indigenous related-topics, and create sections of guides and other documents for public use. Contracts vary in length and complexity; sometimes I write a single grant application in a few hours, other times I work with an organization for months at a time.

What degree(s) do you have?

BA in History with a minor in psychology, M.A. in museum studies, and I am a PhD candidate in Museum and Heritage Studies.

Did you work during your degree(s), if so, were your jobs related to your degree?

Yes, I worked at my university's art gallery, and I work on contract for heritage organizations and other history-adjacent organizations. I have been lucky to work in areas that complement(ed) my studies.

When did you start applying for after graduation jobs during your last degree?

I have worked all through my degrees, so I've never really stopped applying for jobs.

In brief, can you tell us about a search tool or university job support program (if any) that you found useful in your job search?

I started seriously applying for jobs in the last four months of my M.A. Good resources include: Young Canada Works, the Leicester Jobs Desk, and the Government of Canada jobs website.

Can you briefly describe one skill that helped you succeed in your application for your current role?

Interpersonal skills have really helped me in all of my roles. The connections I have made in my early career have been invaluable in supporting me moving forward. I receive contracts based on my previous work with organizations or individual people.

Can you provide advice from your experiences with transitioning from life as a graduate student to a full or part-time member of the workforce?

Honestly, the transition isn't always easy. When you are working on a degree, you have very specific deliverables, a schedule for your coursework, you tend to work alone, and you have the luxury of concrete deadlines--not to mention some of the built-in social life. I struggled with my transition, but over time you learn how to manage your own schedule and to create blocks of time in the day to work on each task. Lists have become my best friend.

How did you balance your personal preferences, for example cities you did or didn't want to live, institutions or companies you did or didn't want to work for, with the need to get a job and build experience?

I had a list of cities I would happily move to and could afford, and honestly got lucky to find work in one of those cities. I was willing to move to any English-speaking country (or French) or to move around Canada a bit, with the exception of Toronto and Vancouver, since living costs are too high in those cities.

What do you wish you had known about the job search when you finished your graduate studies?

I wish I could go back and tell myself to have patience. I wanted a very specific kind of museum job and was struggling with the idea that I would have to work somewhere else for a while first. I ended up loving my "somewhere else" job and they supported me taking on museum contracts. So, in this case, patience is definitely important.

7. University and Research Administration

a. The Field

You can find history MAs and PhDs working in many different roles within university, not only as professors. Candidates with a graduate education are assets in university administration and research administration because they understand the functioning of the institution, internal relationships, and the grant application process. Writing and communication skills honed in grad school are also important in these roles because you will know the lingo, the pressures and opportunities that are part of life inside universities.

Research services roles can include grant preparation, editing and administration during the application process. In these roles, you work collaboratively with faculty to prepare their research applications and act as an institutional expert on grant programs. You can also look for work on a funded research project, where faculty hire research associates, administrators or managers or coordinators to keep their large, collaborative research projects on track. University administration roles can be quite diverse. You will find graduate-prepared staff in communications divisions, career centres, libraries, strategic planning, and policy development.

Here too, there are networks that can help you to understand core issues in the field and gain practical knowledge about the profession. Among these are: the

Senior Women Academic Administrators of Canada (http://www.swaac.ca/) and the Canadian Association of Research Administrators (https://cara-acaar.ca/).

b. Job Search Tools

- Canadian Association of Research Administrators (members only): https://cara-acaar.ca/users/login
- There are few centralized resources in this field. Try:
    - University job boards for "non-academic" jobs
    - Keyword searches on LinkedIn and other job boards

c. Profile: Heather Steel

What is your current role?

My current role is Research Project Administrator for a SSHRC Partnership Grant at York University. I handle a bit of everything: finances and budgeting, human resources, communications, knowledge mobilization and other facets of managing a large, partnership-based research project.

What degree(s) do you have?

BA and MA in History, PhD (ABD)

How did you get your first post-grad school job?

I decided in the last year of my PhD that I didn't want to go into academia and thus spent that year preparing myself for the job market. Since I had only worked as a TA and course director during my studies, I felt that I needed a lot of help to conduct my non-academic job search. At the time, the career centre at my university (York University) had an individual who specialized in serving graduate students. I received advising from her as well as taking workshops the centre offered on writing resumes, cover letters, and interviewing. At the same time, I was applying for jobs. Lots of jobs. I got my first role outside of academia (a program manager at a non-profit) through volunteering. While I was volunteering for the organization, a maternity leave replacement job came up, and I applied and got it. From that role, I moved into a research management role at the same organization, which led me to my current role.

What skills helped you succeed in your application for your current role?

I believe I got my current job because of the combination of my skills and experience. By then, I had lots of experience managing research, but I think it was my academic background that was attractive to the team. That is to say, not only did I have experience with the practical tasks of research management, but I also understand how universities work, how academic research works, and, as someone with a lot of academic training, I can learn new (often complicated) content quickly. Indeed, one of the things I really like about my job, and what attracted me to the position in the first place, was the ability to keep a foot in academic research (e.g., I read and give feedback on publications), but I don't do the research myself!

What do you wish you had known about the job search when you finished your graduate studies?

If I had to do the initial job search over again, I would start much earlier (even though I gave myself basically an entire year). Graduate students should be thinking about this when they start their programs, not just at the end: gather bits of non-academic experience (either paid or volunteer) throughout your program, talk to lots of people about possible careers, develop a good resume. Remember that the first role is not the last role. Even if it is not the dream job, it's just the first step. Graduate students are smart and tend to move up quickly once their foot is in the door.

d. Profile: Victoria Lamb-Drover

What is your current role?

I am the Manager of Corporate Services for North West College. I am one of five direct reports to the President and CEO of a college with 2600 students and over 100 FTE staff. In my position, I am an out-of-scope executive employed by the Province of Saskatchewan. I am personally responsible for institutional strategic planning, policy development, crisis communication management, government reporting, institutional research, assessment, and analytics. I also write the Multi-Year Business Plan and Annual Report. The department I oversee handles the above-mentioned duties as well as fundraising, scholarships, marketing, communication, graduation, bookstore stock, and the website.

What degree(s) do you have?

BA, MA, and PhD in History

Did you work during your degree(s), if so, were your jobs related to your degree?

During my MA, I had a teaching/research fellowship. The teaching portion required me to work as a teaching assistant for three courses per year. To fulfil the research portion of the fellowship, I coordinated planning for the history department's centennial celebrations. I also worked in the University of Saskatchewan Office of International Student Services as an International Student liaison. Here, I drew on my inter-degree experience as a Guidance Counsellor for the Nova Scotia Department of Education's Sino-Canadian Program in Zhengzhou, Henan Province, China. After demonstrating my bilingualism in the department's required test, I also took on an independent translating contract with a history professor. None of my work directly related to my research or degree as the courses and translation work were pre-confederation while I study post-war history. In addition to this work, I taught two courses each year during spring/summer session as a sessional lecturer.

When did you start applying for after-graduation jobs during your last degree?

I didn't start applying for jobs until I neared the end of my fourth year when I was nearly done the first draft of my dissertation. I knew there would be down time as my advisor read, and I took advantage of that time.

In brief, can you tell us about a search tool or university job support program (if any) that you found useful in your job search?

By the end of my fourth year, I had made the decision not to pursue the academic career stream. I used government job banks to look for careers that interested me. I did bring my Resume and Curriculum Vitae to the University Career Centre. While the staff there were very capable of supporting undergraduates, they did not have the training or ability to provide me with feedback for the level of jobs I was looking to pursue.

Can you briefly describe one skill that helped you succeed in your application for your current role?

I am fortunate to have strong interpersonal skills which I developed during the customer service jobs that helped to fund my education.

What skills from your degree do you use in your current role?

Research, synthesis, and writing. I advise the CEO on policy directions, and I also write reports to the government arguing for our funding and demonstrating our adherence to their core values. In effect, I'm engaged persuasive writing and presentations based on thorough and time-sensitive research. My training as an academic easily transferred.

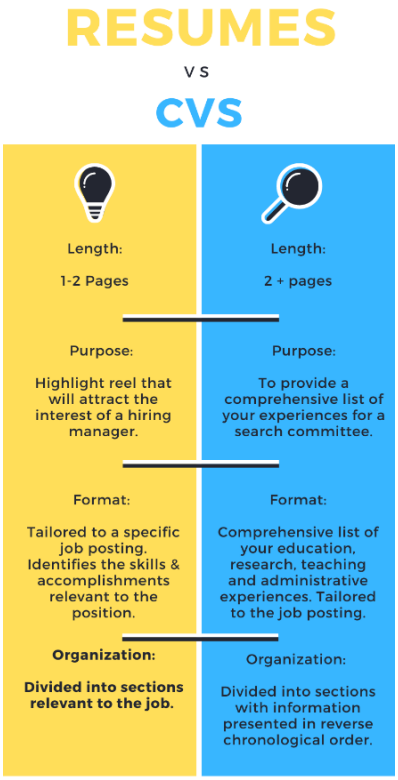
What do you wish you had known about the job search when you finished your graduate studies?

I retained no rose-coloured glasses about academia after seven years in the graduate trenches. I was neither willing nor able to endure another three to five years of indentured servitude in the post-doctoral game. Beyond this, I witnessed good tenure-tracks stressed beyond belief with marriages and health failing. Any lofty idea I once held of the ivory tower peopled with great minds possessing the freedom and time to think and write were long gone by the end of my doctoral studies. But if not academia, then what? I found myself reflecting on my time as a guidance counsellor and I asked myself what made me passionate about history. I found that history fed my desire to reveal and dismantle inequalities within institutions of power. I needed a job that allowed me to do what I love. I am extremely fortunate that I can do that in my current role and am very happy to be on the administrative side of post-secondary education.

8. Resumes

Resumes of 1 to 3 pages are required for most of the jobs described above. Academic jobs are the exception. For these roles, you'll need a CV, which is discussed in chapter eight. Below, we outline general tips and the core differences and strategies for success in preparing a resume. There are a lot of great examples

of different approaches to resume writing in the job documents section, to give you a sense of how you can develop your own files.



Resumes and the accompanying cover letters must be adapted to suit the position you are applying for.

It is important to spell out the various tasks within your historical work - and it is work - more understandable to non-academic employers. A history degree is much more than simply completing course work and written assignments. It is the development and implementation of research methodology and planning; it is the critical assessment of primary and secondary sources in traditional and non-traditional repositories. Break down the different tasks that were required to achieve your history degree.

Whether it is for a thesis, a project, a presentation, an article, or a book, the research process requires multiple specific and marketable skills to be successful. These skills are important to highlight for prospective employers. A project requires the ability to conceptualize and devise a clear answerable question and

devise a suitable methodology or research strategy. Research requires the ability to do a survey of secondary sources, and the creation of a bibliography. A researcher needs the ability to plan a project – both in terms of what primary sources will be used, where the material is located, and finally making the arrangements to visit the repositories. File review identifying relevant documents, as well as the collection and organization of these documents to include in research reports is a marketable skill.

The ability to present to academic and/or other groups is also an important skill to highlight: the ability to summarize your research and disseminate it to different audiences in a coherent manner within the confines of a limited time. All these skills are inherent in getting your history degree, particularly a graduate degree, and should be mentioned specifically when applying for non-academic jobs.

It is important to emphasize the hard skills you have acquired as a result of your academic work, including the use of various databases you have used such as archive catalogues, excel, Summation, Access, etc., operating systems you are familiar with, and software you have used such as GIS, genealogical software, Endnote, and other types of programs. Real-world skills such as time management, working with deadlines, and working with a team are also important to include when speaking to your experience.

When stating your writing and presentation experience, it is best to summarize the experience in a short paragraph, highlighting only any particularly important publications that you have accomplished. Outline generally your presentation and publications. Space in your resume is limited and you can always produce a list of publications or conferences if asked.

Don't forget to include the work you did outside of academia, such as the job you held to support your education, and your hobbies. Also include any volunteering posts you held which would demonstrate to your prospective employer that you have varied experiences and are able to work in a non-academic environment.

In this digital age, if your resume and cover letter do not contain the specific "buzz-words" within a job advertisement, electronic filters will weed it out before it is even considered by human eyes. Above all, read the job description, and tailor your resume to fit that description. A concise, well-worded resume will get you into the interview stage of a hiring process, while your varied non-academic

experiences will work in conjunction with your academic credentials to make you a successful candidate.

9. Cover Letters

Here again, you'll find there is a big difference between the types of documents you prepare for most jobs and those for university work. There are lots of great examples of cover letters for different types of jobs in the careers section. Below are some general tips for Cover Letters. We've provided some links on Academic job documents (letters and teaching portfolios) in the academic job postings guide above.

Cover Letters

1. ***Do not repeat your C.V***. Underline a strength and then encourage the reader to consult your C.V. for more details. Consider your cover letter a text and the C.V. your endnotes that detail the sources.

2. ***Use the language of the job description***. Repeat the exact wording to highlight the fact that you possess the appropriate competencies or requirements for the job. Larger firms and government agencies may have a central HR that will scan cover letters for their own key words (not your summation of the job requirements) before screening your application.

3. ***Do not exceed 2 pages***. Some managers pride themselves on reading only the first page of a cover letter (which is a sign that you may not want to work for them!). At any rate, keep it brief and remember it is always harder to compose a small text over a larger one.

4. ***Be targeted.*** Since the employer will have your C.V., focus on what you feel are the key aspects that you can offer to the position.

5. ***Contextualize.*** Do not assume that the reader will appreciate what a particular award, or academic experience means. Nothing is self-evident. Offer a small explanation and then encourage the reader to refer to your C.V.

6. ***Explain.*** Translate your academic skills instead of listing them. Underscore how doing a thesis and classwork shows critical thinking skills, time management, and the ability to make deadlines.

7. ***Work well with others.*** Non-academic and public history positions value and credit teamwork over individual achievements. In some institutions you will not even be recognized publicly for your efforts. Underscore the collaborative aspects of your past academic experiences.

10. Thoughts on the Interview

Job interviews are an opportunity for prospective employers and colleagues to determine if they are compatible with one another. Good interviewing requires significant work on both sides. Unfortunately, some interviewees find that anxiety makes them suppress their natural personalities and appear less interesting, capable, and qualified than they actually are. As strange as it may seem, interviews can be a genuinely good experience for everyone. There are many things you can do to make the interview more positive including research and preparation in ahead of time.

Job interviews take from 45 minutes to 1.5 hours, and you may be called back for further interviews if you progress through the job competition. Before your interview, ask your contact about the nature of the interview process. Who will be in the room, what can you prepare, are there stages to the interview process? The person who schedules your meeting should be able to give you a general idea of what to anticipate. If you require any accommodations in advance of the interview, let the organization know in advance.

Do as much research about the organization and the staff as you can before you do an interview. Organizational websites or LinkedIn can help you understand who-is-who and the structure of your prospective employer and to learn about recent projects and get a sense of how you fit in. Use this information to prepare questions to ask at the end of your interview. If you're keen on the job, demonstrating an understanding of an organization and asking thoughtful questions can help to show your interest.

It is a good idea to plan your clothing and shoe choices in advance of your interview. Make sure you are comfortable, not too warm, and able to move with

relative ease. Professional attire is the general standard for job interviews, but this can vary widely depending on the culture of an organization. If you're feel you need new clothes and are on a tight budget, you can borrow, shop consignment, or get a referral to programs like Dress for Success (dressforsuccess.org) that offer free assistance. In almost every case, comfort and confidence will be more important than wearing an expensive blazer.

Your interview might be with a panel or a single person. It will depend on the size of the organization and stage of the job competition. Keep in mind that the person you're speaking to might not have read your CV in great depth. Don't assume they know what you're about. Make sure to tell your story and highlight your qualifications during these conversations. You can bring extra copies of your CV in case this situation arises. It is also a good idea to bring a notebook to write down names of people in the room and any questions that arise during the interview.

Use plain language in a job interview. Jargon and slang aren't helpful. You might not be talking to someone who shares your interests in speciality or speaks the same first language. You can practice common interview questions in advance to ensure clarity.

Interview processes for public sector jobs, museums, galleries, libraries, and archives may require a pre-interview questionnaire/exam and language testing. The questionnaire/exam is an intermediary step, which will include questions and scenarios related to the job. These are a chance for you to demonstrate your skills, writing ability, and/or to give your potential employer a sense of the ideas you would bring to the job. Answer the questions directly and follow instructions on word length carefully.

If your job posting lists a second language requirement, tests will be administered to determine where you are on the Public Service Commission's scale (BBB, CBC, CCC etc.). These tests will evaluate your oral, written and reading comprehension. Sometimes they are administered online or over the phone, at other times you may be asked to visit a language school or testing centre. This can be an intimidating process, especially if you believe you are not at the required level. Many jobs will provide language training if you do not meet the posted language requirements, so apply and do the test if you are otherwise qualified for a job! You can prepare in advance using practice questions and the self-assessment tool on the Public Service

Commission of Canada website: https://www.canada.ca/en/public-service-commission/services/second-language-testing-public-service.html

Types of interview questions

There are three broad types of common interview questions: situational, skills-based, and behavioural. Each type of question gives the interviewers the opportunity to assess you on different levels, and to get to know you better. It can be useful to be able to recognize which type of question you're being asked to give a well thought out response.

Situational questions give interviewers an idea of how you act/react in different scenarios. They might be phrased like "How would you react to [insert scenario]?" or "If you were presented with [insert scenario] how would you manage that?" They help the interviewers get to know both your working style but also a bit more about your personality.

Skills-based questions are how the interviewers gauge your harder knowledge and other skills. Sometimes these are simple questions, along the lines of "Tell us about three of your strengths and three of your weaknesses." Or more in depth, asking about the organization or specific knowledge/abilities that are essential for the job. This may also be a section in the interview where they assess whether you can answer in French (or English, if your interview has been in French for the rest of the time), if that is relevant to the job. This is not usually an official evaluation of your language skills, especially when the interview is for a government position, where usually you will be sent for separate language evaluation.

The third type of questions are behaviour questions. These questions are often phrased like "tell us about a time when you had to deal with a difficult client or customer, how did you deal with that situation," or "Describe a time when you had to manage a number of deadlines. How did you approach this situation, and what did you learn from it?" These are how the interviewers gauge your previous experiences with certain situations. They can be like situational questions, but generally are about real times you have dealt with certain scenarios in the past, rather than potential or hypothetical future scenarios.

8. Academic Job Search Tools

Edited and expanded by Lindsay Bilodeau, PhD Candidate, Victoria University of Wellington

If academe is your chosen path, you already know the market for tenure-track jobs is very limited. The very existence of a job in your field depends on several factors outside of your control like the economy, retirements, and government funding priorities, among other issues.

The best way to prepare yourself for the uncertainties of the job market is to begin planning early in your graduate career. Build your teaching portfolio through teaching assistantships and, later, teaching at least one course. While waiting for your supervisor or committee members to review your dissertation chapters, sit down and prepare your dossier: design your dream course, write up your teaching philosophy, refine your CV, draft a job letter, and practice summarizing your thesis and its scholarly significance into a paragraph or two. When a job ad appears, you will be ready to respond. Don't wait until the last minute to apply.

While opportunities may be limited, you can and should still approach your job search as a research project. When you're applying, reach out to any faculty or graduate students you know in a program to ask them about their experiences. What is the teaching and service load? Does the institution offer extra research support or start-up funds to new hires? What kind of work is considered in the tenure and promotion process? Academic jobs require a more extensive dossier of files and information than most positions. Below we offer some general advice and links to excellent resources to help you prepare your files.

a. Job Search Tools

- University Affairs: https://www.universityaffairs.ca/search-job/
- CAUT Bulletin: https://www.academicwork.ca/
- H-Net: https://www.h-net.org/jobs/job_browse.php
- Academic Jobs Europe: https://www.jobs.ac.uk/categories/academic-jobs-europe
- The Chronicle of Higher Education: https://www.chronicle.com/page/employment-opportunities/

b. When and Where to Apply

First, you will need to decide when to first enter the job market: after completing a dissertation or when you are ABD (all but dissertation). There are contradictory opinions on this topic. As an ABD you may find that undertaking a modest job search when you are within a year or so of completing your dissertation can give you the experience and build up the confidence you will need when you enter the job market in earnest. On the other hand, the chance of getting full-time academic employment as an ABD is relatively slim. Given the expectation of employers for a finished dissertation and even publications, and assuming you have a choice, you might want to delay your search until you've completed your dissertation.

In the current job market, post-doctoral fellowships are becoming a common intermediate step to full time work. Though post-docs are not a guarantee of full-time work, either, candidates who win a fellowship use these years to get their book out and build their network. Some fellowships also offer teaching experiences. If you're looking for a tenure stream job, try to limit teaching in this time. If your goal is a teaching-stream position, however, a post-doc can be a valuable way to build your dossier in this area.

Once you are actively on the academic job market, it may take a few years to land a job. You might need to move to different parts of the country (or other countries) while you work toward a permanent job. Look outside history departments. History PhDs can be strong candidates for cross-listed and interdisciplinary programs like the Humanities, Education, and Criminology departments, or in law, medical, or business schools. In each case, you'll need to tailor your resume to both the department and the discipline. Look at the courses listed for each department and identify how you can contribute to the teaching team. Show how your research complements and enhances the work being done by other members of the department.

Do not try to guess the motives of employers. Job ads are often deliberately vague because the hiring department has not yet decided (or cannot agree) on the sort of candidate they want, or because faculty are shopping around for an individual who

can plug all the gaps in their curriculum or have an unspoken vision of the "perfect" candidate.

c. Preparing your application

Once you decide to apply, ensure that you will be seriously considered for a job by producing an application that is thoughtfully and carefully prepared. Faced with dozens, even hundreds of applicants, search committees routinely throw out applications simply because they fail to impress on the first read-through. Never send out a form letter in response to an academic job advertisement. You'll need to recraft your letter for each job. A succinct 1 to 2-page letter of introduction listing your research, teaching and administrative qualifications is sufficient. Submit the requested documents as specified. If the departments want additional material, they will contact you.

Ask your supervisor or other senior colleagues to read your letter and provide feedback. Some departments or universities may have workshops or career services to help you prepare your file. Your graduate program chair or administrator can help you to connect with these resources. Take advantage of what your university offers before you graduate.
For references, try to find letter writers that can address your scholarship and teaching abilities. Never hesitate to ask a faculty member to write you a letter of reference; they are standard fare in our profession. But do provide your referees with the time and information they need (ideally, including the job advertisement) to write the letters you want. Do not seek out referees who have an exceptional academic reputation but are relatively unfamiliar with your research. It is almost always better to have a glowing (and precise) letter from a lesser-known scholar than a mediocre or uninformed letter from a "big name." If possible, try to ascertain in advance if your intended referee is willing to write an enthusiastic letter or will "damn you with faint praise" out of apathy, unfamiliarity, or even hostility.

Employment discrimination is illegal, and many universities in the United States and Canada have policies intended to further "level the playing field" and remedy the effects of past discrimination. Most employment equity programs focus on the four groups that Canadian law recognizes as having been historically disadvantaged: racial

minorities, Indigenous persons, persons with disabilities, and women. Some universities also recognize LGBTQQIP2SAA as protected groups. Employment equity policies and procedures vary greatly from university to university. Often you will be asked to identify as a member of an underrepresented group. If you feel you have been treated unfairly in a job search, the university's equity office or faculty union may be able to help.

d. CVs

CVs offer a complete list of your academic accomplishments, publications, teaching and research experience. CVs are generally for MA or PhD grads and are used in academic job searches. Postings in museums and archives may also invite a CV if the position includes research and publishing. This comprehensive publication prepared by the University of Toronto Career Centre offers excellent detailed guidelines on preparing your CV.

It is a good idea to start tracking your work in different categories early in grad school. Keep in one place so that you have evidence of all your contributions in research, teaching and committee work. Combined, this material will help to show the breadth and depth of your file. Keep your CV updated once you have found a job. You'll need it for tenure or promotion purposes, conferences, and publishing.

e. Teaching Portfolios

Here again, there are excellent resources online to guide you through the preparation of a teaching portfolio or dossier. Check to see if your university has any services that may help you with these documents. And remember to keep your teaching evaluations, notes from students, and any other evidence you have of your effectiveness in the classroom.

- University of Waterloo Centre for Teaching Excellence: https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/professional-development/career-strategies/creating-teaching-dossier

- University of Western Ontario Centre for Teaching and Learning: https://teaching.uwo.ca/awardsdossiers/teachingdossiers.html
- Université de Québec à Montréal, Pédagogie Universitaire: http://pedagogie.uquebec.ca/le-tableau/le-dossier-denseignement-instrument-de-valorisation-pedagogique-luniversite

f. Academic Cover Letters

It can be challenging to get all the information you need in a cover letter, tailored, and keep it to two pages. But it is important to hone your pitch to a department with clarity and brevity. Ask trusted senior colleagues to review your letters and provide honest feedback. Our sample job documents section also includes examples of successful letters from recent candidates.

- Jobs.Ac.Uk, "How to Write a Cover Letter for Academic Jobs": https://www.jobs.ac.uk/media/pdf/careers/resources/how-to-write-a-cover-letter-for-academic-jobs.pdf
- University of Toronto Career Services: https://studentlife.utoronto.ca/wp-content/uploads/Creating_your_cover_letter_for_academic_positions.pdf
- How to Write an Academic Cover Letter, Hook & Eye: https://hookandeye.ca/2018/10/05/how-to-write-an-academic-cover-letter/

g. Interviews

Academic job interviews fall into three general categories: convention interviews, distance interviews (phone or videoconferencing), and on-campus interviews. Most Canadian universities short-list candidates after assessing their written applications, but US universities generally conduct brief interviews before deciding who to invite for an on-campus interview. Many US departments hold preliminary interviews at large conventions like the annual meeting of the American Historical Association, held in early January. These interviews are generally brief, sometimes lasting as little as fifteen minutes. Candidates must therefore be able to sum up their work in five minutes, give or take. Try to avoid being too narrow or cautious in describing your scholarship. Be prepared to think and talk about your interests and expertise outside of your dissertation. Interviewers sometimes ask candidates to talk about general

trends in the historiography of their fields or to discuss their long-term research agenda.

You will probably be asked about teaching, so be prepared to talk briefly about how you would organize key courses. You can bolster your preparation and courage in advance by having trusted faculty and friends ask you difficult questions in a simulated interview before you go into the real one. There are some sample interview questions in the following section that you can use for practice.

Phone and video-conference interviews are sometimes similar in length to those held at conventions, and usually serve the same purpose: to reduce a large pool of candidates to a number small enough to be brought to an on-campus interview. They are used if a candidate is abroad or cannot get to the convention, or if the university has limited funds to bring candidates to campus. In Quebec, in particular, they offer a way to evaluate the French language skills of candidates with first languages other than French.

On-campus interviews often happen once you have been short-listed for a job (either after a convention or phone interview, or from the pool of written applications). You will be brought onto campus and put through a series of meetings and interviews. Try to get a detailed interview schedule in advance, as well as some information about who will be evaluating you. Interviewers inevitably interpret your knowledge about the department as evidence of your interest and engagement; they may see its absence as apathy or disinterest in the position. If you are short-listed, you may be told on very short notice (often only a week, sometimes two), so be prepared for the possibility of a quick move. Some job advertisements are extremely specific about the research and teaching expertise they are seeking; they may want a candidate to teach a first-year survey course in the department. In this case, you should construct a basic syllabus for the course to distribute during the interview and be prepared to discuss it. Do not simply borrow or download someone else's outline. In addition to showing how your research fits the hiring department's needs, it is a good idea to try to link your work to other research centres and clusters at the university.
The interview process can take multiple days and the structure of the interview varies from institution to institution greatly. You will almost certainly have a formal interview by the search committee or possibly the entire department. Ask for breaks if

they have not already been put into the schedule. If you have a disability or any other condition that might affect your interview, the university is obliged to accommodate you.

Often, interviewees are expected to demonstrate their teaching abilities by providing a guest lecture before an undergraduate class or a mock lecture before the faculty. It's essential to be clear about what the hiring committee expects in terms of a research talk or teaching presentation. The key is to demonstrate that you have the basic skills necessary to teach at the post-secondary level and can discuss a topic that is not in your area of expertise. (The lecture topic is often, but not always, chosen by the host department).

It is a good idea to compile a mental list of questions to ask while you are on campus. When you meet with the department chair or dean, ask about teaching responsibilities and tenure criteria. Ask members of the department about enrolments and student profiles, resources and opportunities for faculty development, evaluation and promotion, departmental structure, anticipated hiring, and library facilities. Also ask about how and when the department will make its decision. It is not appropriate to ask about the other candidates and a properly conducted search will keep that information from you until the final decision has been made. Wear what you consider to be formally "dressed-up," try to find dress in a way that is "formal" but that also allows you to feel comfortable and good. In certain contexts, specific cultural dress may be accepted or expected. You can get more information from University Affairs and the Chronicle, while these articles focus more on academic-specific interviews, the information they cover can be used to prepare for any interview.

You don't have to share personal details with your interviewers, but don't feel that you must talk solely about professional topics; it's useful and important to let people know that you have other interests. Letting your interviewers know about things you like doing in your spare time is an important means for them to get to know you as a potential colleague. Handling innocent questions about your personal situation can usually be done with a certain degree of tact.

No amount of advice can change the fact that interviews, and the hiring process itself, can seem full of arbitrary interactions and unexpected decisions. A good candidate is

enthusiastic about the job, brings new ideas to the university, and shows the promise of future ability. Even if you don't get the job, you will have a chance to practice your job talk and make valuable contacts. That is a success!

Sample interview questions for academic jobs:

Interview committees ask a wide range of questions, and it is impossible to know what exactly you will be asked. However, some questions are common. Think about how you would respond to the following:

- How would you characterize your research interests in relation to our department?
- Are there other research clusters or programs in this university with which you want to interact?
- What courses would you like to teach at the undergraduate and graduate levels?
- How would you teach a survey course?
- What is your teaching philosophy?
- What are your teaching methods?
- What kind of assignments do you find most effective?
- How do you think you would relate to students at our (rural/big city/francophone, etc.) university?
- What administrative experience can you bring to the department? Are you willing to serve on committees?
- Would you like to work with graduate students? What kinds of research projects and methodologies might you encourage them to pursue?

Questions that you can ask the department/your interviewers:

- What are the demographics of the student population in this department like? Do they come from across Canada? Do they commute or live in residence? What issues concern them?
- Are there faculty or graduate-student-run lecture series, research seminars, or regular conferences?

- Are there any start-up grants or internal research grants for new faculty? Is there travel funding for faculty?
- How are faculty members assessed/evaluated for tenure and promotion?
- Where do most professors live?

h. **Profile:** Ornella Nzindukiyimana

What is your current role?

I am an Assistant Professor; I teach at all levels except first years. Since I work at a small undergraduate university, I prepare my own courses, deliver them, and, generally, I evaluate any assignments myself. In conjunction with this, I supervise honour students' work and/or directed studies. I also pursue research, secure funding, publish in reputable scholarly venues as much as possible and I sit on a few committees.

What degree(s) do you have?

A Bachelor of Science with Specialization in Human Kinetics (Honours), an MA in Human Kinetics, and a Doctorate in Kinesiology

Did you work during your degree(s), if so, were your jobs related to your degree?

Throughout my undergrad and MA years, I worked as a science educator and a science camp counsellor at the Canada Science and Technology Museum. While completing my MA and doctorate, I worked as a teaching and research assistant, which is the first time I had a more specifically academic job. In that capacity, I was proctoring and marking assignment, but I was also intermittently given the opportunity to guest lecture in some classes.

When did you start applying for after graduation jobs during your last degree?

Academic Job Search Tools

I started applying for jobs in my second year of PhD, right after I had finished my comprehensive exam.

In brief, can you tell us about a search tool or university job support program (if any) that you found useful in your job search?

The listserv of the North American Society for Sport History of which I am a member was a main source. I have found that listservs provide very good information about jobs and would recommend them.

Can you briefly describe one skill that helped you succeed in your application for your current role?

I believe some experience in teaching was key when applying to become a Lecturer. In my application I had to demonstrate that I was able to balance both a strong research portfolio and a full course load.

Can you provide advice from your experiences with committee work in academia?

A good approach with committee work is to not undertake more responsibilities than necessary. As a junior faculty, it is imperative to 'protect' your research time, especially when dealing with an already heavy teaching load. Do not take on service tasks that will require you to take on too much. Colleagues with experience should be able to help you navigate through the options.

How did you balance your personal preferences, for example cities you did or didn't want to live, institutions or companies you did or didn't want to work for, with the need to get a job and build experience?

This early in my career (in my second year as a tenure track faculty), I do not have many options or the luxury to pick and choose. It was important that I be prepared to move where the job was. The only boundary in my personal case was that I was not willing to travel to the United States. Gaining experience early on takes priority over

where one does or does not want to live. Experience opens more opportunities in the future.

What do you wish you had known about the job search when you finished your graduate studies?

I would have appreciated a realistic overview of what I could do with my degree outside of academia, to be much better informed about my options and to have a better array of choices. I also wish I had discussed an academic career path with my mentors to get a real sense of what academia really means, instead of picking up on the fly. Finally, I would have liked to be aware of what a search committee typically look for in an application.

9. Anti-Harassment and Discrimination Resources

Edited and expanded by Lindsay Bilodeau, PhD Candidate, Victoria University of Wellington

Content warning: harassment, discrimination and abuse.

All students, faculty, and staff have the right to work and learn in a safe and welcoming environment. Discrimination or harassment on the basis of sex or gender, sexual orientation, age, race, religion, and ability, creates a barrier to equality and equity and is discriminatory under the Canadian Human Rights Act. University procedures differ, but every school has some kind of office for equity and human rights. If you have experienced harassment, seek redress as soon as you feel comfortable, through whatever channels you feel work best for you.

Harassment can take a variety of forms, including inappropriate remarks (whether sexually suggestive, racist, ableist etc., persistent jokes or comments about your age or appearance, pestering phone calls, the display of sexist or racist materials, inappropriate physical contact, and assault. Survivors of these forms of abuse or harassment may be any age, sexuality, gender, ethnicity or have any level of ability. The harasser can be at the same or a different position within the institution as the person being harassed. Harassment can take place once or over an extended period of time. Because harassment creates a negative or hostile environment that can cause a lot of harm, including interfering with your job performance and academic success, all forms of it should be taken very seriously.

However, it's not always easy to know what constitutes harassment—or what to do about it. People who object to ethnic jokes or sexually suggestive remarks may be told they should "lighten up," or be otherwise made to feel that they are overreacting in their objections. If you are being harassed or discriminated against, you have every right to seek help, support, and redress. If someone is harassing you or discriminating against you, it is **not your fault** and you don't have to deal with it all by yourself. Most universities have free counseling services; your graduate director, graduate student representatives, or union stewards can help direct you to the appropriate university officials. If you're not comfortable going to your university for help, or your university is not providing the right support and action to help you, there are other resources. Below, we have compiled resources for people facing discrimination based

on their sex or gender, their sexuality, ethnicity, religion, financial situations, and/or mental health.

Broad resources

- General information on discrimination in Canada: https://www.chrc-ccdp.gc.ca/eng/content/what-discrimination
- Legal resources for redress: https://www.hrlsc.on.ca/en/contact-hrlsc/you-contact-us
- Canadian Resource Centre for Victims of Crime https://crcvc.ca/links/

Racism anti-BIPOC

- Canadian Heritage, anti-racism resources https://www.canada.ca/en/canadian-heritage/campaigns/anti-racism-engagement/resources.html
- Ontario Human Rights Commission http://www.ohrc.on.ca/en/racial-discrimination-brochure
- Black Legal Action Centre https://www.blacklegalactioncentre.ca/
- Guide on racial discrimination and harassment https://www.toronto.ca/wp-content/uploads/2017/10/8f52-Racial-Discrimination-Harassment.pdf
- Urban Alliance on Race Relations https://www.urbanalliance.ca/

Indigenous specific:

- National Collaborating Centre for Indigenous Health https://www.nccih.ca/28/Social_Determinants_of_Health.nccih?id=337
- Toronto Aboriginal Support Services Council https://www.tassc.ca/
- Ontario Federation of Indigenous Friendship Centres https://ofifc.org/
- National Association of Friendship Centres https://www.nafc.ca/en/friendship-centres

Ableism/ability-related

- Canada human Rights Commission Disability Rights https://www.chrc-ccdp.gc.ca/eng/content/persons-disabilities

- Canadian Civil Liberties Association Disability Rights resources https://ccla.org/useful-resources-for-people-with-disabilities-related-to-employment-and-access/

Mental health

- Government of Canada Mental Health Support https://www.canada.ca/en/public-health/services/mental-health-services/mental-health-get-help.html
- Website that helps you find regional help from the Canadian Mental Health Association: https://cmha.ca/find-your-cmha
- Canadian Centre for Mental Health and Sport https://www.ccmhs-ccsms.ca/mental-health-resources-1
- Carleton University list of mental health resources province by province https://carleton.ca/wellness/provincial-support-resources/
- Crisis Line Ottawa and surrounding counties https://crisisline.ca/
- Anxiety support https://anxietypanicsupport.com/
- National Suicide Prevention Support line: 1.833.456.4566 / **www.crisisservicescanada.ca**, Quebec Residents: 1.866.277.3553
- Dealing with Depression https://dwdonline.ca/

Sexual assault/violence

- Government of Canada Sexual Misconduct Support Resources Search tool https://www.canada.ca/en/department-national-defence/services/benefits-military/conflict-misconduct/operation-honour/sexual-misconduct-response-centre/resources-search-tool.html
- Canadian Women's Foundation https://canadianwomen.org/the-facts/sexual-assault-harassment/
- Ontario Coalition of Rape Crisis Centres https://sexualassaultsupport.ca/
- Connect – family and sexual abuse network Calgary http://www.connectnetwork.ca/
- Status of Women Canada - list of resources, province by province https://cfc-swc.gc.ca/violence/knowledge-connaissance/canada-en.html?wbdisable=true

Anti-Harassment and Discrimination Resources

LGBTQIA+

- Pflag https://pflagcanada.ca/resources/
    - Provincial chapters of Pflag https://pflagcanada.ca/pflag-chapters/
- Qmunity BC's Queer, Trans and Two Spirit Resource Centre http://www.qmunity.ca/
- The Lifeline Canada https://thelifelinecanada.ca/resources/lgbtq/
- HeretoHelp LGBTQ+ resources https://www.heretohelp.bc.ca/lgbt-resources
- OK2BME https://ok2bme.ca/resources/outside-of-canada/international-resources/
- Rainbow Resource Centre https://rainbowresourcecentre.org/

Socio-economic based

- Homeless Hub General Resources https://www.homelesshub.ca/about-homelessness/legal-justice-issues/discrimination
- Indigenous specific:
- Homeless Hub Indigenous-specific Resources https://www.homelesshub.ca/about-homelessness/population-specific/indigenous-peoples

10. General Resources

1. Funding Graduate School

Check your graduate school funding page for provincial funding opportunities as well as internal scholarships.

- Government of Canada Scholarships Portal: https://www.canada.ca/en/services/finance/educationfunding/scholarships.html
- Le Fonds de recherche du Québec – Société et culture (FRQSC): http://www.frqsc.gouv.qc.ca/bourses-et-subventions
- Ontario Graduate Scholarships: https://osap.gov.on.ca/OSAPPortal/en/A-ZListofAid/PRDR019245.html
- Indspire bursaries and scholarships for Indigenous students: https://indspire.ca/programs/students/bursaries-scholarships/

2. Life in Graduate School

- The Thesis Whisperer: https://thesiswhisperer.com/
- A Guide to Peer Reviewed Journals in Canadian History: https://www.unwrittenhistories.com/a-guide-to-peer-reviewed-journals-in-canadian-history/

3. Sharing Your Work

i. Calls for Papers

- Canadian Studies Network Announcements: https://www.csn-rec.ca/conferences-call-for-papers/call-for-papers
- H-Networks (subscribe for announcements, calls for papers): https://networks.h-net.org/networks

ii. Social Media Use

General Resources

- Digital Identity Health Check: https://s30876.pcdn.co/wp-content/uploads/digital-identity-health-check-for-academics.pdf
- The Canadian Historians Guide to Twitter: http://www.unwrittenhistories.com/the-canadian-historians-guide-to-twitter/

iii. Copyright Registries/Payments

- Access Copyright: https://www.accesscopyright.ca/
- Shared Lending Right Program: https://publiclendingright.ca/sign-up

iv. Creative Storytelling, Digital Products and Exhibitions

- Concordia University Centre for Oral History and Digital Storytelling: http://storytelling.concordia.ca/
- National Council on Public History Resources: https://ncph.org/publications-resources/for-practitioners-and-consultants/
- Canadian Museums Association Publications: https://museums.ca/site/reportsandpublications

v. Creating Accessible Presentations

- Making Better PowerPoint Presentations: https://cft.vanderbilt.edu/guides-sub-pages/making-better-powerpoint-presentations/
- Google Accessibility Guide: https://support.google.com/docs/answer/6199477?hl=en

4. Career Resources

i. *Academic Career Search Tips and Job Postings*

- Academic Jobs Wiki: https://academicjobs.wikia.org/wiki/Academic_Jobs_Wiki
- University Affairs Career Advice: https://www.universityaffairs.ca/career-advice/

General Resources

- Inside Higher Education Careers Site: https://www.insidehighered.com/advice?utm_source=ihe&utm_medium=careers-site&utm_content=header-link
- H-Net: https://www.h-net.org/jobs/job_browse.php
- Higher Ed Jobs: https://www.higheredjobs.com/
- Chronicle of Higher Education: https://jobs.chronicle.com/?cid=UCHETOPNAV
- Canadian Studies Network Job Postings: https://www.csn-rec.ca/job-postings
- Jobs.AC.UK: https://career-advice.jobs.ac.uk/

ii. Careers Beyond Academe: Tips, Advice, Consultants

- Beyond the Professoriate, L. Maren Wood https://beyondprof.com/
- From PhD to Life, Jennifer Polk https://fromphdtolife.com/
- Jobs on Toast: https://thesiswhisperer.com/
- The Versatile PhD: https://versatilephd.com/

iii. Post-Ac and Alt-Ac Job Postings

- Work in Culture Job Board: https://workinculture.ca/jobboard
- Jobs in Heritage: https://museums.ca/client/career/careers.html
- iSchool (Library and Archives Jobs): https://ischool.utoronto.ca/job-site/
- Government of Canada Post-Secondary Recruitment: https://www.canada.ca/en/public-service-commission/jobs/services/recruitment/graduates/post-secondary-recruitment.html
- Canadian Studies Network Job Postings: https://www.csn-rec.ca/job-postings

iv. Interviews

- 23 common interview questions for arts/humanities related jobs: https://connect.mla.hcommons.org/interview-questions-for-graduate-students-interviewing-for-non-academic-jobs/

v. Youth Employment Initiatives

- The Government of Canada's "Young Canada Works" (for grads under 30) and Post-Secondary Recruitment Programs are paid opportunities to work in departments, museums and other organizations. Taking work in these places might slow down the pace of an MA or PhD, but may also open new doors for you to use your skills and find satisfying work. https://young-canada-works.canada.ca/Account/Login
- Federal Student Work Experience Program (FSWEP) offers contract employment to students under 30. https://www.canada.ca/en/public-service-commission/jobs/services/recruitment/students/federal-student-work-program.html