

PhD and Career Development Advice for Humanities Postgraduates



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Introduction

This handbook is based on the College of Humanities Postgraduate Researcher Career Development workshops, hosted by academics and students from across the Humanities. The pages inside offer practical and pragmatic advice from academics, based on our own experiences as students, researchers and supervisors: basically, this is the information we wish someone had given us when we were starting out as postgraduates. The sections are designed to help you navigate your PhD from your first supervisions, through writing up and completion, and then on to the academic job market. The handbook is a useful first stop for general advice on a given issue, but you should also join us for the workshops to get additional specific advice, discussion and feedback for your own projects and careers

Good luck!

For any enquires or suggestions for additional PhD and career development resources, email: humanities-gradschool@exeter.ac.uk

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How to Survive and Thrive on Your PhD: Advice from Academics

General Advice

Think of your PhD as a relationship

Sometimes you will love it, sometimes you will hate it, but you have to keep working at it! Try to establish clear work patterns, and figure out how, when and where you work best – some people do better in crowded environments others need to avoid all distraction. Try to be efficient in your working, rather than just staring at the screen/page all day – some people find it helpful to schedule in other activities to help keep them focused.

The PhD is a marathon, not a sprint

You will have to work at maintaining momentum throughout the project. Establish sensible working patterns and set a clear schedule for submitting work. It is really important to establish a good work/life balance: rest can be as important as research at some points! So find a hobby/activity that gives your mind a break and allows you to recharge.

It is an individual project, but you should not try to do it alone or in isolation

Networking is really important, both in a professional and personal sense. You need friends and family to support you whilst you are writing. But you also need friends and colleagues to bounce ideas off, and to give you informal feedback on your work. Feeling part of a research community – in Exeter and/or in your field nationally and internationally – can really help you maintain confidence and get access to the latest ideas. So get involved with reading groups, present at conferences, attend literary or film festivals, or museum exhibits.

Practical Advice for your first year

- **SUPERVISION:** Make sure you clearly establish the form and frequency of your supervisions with your supervisors. This is the most important thing to do in your first month. You have to clearly establish what is expected from you, in terms of amount, format and frequency of work submitted, but also what you can expect from supervisors – oral and/or written feedback; how long they will take to supply feedback; when they will be available for supervisions. Your supervisors may have different levels of involvement with you so be sure you understand how your supervision is weighted (i.e. you see both equally, or you will see supervisor 1 most for discussing content of your research and supervisor 2 less frequently for discussing methodology or another theme). You have to establish the ground rules for this relationship and work to build rapport with your supervisors to get the best out of supervisions. Remember to use your full supervision team!
- **RESEARCH ENVIRONMENT:** be sure to engage with other researchers in your department and the College/University! Research seminars are key here – attendance is important both for networking and building friendships/support networks, but also for inspiration. Go to seminars even if they do not look directly relevant to your research. You will often get your best inspiration from people whose topics/approaches differ from yours, giving you new insights into your own work.
- **PEER SUPPORT:** Your peers and friends will be hugely important in helping you thrive, and submit on time. It can be really useful and productive to get involved with writing groups, and to read and comment on each other's work! (Especially if you are

nervous about submitting new ideas or draft work to supervisors)

- **PLANNING AHEAD:** Use your first year to get a sense of the academic environment and networks for your subject. Spend some time researching:
 - what funding or awards are available;
 - which networks you should join;
 - which conferences you will want to go to in future;
 - where conferences and jobs will be advertised;
 - whether you want and will be able to teach in your 2nd /3rd years;
 - which journals you might want to think about publishing in future;
 - which other PGRs or staff you might want to collaborate with on activities – this way you can plan your 2nd and 3rd years better and not miss deadlines or exciting opportunities!
- **WHAT TO COVER IN YEAR 1:** Make sure your work schedule appropriately covers:
 - Research Methods/Critical Framework – how will you be conducting your research? Do you have the necessary skills or do you need additional training?
 - Research Questions – what are the core questions that drive your research? How will you build your argument and analysis around these? Do not lose sight of your key questions and let your PhD grow too big/diffuse.
 - Literature Review – plan your reading schedule to ensure you cover the necessary themes, topics and approaches. Read widely but not in a random, unfocused way. Set limits to your reading – you cannot read everything! Try to read the classics/main thinkers in your fields but don't be afraid to read across disciplines.
 - Evidence – how will you gather your evidence? Can you gather enough to be able to argue effectively from?

This will all help you upgrade from the MPhil to PhD programme promptly in your second year.
- **STAY IN CONTACT IF THINGS GET DIFFICULT:** It can be difficult to adjust to the independence and workload of PGR study. If you are struggling for any reason, please do not withdraw – stay in touch and ask for help. Make sure you let your supervisors know; they appreciate that you will make better progress at some times and struggle more at others during your PhD. Work with them to manage your progress – keep in email contact, and attend supervisions. This will help keep you on track.
- **MANAGING EXPECTATIONS:** All research and writing is a process, for both students and academics.
 - Drafting – It is nearly always the case that chapters take multiple drafts to get them right; it is common to have to rethink and re-frame your methods; it is normal and good academic practice to get feedback on your work to improve it. It is not expected that you will be turning in perfect work straight away!
 - The Thesis – Has to be a substantive contribution to academic knowledge on a subject based on original research. You are not trying to write the definitive account of a whole subject/field! There will be questions which you are not able to fully answer. There will be sections that you are less happy with. There will (inevitably) still be some typos left at the end. So try to be realistic about what you can achieve within the constraints of the 3-4 years of a PhD, and try to manage your perfectionism.

Returning to Academia: Advice for Mature Students from Mature Students

Doing a PhD as a Mature Student:

PROS

- Better self-discipline
- Better self-knowledge
- Wider perspectives from life and different academic disciplines
- More independent thought
- Fewer distractions
- Clearer sense of objectives
- Recognize the personal weight/impact of undertaking PhD

CONSTRAINTS

- High expectations, esp. from family and friends
- Having to balance family duties & study
- Physical limitations
- Relationship with technology
- Sense of 'being behind'
- Age pressures on job market
- Being regarded differently – more likely to be viewed as 'staff' than 'student' by strangers

TIPS TO ENHANCE PROS

- Recognize and use your strengths – esp. for organizing your research and keeping momentum in writing
- Realise the importance of independent thinking
- Realise the importance of using your initiative, for conducting research and networking
- Know your life experience is valuable, and valued by your discipline & fellow students

TIPS TO LIMIT/CHANGE CONS

- Establish clear ground rules for 'research time' with your family
- Explain to family about level/form/duration of work you will have to undertake
- Manage your energy levels and health with sensible and consistent work schedule
- Discuss your particular family/health needs with supervisors to adjust supervision schedule accordingly
- Ask for help/training with technology – if you want/need to use it.
- Appreciate how your past employment/life skills can enhance your research and employability
- Appreciate you will often find it easier to project authority in a classroom/conference room

Tips for Returning to Academia:

- Ask any questions (do matter how silly you feel)– ask supervisors, staff and fellow students.
- Discuss any worries with your supervisors and/or pastoral tutor
- Audit MA or BA classes to get used to academic formats of discussion
- Use all available resources – PGR training, academic support, wellbeing
- Really engage with PGR communities, here and in your subject nationally/globally.
- Offer your skills and experience to department – volunteer, get involved with organizing conferences/seminars etc. Do this in 1st & 2nd years, as you will be too busy in final years!
- Make sure to schedule in family and personal time – don't overwork and exhaust yourself.
- Remember that you are entitled to student discounts! Cf. esp. railcards, food/shopping discounts
- Remember that you are ultimately judged on the quality of your research and writing – mature students are/can become highly successful academics

How to write a literature review

What is the purpose of the literature review?

- The literature review should demonstrate: 'evidence of the candidate's ability to relate the subject matter of the thesis to the existing body of knowledge within the field', as required under section 7.3.1(c) of PhD examination regulations.
- The research you undertake for your literature review should help you develop the critical intellectual framework for your thesis
 - It should help you identify and analyse the empirical evidence you require to substantiate your argument.
- It should help you find the limits/identify the gaps in the existing literature(s), which you then develop/fill in order to establish 'evidence of originality' (7.3.1(b) of PhD exam regulations).
- A literature review has four main objectives:
 - It surveys the literature in your chosen area of study
 - It synthesises the information in that literature into a summary
 - It critically analyses the information gathered by identifying gaps in current knowledge; by showing limitations of theories and points of view; and by formulating areas for further research and reviewing areas of controversy
 - It presents the literature in an organised way
- Think of this as the foundation, springboard and bloodline of your thesis – your aim is to outline the key trends on topics and show how these help you shape and answer your research Qs

When to undertake your literature review

- Much of the work for this will be done in your first year (or year1+2 for part-time).
- Your literature review will form part of your extended proposal for your Upgrade.
- You will continue reading on different themes/topics/chapter content throughout your second and into third year.
- But you should STOP reading new items when writing up – you don't want to be trying to assimilate new information and approaches when you are trying to analyse your evidence and write your chapters. Only read new publications that are directly relevant at this stage (to show you are on top of the literature/are not being pre-empted).
- Your literature review will become part of your introduction – this will probably be among the first thesis sections that you draft, but among the last to be finalized, as you refine your argument.

How to locate texts for your literature review

- Key Texts – use the bibliographies from key texts as a starting point to trace that author's engagement with literature(s)
- Recent publications – look at recent publications from scholars and PhDs in your field to determine the state of the field
- Key bibliographies, research guides or review essays, eg: <https://www.oxfordbibliographies.com/>
- Keyword searches – Google Scholar, JSTOR, WorldCat etc.
- Reading suggestions – discuss key readings with your supervisors

Library holdings – browse the physical holdings of research libraries

- Think outside your boxes: sometimes the most useful/inspiring readings come from texts that are not directly on your thesis topic but are related to it through methodology or key questions. Take this time to read the big names in your field and the Humanities– those books an intellectually-curious scholar should read!

How to Evaluate Material for your Literature Review

- Examine the evidence and arguments presented – is the evidence solid? Are there weaknesses in the argument?
- Consider any influences on the evidence or arguments
- Think about the limitations of study
- Examine the interpretations made
- Decide to what extent you are prepared to accept the authors' arguments, opinions, or conclusions

How to undertake your literature review

- Consider the value of inter-disciplinary analysis – this is NOT REQUIRED for a PhD but it does often strengthen your thesis
- Apply the same forms of critical reading to texts, but also learn to recognize the different disciplinary perspectives and different methodological approaches they bring
- Cf. Study of diplomacy in Shakespeare's texts: draw from literatures in literary criticism + drama + history + political science + psychology
- Be Critical - don't list or precis. Engage critically.
- Look for debates, trends, themes, approaches
- Get Feedback – from supervisors and peers.
- Multiple drafts – upgrade, draft sections, full draft literature review, introduction.

How Note to Undertake Your Literature Review

You are NOT OUTLINING YOUR WHOLE research field! You need to read broadly enough to cover literature relevant to various aspects of your thesis but do not get bogged down in trying to read everything. Find a balance between breadth and depth.

- Conversely, don't be TOO NARROW – don't just read material that is directly on your thesis topic. You need to have a broader, contextual understanding of your field and key debates, in order to see the significance of your project beyond the specific topic.
- Don't rely on SIMPLE KEYWORD searches – online searches will miss key texts from outside their data range or which use slightly different terminology.
- Failing to ORGANIZE YOUR NOTES – make sure you keep careful track of your reading: full titles, page references etc. You can use reference management software like Endnote, Mendeley, RefWorks, Zotero to help.

How to Write Up your Literature Review

- Look at examples from recent PhDs in your subject for a model
- Keep a working bibliography – mark 'read', 'to read'. Highlight most useful texts.
- Organize your notes according to debates and/or sub-fields. Highlight key trends, arguments, approaches
- Organize your literature review by sub-topics and find a logical structure that allows you to order them: often going from broader field, through key sub-fields, to narrow focus on your specific topic works best.
- Write up a sub-topic at a time. Breaking the review into discrete 'chunks' is more manageable.
- You need to synthesize key trends and be succinct – focus on the key arguments and approaches, rather than giving a synopsis of each paper. Literature review will likely be c.5-8,000 words.
- Identify the key texts/scholars you need to engage with and rank your readings from their– those which will need a paragraph to discuss, those which warrant a line or two, those that just need to be footnoted to show you have read them but weren't really useful...
- Show the breadth of your knowledge without raising your word count by using your footnotes – list all relevant publications on a given point within a footnote, rather than listing or discussing each in the main text

Literature Review – Sample Structure

- Thesis [History] – Imperial Gallows: Capital Punishment and Colonial Violence in British Africa, c.1890-1960
- [Introduction: Opening image. Context of topic. Key research aims and questions & significance of project]
- Literature Review: Capital punishment: key debates from historical and legal literatures > Colonial States > Colonial Violence > Colonial Legal History > Histories of Colonial Punishment > Punishment of Colonial Bodies > Murder and Death
- [Key argument and approaches]
- [Methodology and sources]
- [Thesis structure outline]

Transfer from MPhil to PhD Status - aka your UPGRADE. 2019 entry.

Purpose of your Upgrade

- **Progress Check** – to check the viability of the project, and whether you have the necessary skills and evidence to submit PhD quality work
- **Preparation for Doctoral Viva** – the upgrade viva gives you experience of oral examination format for your PhD viva. To get you used to defending your arguments, evidence and project orally, and responding to challenging questions.
- **Academic Support** – brings 2 experienced academics to discuss your work with you in depth. This is intended to be a positive experience, to give you feedback and advice.

M.Phil to PhD: Upgrade – Standard Format

- Upgrade Process: in summer term of year 1 for full-time students (summer of year 2 for part-time students at 0.5).
- Submission of total 7500-9000 words [exclusive of footnotes] by Week 1 of Term 3:
 1. a 300 word abstract,
 2. further developed proposal of c. 1500 words or above inc. statement on methodology, literature overview, critical framework/research question,
 3. a chapter-by-chapter thesis outline (1 page)
 4. timetable for completion (1 page),
 5. 1 substantive writing sample at PhD standard in good presentational order of 5000-6000 words based on research undertaken.

Upgrade – By Practice

- Discuss with your supervisors and your DPGR the exact requirements for your individual submission.
- Submission requirements for by Practice Students (except Creative Writing) are include the a) Draft Abstract thesis 300 words, b) Further Developed Research Proposal of 3000 words; c) Thesis outline 1 page, d) Draft timetable 1 page.
- Performance Practice upgrades: This may involve submission of evidence of the first piece of practice where this has been undertaken, or both visual and written evidence of the work undertaken on the first piece of practice to date.
- Students not ready for practice should submit written evidence (4-5000 words) of critical commentary regarded preparation for practice.
- Film – will be expected to submit 8-10 min film
- Performance Workshop – 10 mins for solo piece
- Teaching Programme – 15-20 mins
- Screenplay/script – 20 pages

Upgrade – Creative Writing

TO BE SUBMITTED TO SUPERVISOR IN TERM 2 PRIOR TO UPGRADE

- A draft abstract of your thesis (up to 300 words). This should describe your research and practice in terms that can be understood by a non-specialist.
- An extended research proposal (max 3,000 words) clarifying your research questions; aims, objectives, research context; methodology; chapter-by-chapter outline; and proposed timetable for completion.
- A literature review summarising all the current texts (creative and critical) that represent the field in which you are writing. With full bibliographic details and short annotated paragraphs summarising the main content of each text and how you will be using it in your thesis.
- Sample creative writing, discussed with your supervisor in meetings
- Submission requirements for Upgrade Panel – word counts exclusive of footnotes
 1. **Creative Work**
 - Prose Fiction/Life Writing: 7,000 words
 - Poetry: 24 pages (c. 350 lines)
 - Screenplay/Script: 20 pages
 2. **Critical Work**
 - For all disciplines of Creative Writing: 3,000 words of contextual literary-critical commentary

Upgrade – Extended Proposal

a) Research Questions

- What are the main issues that your thesis will address?
- What are the hypotheses that you wish to test?
- (Note: at this stage you will not necessarily know the answers to all your research questions. Part of the purpose of this exercise is to identify issues thrown up by your research that will need to be addressed in the completed thesis.)

b) Research Context

- Which scholars have written on these issues before?
- What are the strengths and weaknesses of the existing literature?
- Does it contain errors, omissions, or both? What opportunities are there for your thesis to correct these?

b) Methodology

- What resources/evidence are you using in your research? (For example: archival material, web-based material, databases, interviews.)
- How will these materials help you to address your research questions?
- Are there any novel aspects to your methods, and is there any particular guidance that you require?
- Are there any ethical issues arising from your research that still need to be addressed?

Upgrade – Writing Sample/Draft Chapter

This should include original work on the substance and methodology of the thesis, such as the collation, analysis or new interpretation of evidence or data; in the writing sample the candidates will have to show their ability to write clear and effective extended prose, to construct an argument, and to analyse source materials.

These pieces could be:

- Either a sample chapter, including a basic literature review
- Or ethics application and fieldwork plan with literature review

Draft Chapter

- We understand this is work in progress and that there may be incomplete sections/ sections that require further evidence and analysis – just indicate these ‘in progress’ sections in your submission

Length

- If substantively over 10,000 words indicate which sections examiners should focus on. Do not waste time editing down – just tell us which bits to read.

Evidence

- Chapter should include substantive evidence and original work, with effective analysis

Argument

- Chapter should contain a clear argument

Referencing

- Must be in line with dept/college regulations

This is really a test of whether you can write work of PhD standard, and analyse your evidence appropriately

Upgrade – Other Items

- **Abstract:** forces you to think about key Qs and central focus of thesis – we ask for this to make you focus on exactly what your thesis is trying to achieve!
- **Chapter by Chapter thesis structure:** really useful here to indicate general content of each chapter; key evidence for each chapter; and how far you have got with research/ writing for each chapter
- **Timetable for Completion:** up to completion. Needs to include not just research and writing, but also other academic activities: training, research trips, teaching, conferences, job applications, writing publications etc. And other activities – work/ professional commitments, carer commitments, periods of leave etc.

Upgrade – Viva Format

- Upgrade panel – 2 members of staff; usually DPGR + internal expert [may be internal examiner for doctoral viva]
- Supervisor – encouraged to be present as witness but not compulsory (particularly if this makes you feel more nervous). Will not contribute to discussion unless necessary. Will be asked to leave before end, so time available for feedback on supervision.
- Questions – general outline of project and key research Qs; general questions about project, evidence, methods; specific questions on chapter/performance submitted. General discussion about progress and career development.
- Your Questions – time will be left for you to raise any Qs or concerns
- Outcome – panel will make outcome recommendation immediately to you, but must be confirmed by College DPGR

- Follow-up – English: critical self-reflection; History – report from panel about key advice and discussion points for future development

Upgrade – Assessment Criteria

1. Are you satisfied that the student has an argument/
2. Is the data/material presented relevant?
3. Is the work structured clearly and in an accessible manner?
4. Is the methodology appropriate and sufficiently related to the argument?
5. Is the analysis at PhD level? If not, does it have potential to reach that level?
6. Are you satisfied with the range of sources used?
7. Have the proper standards in referencing and bibliography been met?
8. Is the standard of English satisfactory?
9. For by Practice only: Does the practical and/or critical work effectively achieve its aims?
10. Please comment on the areas of originality and increase in knowledge that have been identified in the future work and regarding the student’s performance in the upgrade viva

Upgrade – Outcomes

- **Option A** – Upgrade with No Corrections
- **Option B** – Upgrade with Minor Corrections – amendments to be submitted within 2 months
 - Note – it’s quite normal to get minor corrections: it means the upgrade panel is satisfied with the quality of your work and think the project is viable, but you just need to revise/develop certain aspects or scope
- **Option C** – Second Attempt at Upgrade – Major Amendments/Resubmission - within 3 months
 - Note – You may be asked to correct or resubmit one or more aspects of upgrade materials. Depending on level of corrections, you may require a second upgrade viva.
 - If corrections are not completed sufficiently, a recommendation will be made that you do not upgrade and remain registered on MPhil – but this is rare!

Upgrade – General Advice

- **Preparation** – discuss necessary progress with supervision team in Year 1 to prepare exactly what you need to submit
- **Guidance** – follow your supervisors’ advice! They will read your work before submission.
- **Viva** – don’t be defensive, take notes, take your time to think and answer Qs, it doesn’t matter if you cannot answer all Qs – we’re trying to push you and encourage to think about potential areas for development
- **Corrections** – don’t worry unduly about getting corrections – all academic work requires development and revision – but please do exactly what is requested.
- **Advice** – do contact your DPGR/upgrade panel chair with any Qs, before and/or after viva.

Giving a Good Conference Paper

Why Bother?

- Conferences can be expensive, tiring, a distraction from writing up, and the food can be terrible....
- But they are also vital spaces in which to network; a chance to test out your ideas and get feedback from beyond your supervisory team; a chance to get your name out there and build your research profile; a good pathway to publication

Preparation: What to Present

- Most conference presentations are c. 20 minutes long, as part of a panel with 3-4 speakers, with questions to follow at end of panel
- Presentation needs to be a distinct/relatively discrete segment from your larger research
- Needs to be comprehensible to an outsider (set the scene, but not so extensively you have no time for your argument...)
- Needs to showcase the key aspects of your research and methodology
- Needs to make some kind of larger claim to an intervention in your relevant fields

Preparation: Writing an Abstract

- Construct a concise but interesting title that hits your keywords
- Begin by trailer the topic/theme/idea – grab the reviewer's attention
- Outline clearly what the paper will do (claims) and how it will do it (methodologies and evidence)
- Gesture towards arguments and interventions – what is the point of the paper
- Ensure you engage with the specific theme/tailor to the specific remit of the conference

Preparation: Writing the Paper

- 20 min paper = roughly 8-9 pages of text if you were writing it out
- Ensure you have a clear introduction, which outlines your argument and approach; distinct sections to your central paper, and a conclusion
- Depending on your discipline, visual aids might be central. Build alongside as you write
- Style – write this as you speak. Do not write like a chapter and read aloud- this is both boring and difficult to follow.
- Rehearse it – practice with friends/colleagues.

Delivery

- Winging it/speaking from no notes will likely cause you to lose the thread or run over time – so do not do this: it is terrible conference etiquette!
- Make sure you have back ups of your slides and script: have it on a USB stick and email it to yourself at least. Be aware that some presentations don't convert from Mac to PC so check format
- Avoid reading off a screen – it's easier to have a print out, printed and highlighted in large font
- Engage with your audience – eye contact, vary tone, refer to ideas raised in other papers

- KEEP TO TIME. Your panel chair will give you cues, usually with 5 mins to go, and then when you need to end.

Questions and Answers

- You can prepare a little for this – anticipate likely Qs around methodology, offering further examples, etc
- Try to keep your answers clear and focused – don't speak for too long and take time from other speakers
- If you don't have an answer, don't panic – take your time to think, respond with warmth and critical interest. It's okay to say 'I haven't thought of that. That's really helpful and I'll follow it up, thank you', or 'I'm not sure. Do you have an idea of how I could tackle that issue?'
- Try to avoid reacting defensively – this is a good opportunity to get constructive feedback, and we all benefit from other's input on our work
- Most questioners will be respectful of PhD students and understand that you are presenting work in progress.
- Take notes of what you are asked/general feedback on the paper, otherwise you will forget!
- Stick around afterwards to talk to the audience and your panel members.

General Advice on Public Speaking

- General Advice on Public Speaking
- Script – Try not to write out your whole presentation. If you are nervous and want to do this, write how you speak, and annotate the script to remind yourself where to pause, next slide, put emphasis etc. 20 mins is roughly equivalent to 2000-2500 words.
- Script – often it is best to use notes and bullet points – write out key quotations and arguments, but otherwise just use key words and phrases. Try using note cards, or printed A4 pages with at least 18 point font. Number your cards/pages clearly in case they get out of order.
- Practice – practice to familiarity with your presentation, but do not try to learn by heart; you are more likely to trip yourself up that way. It is okay to have minor slips, we do this naturally when we talk
- Powerpoint – try not to just read from the powerpoint. Different styles of use – some people prefer very little text, 1 slide per minute, mostly images to enhance your presentation, with focus primarily on the speaker. Others put all key points, data etc on powerpoint so their argument and evidence are easy to follow – this can be particularly useful in large conferences which exhaust people's attention, and where you know your audience are not all native speakers. It also means you can easily repurpose your conference slides for teaching.
- Speaking in Public: Voice – ensure that you project your voice clearly so people at back of room can hear you. Enunciate clearly – try slightly exaggerating your mouth movements to help clarify speech. Look up to help project your voice and breathe from your diaphragm.
- Speaking in Public: Speed – if you speak too fast people will have difficulty following. Try to speak slightly more slowly than you would normally, to give people time to follow and take notes.
- Speaking in Public: Body Language – this is actually really important. You want to appear confident in your argument. Good body language can help manage your nerves.

If standing, stand with feet should width appear to give you a solid base. If sitting, sitting up straight will help with breathing and vocal projection and make you appear more confident. Stand tall, looking up to the back of room as well as to the front. Eye contact will aid engagement with audience. Use hand/arm gestures to enhance particular points. You can move around a little bit, i.e. from lectern to projector screen, which will stop your muscles tensing and ease nerves. Remember to smile at beginning and end.

- Gauge your Audience – adjust your style to your audience and occasion; some conferences are more formal than others. If you are on the job market, your conference papers can act as advertisements for your ability as a researcher and potential teacher, so ensure you appear confident, enthusiastic and professional.
- What makes a good speech/presentation? – Conviction and enthusiasm are important, as is engaging with your audience. Have a clear argument and conclusion.
- What if there is some aspect of your presentation that you are less confident in, academically speaking? – turn this into a strength. You can highlight areas of work in progress to your audience and explicitly ask for their help – this shifts the dynamic and helps create helpful feedback rather than challenging questions.
- Tips for overcoming nerves - Dress so that you feel confident (don't wear heels, check your flies and buttons are done up before you start, try to look professional but suits etc not required). Eating something 15-30 mins before presentation can help regulate your blood sugar levels. Avoid too much caffeine or sugar. Take a brief walk outside and get some fresh air if you can before presenting. Get to your room early to give yourself time to settle into the space. Practice so you are familiar with text and timing, but it's okay to use your notes. Remember to pause when speaking, take a sip of water if you need to steady yourself. You can consider using things like Bach Rescue remedy to help calm nerves. Remember that your audience are interested academics who want to listen to you. It is okay to make mistakes when speaking – we all do it; just smile and move on.

Getting Published - Advice on How to Develop your First Publications

Why is it important to get published?

- Personal satisfaction and finding an audience for your work!
- Publication is key marker of academic status – will be a/the key factor in determining whether you get shortlisted for interview as a post-PhD, early career researcher.
- Publication is key aspect of REF status [alongside impact and public engagement which we will discuss in future workshops]
- REF – Research Excellence Framework: evaluation exercise for UK universities <https://www.ref.ac.uk/>
- Research outputs are graded 'unclassified' to 4*
 - **Four Star:** Quality that is world-leading in originality, significance and rigour.
 - **Three Star:** Quality that is internationally excellent in originality, significance and rigour but which falls short of the highest standards of excellence.
 - **Two Star:** Quality that is recognised internationally in originality, significance and rigour.
 - **One Star:** Quality that is recognised nationally in originality, significance and rigour.
 - **Unclassified Quality:** that falls below the standard of nationally recognised work. Or work which does not meet the published definition of research for the purposes of this assessment.
- Next REF will be in 2021. In the lead up to this, universities will be looking to hire researchers with 'world-leading' and 'internationally excellent' publications.

What to Publish

- NB- Follow your supervisor's advice – each discipline/sub-field is slightly different
- Core focus: One article based on a central theme of research: aim at field-leading journal. Year 3
- One output from conference/workshop is useful: to boost networking. Often book chapter. Year 2-3.
- Masters Thesis – if good distinction, can be turned into article year 1-3. Aim at small, specific journal with reputation for taking graduate work
- As a general guideline: at the end of your PhD, you want to be going on the job market with TWO publications – these should be at least UNDER REVIEW/IN PUBLICATION/AWAITING PROOFS, but it's okay if they have not be physically published yet

What/Where to Publish

- Think about how you want to place yourself within your discipline and on the job market
- Key publication – article in a field-leading journal should represent your thesis and key contributions to literature. Can be adapted from a chapter, or a broader article based around a key argument or intervention in your field
- Second publication should highlight another dimension of your research – i.e. if you want to market yourself in Victorian Studies and Gender Studies, you need to aim for two different journals in those respective fields.

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- Second publication can also be an off-shoot from the thesis – e.g. something you cut from the thesis because it was outside the scope of your project but is nevertheless important. Or something interesting you found in your archives on an adjacent subject. This can be useful to work on when you need to break intellectually from the thesis but still want to be productive.

Getting Published in Edited Volumes

- Edited volumes usually develop from a) conferences or b) Calls for Papers [CFP]
- Submitted chapters are reviewed by editors, then by reviewers for publishers
- Usually 5-12,000 words
- Comply with referencing and formatting guidelines
- Again, think about how to adapt and contextualize your thesis chapter or paper into a chapter based around the theme of the book, engaging with other chapters – can involve quite substantive redrafts

Getting Published in Journals

- Research the journal – do you fit their interests/approaches? Choose journals that you use/like on a regular basis.
- Reputation is as/more important than ranking metrics/impact factor.
- Smaller journals often have quicker publication times v. higher rating of major journals
- Comply with their authors' instructions, format preferences and word counts
- Rework your article draft to fit in with that particular journal – make sure you frame your argument and analysis to focus on themes and issues of interest to the journal, refer to recent publications from that journal in your work.
- 'Getting Published' writing workshops at major conferences – talk with editors
- Special editions are a good place to start

Writing Your Article

- A dissertation chapter ≠ article – an article needs to stand alone and provide context for the reader, be effectively contextualized within the literature, and show clear contribution to the field.
- Topics/sources outside immediate purview of thesis often make good articles
- Choose journal with appropriate word count for article – 6,000 to no word count, but most are 8-10,000 words, which is common for REF-able articles (check whether word counts are inclusive or exclusive of footnotes!)
- Do not submit to journal without having article read by supervisors – they can help by providing initial feedback
- Look at other articles recently published in the journal you are targeting to get a sense of structure & style

What is Peer Review?

- Usually double-blind peer review for journals and publishers.
- Two (or more) anonymous experts will read and comment on your work, to determine whether or not it should be published in the journal/book series.
- Recommendation to editors of: accept; revise and resubmit; reject.
- You will be provided with feedback from reviewers, and – for resubmission/publication – asked to respond and make changes.
- Can take between 1 month to over a year depending on reviewers.
- You will sometimes also get feedback from editors directly before or in addition to peer review

Advice for Surviving Peer Review

- Process always takes longer than they say it does.....
- KEY POINT – Everyone gets negative feedback. Do not think this makes you a bad researcher. It is an unfortunately horrible part of the academic process, and some reviewers can be aggressive/mean. But that is about them, not you.
- Reviewer's Report: try to take reviews as constructive rather than destructive. They usually do contain some helpful suggestions that can improve your work.
- Don't be surprised to get conflicting reports from different reviewers
- Don't feel you have to accept every suggested change – you can justify not accepting some changes

Monographs

- Look for publishers that have relevant series or good reputations in your area, not simply the big names
- Contact representatives and editors to discuss fit before submitting proposal
- Book proposal needs to sell your project to a wider audience – marketability
- Usually submit proposal & sample chapter(s) but some publishers will ask for full manuscript for books from PhDs.
- PhD ≠ book manuscript – there will need to be revisions for wider audience and marketability. Often this means greater contextualisation within the wider field.
- Be careful not to publish too much from your PhD
- Review process can take a long time depending upon reviewers and meetings of editorial boards – 3-4 months is minimum, sometimes 1 year.
- Can be useful to review a book proposal for better sense of what works

Book Proposal

- Ask supervisors, peers, colleagues if they would be willing to share examples of book proposals
- Discuss with publishers exactly what they want in a proposal
- Research & engage with publisher & book series – consider reputation, timeframe and formats
- Establish your market – audience & competitor texts
- Establish your contribution to the field
- Outline of key arguments, methods, and themes of manuscript
- Some publishers will expect proposal + manuscript, others proposal first, others proposal + sample chapter(s)

Archives and Digital Archives

Advice for making the best out of your archive habits

Varieties of Archives

- **National Archives** - The National Archive, Kew, London
- **Regional Archives** - county records offices, Staatsarchiven, department archives, town archives
- **Business Archives**
- **Institutional/NGO Archives** - e.g. Oxfam
- **Social Archives** - trade unions, women's history archives
- **Subject Specific Archives** - advertising archive in UK, popular music archives
- Personal Papers - e.g. at Bodleian Library, Oxford
- University Archives - e.g. Modern Records Centre, Warwick
- Library and Museum Archives
- NB - for contemporary history, primary evidence may be located in library collections attached to archives cf. ICRC and UN archive and library collections

Digital Archives, Digitised Materials and Microfilms/Microfiche

All types of archives may digitise some of their material:

- State archives tend to digitise censuses, matricular records (births/deaths/marriages) to satisfy genealogists first
- 'Flagship' or emblematic collections, e.g. Cabinet Papers for UK National digital archives, e.g. for Poland and Czech Republic, paralleling national digital libraries like Gallica for France
- Microfilming and microfiche of heavy-use collections at TNA, Bundesarchiv, NARA – also enabling copies of records to be shared with other archives
- Some archives offer on-site access to digitised materials – some via a 'K Drive', requiring external hard drive
- Others will allow digital cameras or scanning of microfilms into PDF files

Planning an Archival Research Trip

- The more preparation beforehand, the more efficient the trip
- Opening hours and opening days: smaller archives might be open only 3 days a week
- Handlists and finding guides - these are often online
- Copying: Checking for costs of photocopying/scanning or if flat fees charged for use of digital camera
- Most archives now allow free digital camera usage
- Access: Readers Card – check online application and ID requirements
- Appointments: book place in advance for some archives
- Off-site files: Check if files stored off site and need to be ordered in advance
- Advance orders
- Permission: Foreign archives often require a signed and headed letter of introduction from your PhD supervisor or university

Navigating Archives

- Catalogues: **KEYWORD SEARCHES** – be prepared to expand/alter search terms cf. 'child soldier' => search: child, children, childhood, youth, boy, girl, juvenile, cadet, teenage, etc.
- Finding guides on popular subjects
- Academic writing – articles published on archive contents
- Online help: H-Net, Blogs, etc. Ask for help from other researchers
- Archivists. Befriend the archivist – they'll know exactly where you should be looking, and usually have suggestions you wouldn't have thought of

- File ordering: check how many files you can order at once/per day and time accordingly. Can sometimes negotiate extra in smaller archives with files versus boxes.
- **PRACTICAL TIPS:**
 - Temperature – preservation means archives are usually cold; bring a jumper
 - Food & drink – is usually expensive. Bring snacks and a Thermos
 - Writing implements – check if pens/pencils are allowed
 - Restrooms – loo trips versus dehydration dilemma...

Data Gathering

- Digital Images – Smartphone vs iPad vs DSLR? High resolution scans are needed for OCR conversion
- Scanner Apps – Turboscan, Scanner Pro, Irfanview – converting JPEGs to PDF. Good for space saving and OCR
- Photographing – 'readers' or 'flippers': determine from preference and timescale whether best to skim read file for information and context, or just to quickly photograph each page (efficient but boring and RSI risk...)
- Notes – typed or handwritten notes. Creating more detailed file description and recording file title, keywords for later searching, and context for file
- Reference managers (Endnote, Evernote, Zotero, Tropy, etc.) or spreadsheet or Word document – use which organisational system you feel confident and comfortable with

Data Storage

- **CATALOGING** - No archival source is any use without record group or file code
 - If photographing, use callslips or a file cover to note the start of the file
 - If scanning from microfilm, make notes to remember file/microfilm codes
 - When downloading from online archives, either re-title a PDF file if it does not give accurate file code and move images 1-100 into the folder, do this for every file
- **BACK UPS – TRIPLE BACK UP AT LEAST. SCHEDULE REGULAR UPDATES AND STORE ACROSS DIFFERENT LOCATIONS**
- University U:Drive, Microsoft OneDrive
- Cloud/Dropbox
- USB
- Larger-scale research projects warrant investing in external hard drives – 4 TB plug and play drives

Methodological Issues

- In PhD Introduction you need to address your evidence base and archives – how you gathered and worked with material
 - E.g. sampling of larger collections
- Critical analysis of archives – see literature on power/knowledge in archives, especially Derrida, Foucault, and Stoler on archive and colonial governance – reading archives 'against grain', unpacking power relations of archives, identifying silence and points of contestation between different sections/forms of archive (i.e. legal vs. police vs. political, when addressing criminal history; medical vs. administrative, on health)
- **Why** archives exist, how did the document get created, why is the source preserved, whose voices are excluded or included, who is privileged – these are all questions to think through when analysing archive material
- Legal/official privacy considerations with personal documents (personnel files, legal cases, refugee cases) – 110 year lag in Germany, for example
- Critical analysis of structural violence and subjectivity in archives – how researchers engage with and craft narratives from the material in the archives, concerns re: e.g. re/coding forms of violence, recovering voices, translation
- Material culture/museum studies can offer insights for physical objects.

Tips for Conducting Overseas Research

Before Departure

Research Planning

- Discuss with your supervisors to get any practical advice for fieldwork/overseas research.
- Determine how much time you will need, but err on the side of planning for longer – researchers working outside of Europe and North America often experience delays at the beginning of trips, so anticipate you will need the first 1-2 weeks for administrative practicalities.
- Ensure you have contacted any archives or organisations you plan on working with in advance so they are aware of your intentions.
- Check FCO travel advice in case there are any local situations that could affect your fieldwork. <https://www.gov.uk/foreign-travel-advice>

Finding Advice

You can access online research communities like H-Net or other research community websites to ask for practical advice about working in particular countries or archives.

Ethics

Ensure you are aware of any national requirements for ethics clearance for conducting research in your chosen country to ensure compliance <http://www.ethicsguidebook.ac.uk/International-research-104>. This should be done as part of your general ethics approval https://intranet.exeter.ac.uk/humanities/studying/postgraduateresearch/studenthandbook/ethics_approval/

Flights

Set up flight alerts to help find the best airfares. For longer research trips, it is worth paying a little extra for flexibility on the return airfare or at least finding out how much extra you have to pay to change the return date, should your plans change.

Research Costs

Funded students normally have access to research support funds from their funding bodies. For self-funding or College-funded students, check in advance for small grants you can apply for to support your research costs. Many professional organisations run small grant schemes for PGRs to help with this, with multiple deadlines throughout the year; for most you apply before departure.

Visas

Ensure you have the appropriate visa for the country and duration of your stay. Sometimes this will involve having to visit the country's consular section or mailing off your passport for the visa in advance so do this well in advance of your departure. If it is just a quick trip to access archives, a tourist visa is usually sufficient.

Insurance

Register your trip with the University travel services to access free insurance. You will have to complete a risk assessment as part of this: <https://intranet.exeter.ac.uk/humanities/studying/postgraduateresearch/studenthandbook/insurance/>

Research Clearance

Depends on your project, some countries will request research clearance for overseas researchers, particularly if you are conducting interviews or working on sensitive topics. Check in advance if this will be required as it can take time to process. Sometimes this will need to be done in country and can delay the start of your research, so allocate extra time if this will be necessary.

Visiting Student Status

If you are on a long research trip, it can be helpful to register with a local university to access their research networks and seminar programmes.

Archive Costs

Some archives in developing countries charge higher fees for overseas researchers to register for access, to subsidise their running costs. Check in advance if payment is required. Bring spare passport photographs for IDs.

Vaccinations and Medication

- Check you are up-to-date on your vaccinations before departure and that you have had any required inoculations, i.e. yellow fever.
- Ensure you have sufficient medication of any prescriptions.
- Anti-malarials can be very expensive; if the cost is not covered by your expenses or insurance, they can be purchased at a cheaper cost from online providers.
- Take a basic first aid kit with you in case of an emergency or the inevitable bout of 'travellers tummy'.

Money

Check that you will have access to your bank accounts from abroad and that your cards are accepted locally, or ensure that you have sufficient funds with you.

Data Storage and Computing

- If you are working where electrical supplies are frequently interrupted, you may want to consider bringing surge protectors and/or portable chargers for your electrical devices.
- Ensure you have sufficient ways of backing up your data – external hard drives or USBs, or if available, cloud storage.
- See also 'Archives and Digital Archives' and Researcher Development modules on managing data.

During Your Stay Overseas

Local Knowledge

In some countries, gaining access and avoiding unwarranted attention can be helped by employing local research assistants, 'fixers' or 'drivers' on a retainer, who can help you navigate local communities. They will have often worked for other academics and gained a reputation for their knowledge and trustworthiness, so ask around.

Registration

It can be useful to register with your local Embassy or Consulate, particularly if you are working in major cities nearby.

Accommodation

Ensure that you are staying in safe and secure accommodation as far as is possible. In countries where this is an issue, check if your accommodation has security coverage – whether there is a safe for your valuables. Sometimes it can be helpful to stay in a hotel for the first few weeks or so to get your bearings before you find somewhere more affordable for the rest of the trip.

Personal Safety

Be safe and sensible, but have fun! Do your research in advance about local cultural norms to

avoid offence. Use your common sense about travelling, particularly unaccompanied or after dark. Dress appropriately. You can bring personal security devices like rape whistles and door jams if that helps you to feel safer.

Networking

Long research trips can be lonely. Try to find ways to integrate yourself into the local research community: chat with archivists/librarians and other researchers, attend seminars or talks, or join other local clubs or gyms. Try not to let yourself get isolated, even when you are trying to cram in as much research as possible.

Supervision

Agree how often you will check with your supervisors and update them about your research.

Fun

Overseas research & fieldwork should be the high point of your PhD research, so make sure you give yourself enough time to travel and explore! Just don't send your supervisors too many beach photos... they get really jealous.

Postdoctoral Fellowships and Other Postdoctoral Funding Opportunities

Principal UK Funders:

- **AHRC:** <http://www.ahrc.ac.uk/funding/opportunities/current/researchgrantsearlycareers/>
- **ESRC:** <http://www.esrc.ac.uk/funding/funding-opportunities/postdoctoral-fellowships/>
- **British Academy:** <https://www.britac.ac.uk/british-academy-postdoctoral-fellowships>
- **Leverhulme Trust:** <https://www.leverhulme.ac.uk/funding/grant-schemes/early-career-fellowships>
- **Wellcome Trust:** <https://wellcome.ac.uk/funding/research-fellowships-humanities-and-social-science>

Eligibility and Duration:

- **AHRC:** Within 8 years of PhD award OR within 6 years of first academic appointment; Research grants up to 5 years; Leaderships Fellows max. 24 months; If a post-doc research assistant (PDRA), can only apply after PDRA duties finished.
- **ESRC:** Within 12 months of viva; PhD at an ESRC DTP or CDT university; Must take up post-doc at DTP or CDT university; 12 months (exceptionally, 18 months) duration
- **British Academy:** Within 3 years of viva; must not have permanent post; UK citizens, UK PhD; EEA nationals; 3 year duration
- **Leverhulme Trust:** UK degree or already hold UK post; no second post-doc; tenable at any UK university for 3 years

Funding available and Full Economic Costs (FEC):

- Full Economic Costs - Full Economic Costing (FEC) is a government-directed standard costing methodology used across the UK Higher Education sector for the production of consistent and transparent research project costs. It covers:
 - Directly Incurred costs – are project-specific (i.e. they arise as a direct consequence of the project taking place), actual, and must be auditable at the project level (e.g. supported by supplier invoices)
 - Directly Allocated costs – are not project-specific (i.e. they are incurred whether or not the project takes place), and are estimated at project level e.g. Investigator time, Technician time (where not directly incurred), and Estates costs.
 - Indirect Costs – represent the costs of central and distributed services shared by other activities that are not project-specific e.g. Library services, Finance, Human Resources, and IT.
- Most universities prefer to take postdocs for FEC projects rather than those that only cover the direct research costs of the project holder.
- **AHRC:**
 - Early Career Research Grants £50,000-£250,000
 - Leadership fellows scheme (early career) £50,000-£250,000
 - Must commit 100% of time on Leadership Fellowship for 12 months minimum and 50% minimum over full term
 - 80% FEC covered
- **ESRC:**
 - Fellow's salary costs, plus up to £10,000 research expenses
 - FEC covered

- **British Academy:**
 - Fellow's salary costs, plus up to £6000 research expenses
 - 80% FEC covered
- **Leverhulme Trust:**
 - Fellowship is based on university matched funding – must be guaranteed before application submitted
 - Effectively 50% FEC to max. of £25,000pa
 - Up to £6000 research expenses pa for 3 years
- **Wellcome Trust:**
 - Two application rounds per year
 - Next round deadline, January 2019
 - FEC covered: researcher's salary and research expenses
- **ESRC and the SWDTP:**
 - <https://www.swdtp.ac.uk/>
 - South West Doctoral Training Partnership: Exeter, Bristol, Bath, Plymouth, UWE
 - Key project areas include: Health & Wellbeing, Conflict & Security
 - Seven fellowships are available, which must be held at one of the participating universities.
 - Applicants must be within 12 months of PhD award
 - 22nd March 2019 deadline

The Application Schedule:

AHRC

- No formal deadlines, AHRC aim for a 30 week turn-around;
- Must start project within 9 months of submission;
- Consult Je-S online system for precise guidance.

ESRC

- Call announced October.
- ESRC Deadline for proposals is March to host DTP or CDT;
- But: internal university pre-deadlines may apply;
- Decisions confirmed to applicants in June;
- Projects commence in October, at the start of the new academic year.

British Academy (2-stage process)

1. Outline stage application competition opened: August; 50 fellowships in Arts & Humanities;
2. Outline stage application deadline: October;
3. Notification of outcome: January;
4. Final stage application process begins after that;
5. No resubmission – once only opportunity;
6. Average success rate approx. 8 to 10%.

Leverhulme Trust

1. Online application by February;
2. 100 fellowships anticipated;
3. Unsuccessful applicants may reapply.

UKRI

- The major new funding initiative this year, shared between funding councils. A variant of the Leadership Fellows scheme, but with a up to seven-year project team.

Other Postdoctoral Awards:

- Junior Research Fellowships – mostly Oxford and Cambridge Colleges. Best chance where College fellows researching in your area
- Postdoctoral Awards in US and Canada – University and Departmental awards – check websites.
- Postdoctoral Awards in Europe – see schemes like German Academic Exchange Service (DAAD), Alexander von Humboldt Foundation, LEaDing Fellowships in Netherlands

Defining a Project:

- The research idea: what are your key questions and arguments?
- The research context: how will you advance knowledge, and how will your work fit into existing scholarship?
- The research methods: what research methods and approaches will you use? What evidence will you analyze?
- The point: what is the significance of your project?

General Proposal Advice:

- Be flexible but targeted with your proposal – mould your ideas to the scheme and your proposed institution/department
- Don't focus on more than 2 postdoctoral projects– you need time to properly develop your proposals
- Aim for clarity and a clear 'hook' – applications reviewed quickly, sometimes by non-specialists – need to be clear and accessible, not jargonistic
- Highlight the 'timeliness' and significance of your project – not enough just to say this hasn't been done before. Focus on how your proposal develops current research trends or engages with significant contemporary issues.
- Use recognizable buzzwords – inter-disciplinary, trans-cultural, etc.
- Get feedback on draft proposals from your supervisors, and your prospective mentors.
- Look back to PhD proposal and Upgrade 'extended proposal' for proposal framework – remember to outline your research questions and aims, engagement within current literatures, and methodology.
- Think about how to use the postdoc to develop your research skills and research networks – build this into the proposal

General Postdoctoral Application Advice:

- You can apply to multiple awards – just be sure to check eligibility
- Check both internal and final deadline submissions – you need to leave sufficient time for feedback, redrafting and costings.
- Cultivate relationship with institutions and academics you wish to work with – contact them in advance of deadlines to discuss your ideas and get feedback. Some schemes prefer you to move to a different institution from your PhD so think about which other institutions your research project would fit well with
- Don't be overly ambitious in your suggested outputs. For 1-2 year postdocs, 1-2 articles. Exhibitions, impact events etc all take longer than you anticipate and may require extra funding.
- Some 1 year postdocs are designed primarily to allow for turning PhD into manuscript.

- Some schemes require research mentors – seek out leading academics and cultivate relationships so they will be willing to invest time and agree to mentor you
- Most postdocs do not automatically lead to academic jobs – their benefit is that they allow you time to develop your research and enhance your skills and your research networks.

Digital Humanities and an Introduction to Text Encoding

What are the Digital Humanities?

- Inclusive umbrella term
- Digital tools & computational approaches to explore humanities questions
- Digital publication and dissemination of humanities texts, objects, and data
- Critical approaches to the 'Digital Turn'
- Focus on collaboration and interdisciplinarity

Questioning the Digital

- A copy or a new object? Same thing, new medium? Different thing?
- How does the digital affect our methods of research? What are the stated and unstated barriers and edges to your access?
- What decisions around selection, editing, and representation inhere within the digital object? What labour is acknowledged or obscured?
- Are you a reader or a user/creator of the (digital) text?

What kinds of approaches does DH cover? (non-exhaustive!)

- Working with text
 - text editing and encoding
 - text analysis and natural language processing
- Working with visual material and audio
 - 2D imaging
 - 3D scanning and photogrammetry
 - audio materials/oral histories
 - digital preservation/relationship with galleries, libraries, archives, museums
- Working with data
 - data visualisation
 - mapping and Geographic Information Systems (GIS)
 - crowd sourcing
 - data management
 - network analysis
 - statistical analysis, qualitative analysis

DH Community at Exeter

- DH Team, with specialisms in: Geospatial technologies, 2D & 3D imaging, Text editing & encoding, Digital archives and data management
- DH mailing list (email digitalhumanities@exeter.ac.uk to join)
- DH seminars, events, training workshops
- DH Lab and equipment...NB – loans can be made for oral interviews etc.

DH in Focus: Text Encoding

Why do we encode texts?

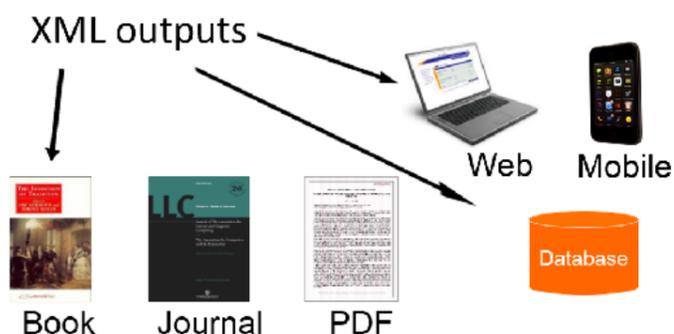
- Multiple ways of presenting and analyzing from one file
- To share information: linking between resources, exchange of data, search
- To store information in the long-term
- Re-use for purposes we haven't yet imagined

What is Markup?

- Markup is information embedded in a file that tells you something *about* the other things in that file
- Everything in the file that is not markup is usually called the *content*

What is XML?

- Extensible Markup Language
- Widely used across industry, business and academia to share structured information
- Flexibility to suit wide variety of research areas & approaches
- XML is Semantic, about identifying the building blocks of your text (the units of meaning) and a new way to add structure to a text.
- XML can be transformed for publication



Learning the language: what does XML look like?

Basic XML syntax: an **element**

element opening tag element closing tag
`<persName>Stan Laurel</persName>`

An **element** with an **attribute**

element opening tag element closing tag
`<persName type="pseudonym">Stan Laurel</persName>`
 attribute value

Tagging speeches to analyse or present texts

`<sp who="#Hamlet">Alas poor Yorick...</sp>`

`<sp...</sp>` Speech element contains a speech

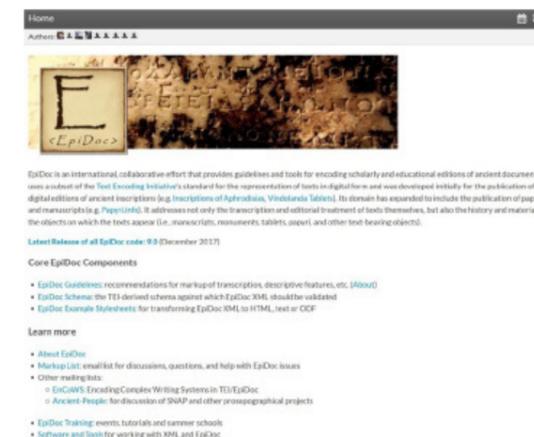
`who=` Who attribute says whose speech it is

`#Hamlet` Attribute value gives standardised name/internal link

Encoding Ancient Texts



Creating Communities



XML repositories



But wait a minute...

- Digital publication needs more than just the markup: stylesheets, user interface design, server maintenance, etc
- Multiple skills needed, rarely in one person
- Institutional support?
- Big investment of time, energy, (money?) in producing digital edition – who for? Why? How will it be maintained?

Why should I care?

- 'alt-ac' and DH opportunities
- Contribute small amounts to larger projects
- Be a critical reader of digital texts
- Use and manipulate XML data from other projects

DH Community at Exeter

TEI (Text Encoding Initiative)

- Workshops by DH team (join our mailing list!)
- TEI Guidelines: TEI creates and maintains international standards Freely available tutorials ('Teach Yourself TEI', 'A Gentle Introduction to XML' on TEI website etc.)
- Summer schools, training sessions, mailing list

Digital Humanities

- Exeter's Digital Humanities Lab and information pages, e.g. <https://humanities.exeter.ac.uk/digital-lab/>, Exeter's LibGuide <http://libguides.exeter.ac.uk/digitalhumanities>
- Online training, e.g. Digital Classicist <http://www.digitalclassicist.org/> The Programming Historian <https://programminghistorian.org/>
- Mailing lists, e.g. Exeter's DH community list digitalhumanities@exeter.ac.uk, Humanist <http://dhhumanist.org/>
- Summer schools, e.g. Digital Humanities Summer School Oxford <http://www.dhoxss.net/>
- Blogs and Twitter! (with warnings: <https://hfroehli.ch/blog-2/>)

How to be a Good Tutor

Teaching as Career Development

- If you want an academic job, teaching experience is a necessary qualification
- However – you do not need to have extensive experience straight out of your PhD – teaching a seminar group for one or two modules in your final year is sufficient
- Do not take on too much teaching (unless you need the money....)
- Always discuss with your supervisors how much teaching is appropriate for you – completing the PhD and working on publications, engagement and networking are more important
- Teaching UG seminars as a GTA [Graduate Teaching Assistant] is essential for helping you to figure out whether you like teaching at UG level and whether you want to pursue an academic career that includes doing this.

Qualifications to Teach as a GTA

- Different departments have different regulations so please check with your Discipline GTA Coordinator/Director of Education
- Generally - first qualification: LTHE – <https://as.exeter.ac.uk/lthe/> - Stage 1 necessary, Stage 2 optional
- Shadowing – sitting in on existing GTA-led seminars
- Contact your Discipline GTA Coordinator/Director of Education to let them know that you will be looking to teach next academic year/term

First Seminars - Establishing staff/student expectations

- Set clear expectations of what you expect of students- completing set reading, engagement in class, how to address you.
- Be clear on what they can expect from you – office hours, feedback, prompting discussion rather than supplying all answer
- It's a good idea to set up clear boundaries on what is appropriate language if you are dealing with a contentious subject.
- Don't be afraid of silences: term 1 is about transition to university- students need to realise they will not be spoonfed/ lectured to in a seminar environment, and that they need to take responsibility for their learning (eg. by making sure they read all the required readings).
- Be aware that students will have different backgrounds and expectations from their school careers –be inclusive and encouraging to those who seem less confident

Running a Seminar - Good Practice

- Student Preparation – students should be given clear instructions (by you and/or module convenor/module handbook) about expected reading and questions to think about in advance
- Introduction – clearly outline the aims and structure of the seminar
- Structure – have a outline for your self of your planned activities and core questions/ material you need to cover in the session BUT
- Be Flexible – no seminar ever runs to expected timings; students will take 10mins to cover a basic point you thought would take 1 min or respond sluggishly to major debate – be prepared to be flexible and adjust your lesson plan

- Structuring- having a powerpoint with an outline of the structure of the session/ key questions/ themes can be useful for student learning.
- Timing – students/we have an approx. 20 min attention span – ensure that you offer appropriate breaks (usually halfway in a 2hr seminar), or that you change activities frequently to keep students focused.
- Timing –Ensure you finish on time – leave 5 mins at the end for a recap and conclusions, going over key points for students to take from class

Running a Seminar - Getting People Talking

- You can use different exercises to generate discussion:
 - Icebreakers (link the seminar to contemporary event/ news story); show a short audio/ visual clip- as a way to get students talking.
 - Whole class discussion/ brainstorming exercise; Small group work/ presentations.
 - Introduce new sources in class to trigger discussion.
 - Try to think about the different types of learner – some more visual, aural, need for repetition – and include different methods in your teaching: powerpoints, writing/essay plan exercises; discussions; images etc.
 - Don't be afraid of silences! Give people time to think, eventually the pressure will draw someone to answer.
 - Rephrasing Questions – sometimes you need to ask a Q 2 or 3 times in slightly different ways for students to catch on to what you are asking.
 - Different types of question generate different responses – if direct Q about reading don't work, try broader, more opinion-orientated Qs – what you do you think about X? Was Y right to do that? What would you do to tackle that problem? Etc.

Developing Student Skills

- Consider the importance of skills training
- First year students are going to be unfamiliar with academic articles. Its worth considering strategies for reading effectively and how to prioritise readings.
- Use time to discuss the challenges of assessing differing types of sources.
- Research-led teaching- discuss your own experiences as a researcher and the challenges you face – this is easier for you, and often more engaging for your students as they respond to your enthusiasm
- Using special collections is also appreciated- eg. the Bill Douglas Cinema Museum or Exeter Cathedral.

Getting Feedback from Students

- Create a feedback loop
- It's important that you devote time in seminars to explain what you expect of students in assessments (eg. discussing the marking criteria in class). However, you may wait to do this in depth as students often change modules/ degrees in weeks 1-3 of their first term at university.
- You may wish to ask students for anonymous written feedback on what works well in seminars/ changes they would like to see.
- Be clear about when your students can contact you and how (this is particularly important if you're working part-time/ live away from Exeter/ or have archival visits planned). In addition, if you're not going to be in Exeter- you might like to think about setting up virtual office hours or times when you can be contacted via Skype.

Assessment and Feedback

- Always check the specific marking criteria for the year group and assessment – for general guidance see: <https://intranet.exeter.ac.uk/humanities/studying/taughthandbook/assessment/markingscheme/>
- Explain the marking criteria to them – they need to understand what marks in 40s, 50s, 60s, and 70+s convey.
- Link feedback directly to marking criteria
- Give constructive feedback – show them how to improve in particular areas
- Be positive – first year can be a difficult transition so praise what they do well
- Don't go overboard- annotations on key issues on text, and a paragraph (or two) in general feedback are sufficient.
- Oral feedback – unless this is not required, offer oral feedback to explain how to improve. Often, this can be done at a general level in seminars

Managing Your Workload

- You are contracted for a set number of hours – please try to stick to those. Some additional work is common, esp. for first time teachers, but do not feel beholden to offer lots of additional contact and do lots of additional prep
- Be clear with your students about what your availability will be and how quickly they will get a response to Qs and feedback.
- Do not overprepare for seminars – you do not need to know everything about a subject to teach it! Your own knowledge will often be sufficient, with just minor additional reading of set texts. Overprepared seminars can feel quite stilted, so try to focus on what core issues you want to cover and preparing activities rather than acquiring additional knowledge.
- Powerpoints can be quick and useful – some initial time investment but helpful if you will be repeating seminars
- If you are struggling with the teaching workload, please inform the GTA Coordinator/ Module Convenor, esp. if you are worried about turning around marking in time

Dealing with Student Problems

- If students haven't done the reading, sometimes it's a lack of prep, sometimes they are genuinely struggling to manage competing deadlines – ask them to genuinely own up to who has done the reading.
- Prioritise reading for them in advance- tell them the order to read things in, so they feel they can still participate if they manage to do the core reading.
- At the same time, its important to make sure students are effectively supported- eg. you might want to have a chat if they're struggling with reading/ workload (and encourage them to make use of the support provided by their personal tutor/ the senior tutor).
- If you are worried about a student, check with their personal tutor or senior tutor
- If they have learning support arrangements set up at school (i.e. for dyslexia) these will not automatically continue at university. In these cases they need to set up an Independent Learning Plan (ILP) with Accessibility (they can set this up via SID). Module convenors should let you know if any of your students have an ILP.
- If they have a Wellbeing concern, encourage them to access Wellbeing Services: <http://www.exeter.ac.uk/wellbeing/>
- Domineering students – ask specific Qs of specific students to stop them dominating

conversation. Or if they go on you can interrupt them gently i.e. 'That's an interesting point, can we bring someone else in to develop/respond to that'.

- Unengaged students – you can ask specific students for answers to Qs but be careful – some students have health issues/anxieties that make it harder for them to speak out. You can have a chat or email them to check they are okay, and whether it's okay to ask them. Most will speak up once they feel more comfortable in later seminars
- Controversial statements –sometimes students phrase things badly/don't think things through – check what they meant and then have a group discussion about the implications of statements. If students are openly discriminatory, explain why this is not appropriate, try to discuss through how particular views impact on others. Remain calm and keep your face neutral if you can (as much as you may want to scream or roll your eyes).
- Controversial statements – often the best way is to let peers deal with such statements – other students are usually quick to challenge views they feel are not welcome
- Equality, Diversity and Inclusivity resources - if you feel the issue needs to be referred or want advice <https://www.exeter.ac.uk/staff/equality/>
- Students Challenging your Authority/Legitimacy as Tutor- this is rare but sometimes happens esp. around marking, but if it happens be firm but polite, and move on. You do not have to justify your position in the classroom to them. If they are challenging your marks, explain the mark to them with direct reference to the markscheme.
- If you are having persistent problems with a student, please contact the Module Convenor

Becoming a Good Tutor: Practical Advice

- Dress – some people find it helpful to dress 'professionally' to project a more authoritative/grown up persona, others prefer to dress as normal to prevent feeling uncomfortable/stressed – either is fine!
- Persona - it can be helpful to have a specific teaching mindset/persona to help create a positive seminar environment – be open and enthusiastic, self-deprecating to acknowledge that we all as researchers struggle to answer particular questions, welcoming of questions, use humour – but only where appropriate – and don't expect them to actually get your jokes!
- Speech – try to speak clearly and slowly to allow people time to take notes. Use emphasis to drive home points. Be unsubtle about what the important points are.....
- Knowledge – it is okay not to know everything! You can admit if you don't know the answer to specific Qs and ask people to google them, or you can use deflecting Qs – 'Can anyone answer that?', 'That's a good point – let's discuss'.
- If in doubt, ALWAYS ASK FOR ADVICE - from other GTAs, your supervisor, module convenors, GTA coordinator or anybody who teaches – you do not need to struggle in silence, we all learn how to be better teachers from each other.

Public Engagement and Impact

IMPACT

Research Councils UK (RCUK) defines research impact as *'the demonstrable contribution that excellent research makes to society and the economy'*.
<https://www.ukri.org/innovation/excellence-with-impact/>

RESEARCH IMPACT

Creating New Knowledge

- Funding basic research excellence
- Responding to society's challenges
- Developing skills, leadership and infrastructure
- Leading UK research direction

Driving Innovation

- Creating environments and brokering partnerships
- Co-delivering research and innovation
- Intelligence for policy making

A key aspect of this definition of research impact is that impact must be demonstrable. It is not enough just to focus on activities and outputs that promote research impact, such as staging a conference or publishing a report. Researchers are expected to provide evidence of research impact, for example that it has been taken up and used by policymakers and practitioners, and that it has led to improvements in services or business. Above all, research must be of the highest quality: excellence is necessary for positive impact.
<http://www.esrc.ac.uk/files/research/international/guiding-principles-onuptake-impact-and-communication/>

TYPES OF IMPACT

- **Academic Impact** is demonstrable contribution that excellent social and economic research makes to scientific advances, across and within disciplines, including significant advances in understanding, method, theory and application
- **Economic and societal impact** is the demonstrable contribution that excellent social and economic research makes to society and the economy, of benefit to individuals, organisations and nations

REACH AND SIGNIFICANCE

- **Reach**: how widely the impact has been felt
- **Significance**: how much difference was made to the beneficiaries

Assessing Reach

- How many people were involved?
- How diverse or varied were the audiences reached?
- Was there a secondary reach achieved from media coverage?
- Is there evidence of sales/downloads/access to web content?

Assessing Significance

- Evaluation data
- User feedback/testimony
- Reviews and commentary
- Third party impact or involvement
- Evidence of sustainability

NB: think about the 'significance of the research content'

Type of impact

Delivering highly skilled people

Creating new businesses, improving the performance of existing businesses, or commercialising new products or processes

Attracting R&D investment from global business

Better informed public policy-making or improved public services

Improved patient care or health outcomes

Possible indicators

- Staff movement between academic and industry
- Employment of post-doctoral researchers in industry or spin-out companies
- Research contracts and income from industry
- Collaborative research with industry (for example, measured through numbers of co-authored outputs)
- Income from intellectual property
- Increased turnover/reduced costs for particular businesses/industry
- Success measures for new products/services (for example, growth revenue)
- Success measures for spin-out companies (for example, growth in revenue or numbers of employees)
- Patents granted/licences awarded and brought to market
- Staff movement between academia and industry
- Research income from overseas business
- Collaborative research with overseas business
- Research income from government organisations
- Changes to legislation/regulations/government policy (including references in relevant documents)
- Changes to public service practices/guidelines (including references in guidelines)
- Measures of improved public services (for example, increased literacy and numeracy rates)
- Staff exchanges with government organisations
- Participation on public policy/advisory committees
- Influence on public policy debate (for example, as indicated by citations by non-government organisations or the media)
- Research income from the NHS and medical research charities
- Measures of improved health outcomes (for example, lives saved, reduced infection rates)
- Measures of improved health services (for example, reduced treatment times or costs, equal access to services)
- Changes to clinical or healthcare training, practice or guidelines (including references in relevant documents such as National Institute for Health and Clinical Excellence guidelines)
- Development of new or improved drugs, treatments or other medical interventions; numbers of advanced phase clinical trials
- Participation on health policy/advisory clinical trials
- Changes to public behaviour (for example, reductions in smoking)
- Application of solutions to sustainable development (new technologies, behavioural change and so on)

Progress towards sustainable development, including environmental sustainability

Cultural enrichment, including improved public engagement with science and research

Improved social welfare, social cohesion or national security

- Measures of improved stability (for example, reduced pollution, regeneration of natural resources)
- Increased levels of public engagement with science and research (for example, measured through surveys)
- Changes to public attitudes to science (for example, as measured through surveys)
- Enriched appreciation of heritage or culture (for example, as measured through surveys)
- Audience/participation levels at public dissemination or engagement activities (exhibitions, broadcasts and so on)
- Positive reviews or participant feedback on public dissemination or engagement activities
- Application of new ideas to improve social equity, inclusion or cohesion
- Measures of improved social equity, inclusion or cohesion (for example, improved educational attainment among disadvantaged groups, or increased voting rates in lower participation communities)
- Application of new security technologies or practices

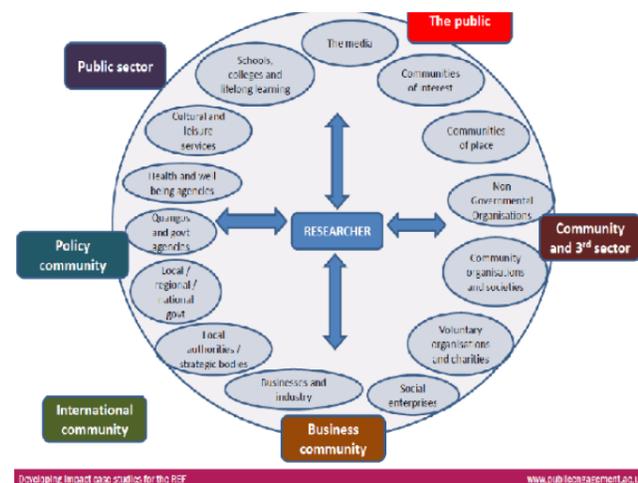
Case Studies

- Economic and Social Research Council <https://esrc.ukri.org/public-engagement/public-engagement-guidance/>
- Arts and Humanities Research Council <https://ahrc.ukri.org/research/impact/>
- Research Excellence Framework 2014 https://web.archive.nationalarchives.gov.uk/*/http://www.hefce.ac.uk/

PLANNING YOUR IMPACT

- Defining your audience
- Choosing your activities
- Attracting an audience
- Involving the audience
- Allocating the resources
- Using specialist agencies
- Measuring success

(Economic and Social Research Council; <http://www.esrc.ac.uk/public-engagement/public-engagement-guidance/guide-to-public-engagement/>)



Public Engagement and Impact Cont.

- ▶ Postgraduate Researchers do not have to demonstrate impact or public engagement, this is not part of your assessment for your masters or doctoral degrees. However, it is really useful to learn the language and understand the issues now, especially if you are aiming towards an academic career, as they are a crucial element of REF (Research Evaluation Framework, the national academic assessment format) assessments.
- ▶ Public engagement and impact are an increasingly important element of academic job applications, short-listing and interviews. They are also a key element of research grant applications. The growth of public engagement and impact is part of a wider shift towards legitimating public funding into universities.
- ▶ Impact v. Public Engagement – Impact is focused on demonstrably changing policy or people's minds/actions. Public engagement is more broadly about involving non-academics – both individuals and communities – with your research and making it accessible to them, through mechanisms like exhibitions, public workshops, educational activities, TV programmes, etc.
- ▶ Both impact and public engagement can come in at different stages of your research – from initial project planning to being developed out of the end results of the project. They tend to work better where they are integrated more into the project from the outset, rather than being tacked on at the end.
- ▶ Problems – there is a tendency for a focus on public engagement and impact to instrumentalise research and it favours certain kinds of more practical, applied research versus pure knowledge. But there are spaces where Humanities research can offer significant impact and public engagement – think about heritage, arts and culture, social policy, cultures of health, etc.
- ▶ Key Question – How do we create conditions for us to do meaningful work within these frameworks? How can we build impact and/or public engagement into our research so it is something that enhances our work, rather than seeing it as a distraction we are forced to undertake by government-imposed regulations?

Impact Discussion

- What is Impact? – RCUK (UK research councils, our governing body) definition of impact is 'the demonstrable contribution that excellent research makes to society and economy'. So it has to be demonstrable/evidenced – how do we do this for our research? How to show excellence/worth of our research? Think about the various ways of assessing, qualitatively or quantitatively, how your research can contribute to society.
- Research Impact – Regulations have changed and you can now include impact on your academic field: creating new knowledge; responding to society's challenges; developing skills, leadership and infrastructure; leading UK research direction. This may be more applicable later in your careers, once you are more established.
- Types of Impact – Academic impact v. economic and societal impact
- Pathways to Impact – (see slides): think about how you can access particular groups and involve them in your research, or ensure they are interested in working with your research findings.
- Reach and Significance – think about the differences between reach (how widely impact is felt) v. significance (how much of a difference was made to beneficiaries) – each is valid as a form

of impact, and one may be more suitable to your project, i.e. can you work closely with one, smaller group of people or do you want to aim for broader impact at an inter/national level.

- How can you prove you are changing people's minds? – This is actually difficult to demonstrate. Many researchers have been using surveys, but often poorly designed ones. Look to other disciplines that use relevant methodologies of assessing opinion (sociology, psychology etc) to see if there are any relevant methods you can borrow from them to develop your skills in surveys, interview techniques, participatory-research etc.
- Who are the communities that have something at stake and could benefit from the impact of your project? – Think practically and laterally: museums, professional bodies, community groups.
- How can you generate impact? – Heike Roms gave examples from her work on recreating performances and installations from 1970s avant garde artists in Wales. Audience participation, oral histories, mapping of performances, and creating audio tours were all built into the research project – engaging the community into the research; co-researching
- How to deal with situations where it is very difficult to generate impact due to repressive governments? – Think about different publics, communities of interest and stakeholder/actors to engage with – community or non-governmental organisations rather than trying to directly link to government/state-run organisations.
- Always try to link your particular project to the most appropriate audience to generate impact and public engagement.

Public Engagement

- Think about publicly engaged research v public engagement – try not to be top-down in your thinking about just delivering knowledge to a 'public'. Think about how public/communities can help you develop research - develop research questions, gather or develop data, preserve data - at the beginning as well as the end of the research project. This is a more dialectical and iterative form of research that you should find more helpful and meaningful.
- Try not to use public engagement and impact instrumentally because that will not deliver quality research or secure funding. Grant assessors can usually tell when someone has just tacked on public engagement at the end of a grant application and does not really believe in it.
- Think about it as a way to create meaningful partnerships with non-academic actors, various public and local communities.
- Laura Salisbury gave examples from her current research on waiting time and public healthcare – What does it mean for people to wait for healthcare? Project development – bring in the public to explore the meaning of waiting cf. oral interviews with those trying to access various forms of healthcare to understand how they feel about waiting and how they think about their conditions. Dialogue with participants refines research questions and targets research.
- Afterlives of research – Public engagement can provide a great pathway to creating an afterlife to your research. Cf. other people become interested in your findings and develop their own research, discussion groups etc.
- Methodologies – Look for different formats to encourage different responses and engagement from different people. Facebook groups to raise awareness, discussion groups for more focused feedback and knowledge transfer, exhibitions or apps to reach a wider audience.

Social Media and Blogging

Social media use and blogging is useful for developing an academic career, but it is not necessary for getting an academic job. It can help to establish your research profile for search committees/hiring panels as a way of making your research visible prior to publication. Do think carefully about what kind of image you want to present.

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- Blogging as a key path to, and form of, public engagement. (See Impact and Public Engagement workshop notes).
- Interlinking of social media use and blogging - use Twitter to advertise blog posts and get traffic to the blog
- Think about what you want to get out of blogging before you spend the time writing and publicizing – it requires a regular commitment of time to be done properly as a rarely updated blog with few posts will not attract significant traffic.
- More people will read a blog in a day than one of your articles in a year, or your PhD monograph ever (probably).
- Blogs can be an outlet for materials which don't quite work as part of your formal academic research –interesting stories or events, or off-cuts from chapters.
- Other blogs are about interesting things rather than actual academic writing – i.e. objects you have come across in your research
- Some of the most popular blogs are focused around responses to topical issues, and how they related to your research. These 'thinkpieces' can generate significant traffic but need to be written and posted in a timely fashion.
- Blogs can help open up media opportunities especially for topical writing.
- Blogs and social media can both be useful for raising awareness of you as a scholar and stepping outside of your immediate 'research box' expertise by showing your wider interests and knowledge.
- Your writing needs to be accessible to non-specialists but don't dumb it down too much – find a middle ground between academic and popular media writing – you want any academics reading your work to see value in what you write.
- Blogging can be a really useful way to keep your hand in at writing between chapters or after PhD– it's a good way to keep in practice with writing focused, concise writing.
- If you want to use a blog for public engagement or impact related activities, a platform like Wordpress is easy to use and provides readership statistics, which is useful for showing how many people your research is reaching.
- You can also set up a University of Exeter-housed blog – these are more visible on major search engines and so can generate more views in the early stages, but come with additional restrictions as to what can be said/housed on the sites.
- Jointly-run blogs can be a really good way of building networks between different researchers by building a site together. This also takes the pressure off you in terms of creating content by sharing the workload.
- Blogs v. Facebook – blogs are better for reading more substantive pieces. Facebook better for building a sense of community and generating action if you are trying to generate public engagement.
- Conflict with formal academic publication – try not to let your blogs pre-empt too much of your research: highlight the themes of research rather than your core, original, arguments.

- Find your audience – Twitter, linking to other sites and blogs.
- Keep your audience – regular posts.
- Length – usually c.500-1000 words. Longer pieces can be published in parts over a couple of days.
- Guest blogs – are a good way of raising your profile and testing the waters, without taking on repeat workload.
- Think about who actually reads blogs and how to pitch your writing accordingly - can help with improving writing – writing blogs can be more fun, and involves no footnotes!
- Do not read comments – this is very important for your sanity and stress levels.....
- Gender dynamics – evidence suggests that women do attract more online harassment and ‘mansplaining’ in comments, but it is certainly not only women who experience strange/aggressive/trolling comments. You can set your blog up so you can moderate comments and only publish those that you wish to associate with your blog, but this means reading all submissions.
- Twitter - changing very quickly. Fewer people using it for research now. PGRs now find it most useful as a way of making connections and raising their profile.
- Be careful about your Twitter handle and whether or not you want to claim institutional affiliation (this goes for blogs too)– University of Exeter monitors social media profiles of those who claim affiliation with the institution.
- If you do show your affiliation, universities have ways of calculating the ‘equivalent advertising value’ for your social media and blogging, which can be useful for showing public engagement as part of your early career probation.
- A social media presence can help search committees/hiring panels get sense of who you are as a researcher and who your audience is, but is not essential for an academic career so do not spend time doing this unless you genuinely enjoy it and feel that you benefit from it.
- Blogs can be a way of enhancing public engagement events and giving them an afterlife. Cf. online symposium publishing papers given at a conference you have organized.
- Don’t feel that you need to be doing this all now – it might be easier or more effective to do this after writing up, as an ECR.

Tips for Writing your PhD

What are you writing towards?

- PhD Examination Report Forms: Preliminary and Final <http://as.exeter.ac.uk/support/registryservices/postgraduateadministration/pgrforms-submissionandexamination/>
- Key criteria for assessment:
 - a) evidence that the thesis forms a distinctive contribution to the knowledge of the subject;
 - b) evidence of originality,
 - c) evidence of the candidate’s ability to relate the subject matter of the thesis to the existing body of knowledge in the field,
 - d) satisfactory level of literary presentation.
- The thesis has to be an original contribution to knowledge, have a substantiated argument and be well-presented – but it does **not** have to cover the totality of your topic and it does not have to be **perfect**.
- Performative aspect of writing the PhD to meet these criteria: you have to really show your working: clearly outline your contribution, your approach, your critical framework, your methodology. Use the introduction in particular to do this.
- How to show originality: this does not mean dismissing/trashing previous work and approaches, be respectful in your engagement with the existing literature, but don’t be afraid to challenge it. You can also highlight originality in showing you are developing from previous work.
- Think about your tone: write in a formal academic register and avoid polemic.

Finding your voice

- Think about what kind of writer you are and work to your strengths – does it work better for you to work from a very detailed plan with a clear sense of the chapter argument from the outset, or do you need to draft up sections to develop your points and then bring them together to formulate your overall argument?
- The best way to find your voice and your style is to read lots of other academic work and think about why particular pieces/authors speak most strongly to you – analyse their style to help you identify what you value in good writing. Then practice – just get writing: like anything, writing should get easier, and better, with practice.

What makes good academic writing?

- Clarity and cogency – do not hide behind jargon, be professional in your tone, but not overblown. Good academic writing should be precise and accessible. Aim to be concise and punchy, rather than unduly wordy.
- Sharp paragraphing – don’t have floating sentences or massive page long paragraphs. Each paragraph should convey a point.
- Avoid too much passive voice if this is creating convoluted sentences.
- It is fine to use first person on occasion, particularly if writing reflexively, but do not over use it.
- Really use your introduction to set up your argument and approach clearly.
- Make sure you check the University guidelines on the presentation of theses: <http://as.exeter.ac.uk/academic-policy-standards/tqa-manual/pgr/presentationoftheses/>
 - A PhD thesis ‘shall not normally exceed 100,000 words’: the word count is ‘exclusive of the abstract, other preliminaries (tables of contents), footnotes, appendices and bibliography, but are inclusive of all other content, including tables, charts and captions’ [please note there are different criteria for PhDs by Practice]
 - Thesis should be formatted with double or 1.5 spacing in typescript, with single spacing for indented quotations or footnotes. Double-sided printing. Size 12 font for main text.

All pages should be numbered consecutively, with the title page as page 1.

- Thesis should be arranged with:
 - Title page, with declaration
 - Abstract
 - List of Contents
 - List of Tables, Illustrations, etc. (if any)
 - List of accompanying materials (if any)
 - Author's declaration
 - Definitions (if any, being a list of definitions of any terms specific to the work); abbreviations (if any)
 - Introduction (when 2.2 applies <http://as.exeter.ac.uk/academic-policy-standards/tqa-manual/pgr/presentationoftheses/#twotwo>)
 - Text (divided into chapters, sections, etc.)
 - Appendices (if any)
 - Glossary (if any)
 - Bibliography
 - Index (if any)

Writing Examples

- Read recent theses from within your discipline to check for format, tone and register and see how they go about writing and establishing their argument and approach.
- Determine which scholars' work you find well-written, convincing, and accessibly written and think about how you can incorporate elements of that style into your work

Peer Support

- Use your peers, friends and family as editors – set up writing groups where you set timetables for submitting work to each other to get feedback if you are too nervous to send to supervisors or your supervisor cannot respond quickly. Be firm in encouraging each other to submit even unfinished/imperfect work to deadline. Be constructive in your feedback to each other. Don't compare yourselves directly as different projects proceed at different paces and in different ways, but it should be helpful to see that other people need to work hard to develop their writing too.
- Realise that academic writing is a process – no one can write perfect prose and complete chapters straight off. We all need multiple drafts and feedback to develop our work – even your supervisors!

Framework of writing your thesis

- Many find that the easiest way to draft up is to: draft introduction (you should have most of this from the upgrade extended proposal), then drafting chapters (not necessarily to order), the conclusion, then the final introduction is the last – don't worry if your argument takes a while to come together.
- In chapters sometimes it works best to draft up your narrative/empirical framework, then on the second draft add in critical analysis.
- In chapters, if you are struggling to determine the structure, try using PowerPoint – make a slide per paragraph/point, then move them around to find a structure. Or try this with post-it notes. Or bullet points in a word document.

Writing Up from a Supervisor's Point of View

- Supervisors do not expect all the work you submit to be perfect
- Your supervisors would rather see a rough draft with incomplete sections and bullet points than nothing
- It is part of their job to help you with the writing process – they know how difficult it is, because

they have the same problems themselves. Even senior don't just produce flawless writing from the outset – they have to work at repeated drafts, share work, get feedback and improve from there. It is a natural and essential part of the academic process.

- The worst thing to do if you are struggling with writing is to withdraw and stop engaging with supervisions: ask for short supervisions to help you deal with particular sections of paragraphs, or to specifically discuss writing techniques.

Practical suggestions for getting over writers block and dealing with perfectionism

- Set yourself a word limit for the day/hour – they don't need to be good words, they just have to be on the page
- Try switching between a computer screen and handwriting – the change of medium might help
- Try changing your environment – some people find it easier to write in silence, others benefit from the background hubbub of writing in a café. Music can help – but something without lyrics is best.
- Try free writing – take a pen, and just write anything.
- Support networks – ask your friends and family to give you the time and space to write; ask them to help keep you to deadlines; ask them to read snippets of your work; ask them for help finding the word you are searching for. You do not have to write in isolation.
- Write word maps and plans – writing by hand can also be helpful.
- Recognise that writing is a process – each chapter will likely require multiple drafts, and that is normal and okay.
- Set time limits for yourself – figure out when you work most effectively, set yourself a schedule, but make sure you give yourself sufficient time away from your writing (take back your evenings and weekends!), take time away from the screen to rest your eyes and bodies. Productive writing requires rest and energy!
- Avoiding researcher's procrastination – don't fall into the trap of just reading more and more to avoid writing. Try to start writing/planning, as this will help you to identify any gaps which you need to fill rather than reading 25 articles which cover the same broad ground that you only needed one sentence on anyway.
- If you are stuck with writing a chapter – stop and do something else. You can work on your footnotes or bibliography, to feel you are getting something productive done. Or try working on a book chapter/article for publication.

Thesis Submission and Passing your Viva

Thesis Submission

Remember the assessment criteria

You will need to demonstrate:

- a) evidence that the thesis forms a distinctive contribution to the knowledge of the subject;
- b) evidence of originality,
- c) evidence of the candidate's ability to relate the subject matter of the thesis to the existing body of knowledge in the field,
- d) satisfactory level of academic presentation [writing and referencing]

Final stages of writing up

- Make sure you leave sufficient time for editing and redrafting
- Meet with both your supervisors to agree a timeline for submission, and to agree with them when you will receive feedback on drafts you submit.

Editing

You will probably find it easier to edit hard-copy than on screen for such a large piece of work.

Final draft

- Your supervisors have to sign off on your submission so they should read the final draft.
- Make sure you check the university guidelines on the presentation of theses <http://as.exeter.ac.uk/academic-policy-standards/tqa-manual/pgr/presentationoftheses/>
- Once you have printed off your final copies, do not re-read these; you will inevitably spot a typo and stress yourself out!

Footnotes

Footnotes are for referencing, not for supplementing your argument.

Submission practicalities

- You will have to submit 2 bound copies to the Forum (or the Doctoral College office in Penryn)
- Distance-learners should send copies by registered deliver to the Doctoral College.
- You will have to include a signed copy of the submission form [available via link at 8.1: <http://as.exeter.ac.uk/academic-policy-standards/tqa-manual/pgr/presentationoftheses/>]

Submission advice

- As it can sometimes take a while for the Doctoral College to process and post the thesis to examiners, it is a good idea to email a PDF copy of your thesis to your supervisors and internal examiner as a back up.

Viva Preparations and Choosing Examiners

Submission timeframe

The viva should be held within three months of submission, but this will be dependent on external examiner's timetable. If the timing of the thesis is critical to you (for employment, visa, travel reasons), you must clarify this in advance and submit in a reasonable time; examiners will normally try to meet your needs but remember they have multiple calls on your time and reading a thesis will take many days work.

Viva Panel

Normally one external, and one internal examiner. There can be an additional examiner if required for purposes of relevant expertise i.e. in inter-disciplinary projects.

Nomination of examiners

You should discuss with your supervisor who would be appropriate to nominate as examiners. They should be experts in the relevant fields of your thesis, and will normally be at least senior lecturers or above. Examiners can have heard you present, but they must NOT have had any prior access to your PhD research or contributed directly to your research. Examiners should be nominated by your primary supervisor at least 3 months in advance of your submission.

Choosing examiners:

- External – if you are aiming for an academic career, try to select examiners whose reports/ references will be able to help you get a job – i.e. someone who has a good, international reputation, and will be able to continue writing references for you for some years. Your external examiner will normally be a key referee for you, and job panels will normally take their perspective on your work above that of your supervisor. If you are not necessarily aiming for an academic career, you will probably want to select someone with the greatest expertise. Normally, they will be UK based as the university will not cover international travel expenses.
- Internal – can be the same person who did your upgrade viva. They must not have been involved as part of your supervision team (including as pastoral tutor).

Writing Up

Once you know who your examiners will be, you can anticipate what questions they might have, and you can therefore ensure that you are covering those points. You can also ensure that you are citing their work, and using it in an appropriate manner!

Non-Examining Independent Chair

If either examiner does not have experience of examining a UK PhD before, or lacks experience with the specific format use at the university, then there will be an Independent Chair, who is simply there to ensure that the proper regulations are observed.

Supervisor

You can ask for your supervisor to sit in on the viva, but this is not a requirement. They will have to remain entirely silent, and cannot contribute to discussion or answer questions for you. Your supervisor can be there as a witness, but also they can be there to talk with examiners in the event there are corrections requested.

Preliminary Report

Both examiners will produce a preliminary report on their independent reading of your thesis <http://as.exeter.ac.uk/support/registryservices/postgraduateadministration/pgrforms-submissionandexamination/>. They will share this in advance of the viva to form the basis of their questioning, but you will not be given access to this report. After the viva, they will then produce a joint final report, which will give their direct feedback to you.

Preparing for the Viva

- Re-read the thesis to refresh your mind about what you wrote, but you do not need to try to memorise sections; you will remember all the key points and arguments, even if you are nervous.
- Think about your examiners, and what kinds of questions they are likely to ask.
- But don't over-prepare. You do not need to learn answers to potential questions by heart. The viva should be about intellectual discussion and exchanges, and will feel almost like a supervision at times.
- Mock viva – You can ask your supervisor or your Discipline Director of PGR studies about setting up a practice viva/mock viva if you are nervous, to practice responding to questions. Or you can just have a discussion with your supervisors about the questions you are likely to be asked.
- Upgrade memories – Think back to your upgrade viva as the PhD viva will be similar in format and approach.

Nature of the Viva

- You can find the Handbook for Examination here which outlines all the PhD viva regulations <http://as.exeter.ac.uk/academic-policy-standards/tqa-manual/pgr/pgrexaminations/>

What to bring?

- Bring a copy of your PhD to the viva with you, for reference to help you answer particular questions: this can be annotated with additional notes you have made in revision.
- Bring a notepad, to take notes – this will help you to prepare answers to questions but also to take notes of the useful advice and feedback you are being given (which you will otherwise forget due to stress!)
- Bring a bottle of water, in case water isn't available.
- Bring any medication you need and tissues, so you don't have to worry about not having any
- You can also bring a list of any corrections/typos you have spotted to head off any corrections, and a list of any questions you want to ask the examiners.

Viva Format

- Usually examiners will begin by asking you to outline the thesis, or to explain why/how you undertook this research. This is a) to get you to start talking and relax, and b) to give them a clear sense of the project and you as a researcher.
- Sometimes examiners will tell you the outcome at the beginning of the viva, others do not, but this is a matter of personal style so do not worry if they do not say anything about the outcome at the beginning.
- Questions will normally start more broadly looking at the overall research questions, the methodology, sources and critical framework, before drilling down to ask more specific questions about particular chapters or arguments you are making. Sometimes it can be as specific as looking at particular sentences, references or data points.
- In response to questions do not become defensive; engage positively with all questions. It is fine to ask for clarifications if you are not sure you understand the questions. It is also fine to take a minute to think about your response.
- Normally you will be asked towards the end if you have any questions, or if you think that something hasn't been covered.

Publications and Future Research

Particularly if the upgrade is going well and examiners know you are aiming for an academic career, they will also discuss the ideas for publication with you, recommending journals and which chapters will be most suitable as articles. They will also often have advice for future research directions.

Break

Normal expectation is that a viva will not go on for more than 2-3 hours, but you can ask for a break at any point.

End of viva

- You will normally be asked to leave so the examiners can confer and agree their recommendations.
- You will then be invited back in and told their recommendations – please note that these recommendations have to be signed off by the Doctoral College, but it is very rare for the university to reject the recommendations of the examiners.
- So you should know the outcome on the day, but it will take a while for the formal confirmation to work its way through the university administration.

Potential Outcomes of the Viva

- Examination Report Form – you can see the final report form and assessment criteria here <http://as.exeter.ac.uk/support/registryservices/postgraduateadministration/pgrforms-submissionandexamination/>

Potential Outcomes:

- Pass without Corrections – unusual but achievable!
- Pass with minor revisions – anything from a few typos to some additions. You will have 3 months for corrections. These just need to be submitted for sign off by the internal examiner.
- Pass with major revisions – usually substantive additions/corrections to chapters or methodology. You will have 6 months for corrections. These need to be signed off by both the internal and external examiner.
- Resubmit – thesis does not meet relevant standards or distinctive contribution to knowledge, originality, engagement with relevant literature, or presentation. Resubmission of full thesis. Corrections must be completed within 18 months and will normally require another viva.
- These time limits technically only begin when you receive official confirmation of the outcome from the university.
- Note: if your examiners are aware you are under time pressure due to work/personal commitments, they may recommend 'major corrections' just to ensure you have sufficient time to complete.
- Any questions about the revisions/corrections should go through your supervisor to the examiners.

How to make the most of your viva

- A good viva should almost be like an intense supervision – make the most of this opportunity for advice and feedback. Your examiners will read your thesis more closely than almost anyone else will ever read your work and comment more extensively: so take advantage of this opportunity to really get extensive feedback and ask any questions you have. Ask their advice on how to strengthen your work and about how best to pursue future publications from the thesis.
- It is a good idea to see if you can spend some time talking to your examiners in a more relaxed fashion afterwards, maybe over a celebratory glass, as this can be good networking.
- Have something fun and/or relaxing lined up afterwards to celebrate (fingers crossed!). You have put in a lot of effort and really deserve to bask in the glory of attaining your doctorate!

How to Write a Good Academic Job Application

Working towards job applications:

- **Publications** – Are key to your marketability. Aim to have 1-2 publications under review, if not already published, by the time you enter the job market. There is preference for peer reviewed articles in major journals (see Getting Published)
- **Conferences** – Networking and publicising your research (see 'How to Give a Good Conference Paper')
- **Writing the Thesis** – Submission and the award of your PhD is an essential criteria for academic jobs. During writing up, be clear about what your contribution to your field is (see 'Tips for Writing Out')
- **Viva** – The viva establishes you within the field and your examiners will be key references for you (see 'Thesis submission and Viva')

Finding suitable jobs:

- Jobs.ac.uk <https://www.jobs.ac.uk/>
- Jobs academic wiki http://academicjobs.wikia.com/wiki/Academic_Jobs_Wiki
- Higheredjobs www.higheredjobs.com – US + international
- Academic careers US www.academiccareers.com
- Academic careers EU www.academicjobseu.com
- H-Net listings www.h-net.org
- Twitter, subject email lists
- University websites
- Be aware of the timing of job cycles – for permanent and temporary posts starting with the academic year in September, closing dates will usually be March-June. Temporary posts (maternity and grant cover) can be advertised all year round.

What you have to submit:

- Usually 1-2 pages which needs to cover the following:
 - Thesis Title and Supervisor, Year of Award, and Scholarship Award (if relevant). Give your thesis submission/viva date if you have not yet passed.
 - University Education History
 - Publications
 - Grants
 - Conference Papers
 - Public Engagement/Impact
 - Teaching Experience and Qualifications
 - Academic Service i.e. administrative positions, professional organisation membership, conference organisation etc.
 - Other relevant qualifications – i.e. languages, training qualifications.
 - Do **not** include hobbies – unless they are impressive (age group representation in national sports or debating squads etc). Panel does not need to know about your ukulele or pogo skills...
 - Do **not** include extensive lists of past-time employment in non-academic fields or fields not relevant to your research – useful to note if you have done internships for NGOs, MPs etc. or have non-HE teaching and public engagement experience, or law qualifications. The panel does not need to know your barista experience. For mature students, do list professional employment.
 - You do **not** need to include a photograph: conventions can vary in different countries, but UK applications do not require a CV photo.
 - You do **not** need to include date of birth.

- **Covering Letter** – this is crucial. This is effectively your personal statement. Here you will outline your qualifications and fit for the advertised post and institutions. A good covering letter will normally be 2-3 pages long and should establish:
 - Why you want the job? – What is it that attracts you to this specific job/department
 - Why you are a strong candidate? – Demonstrate how you match the job criteria and person specification
 - What you can offer? – Describe how you can add value to the department/university
- **Application Form** – This will vary by institution but usually covers basic professional information and Equality and Diversity monitoring. It can sometimes include a personal statement on your research and/or qualifications (in which case do not repeat extensively in your cover letter). Sometimes you may be asked for your thesis abstract.
- **References** – You will need 2-3 referees. Normally your first supervisor, external examiner and internal examiner. Pre-viva, your first and second supervisor, and perhaps your upgrade panel member or an external researcher who has engaged with you work. Having someone outside your home institution is often helpful. Please ensure you have permission before listing someone as a referee and give them sufficient time to write a reference prior to the deadline for applications.

What the hiring panel are looking for in a strong application:

- **Essential and Desirable Criteria** – Frame your application around these criteria, providing evidence for how you meet them
- **Track Record and Potential** – Demonstrating promise and future research potential is really important. Your CV and application form will establish track record so use the covering letter to also outline your potential.
- **Publications** – For early career applicants, 1-2 publications should be under-review or published. There is preference for journal articles, then book chapters and book reviews do not carry any weight. Try to market yourself across your fields by carefully targeting publications i.e. if you work on women in African history, have one in an African history journal and one in gender studies.
- **Public Engagement and Impact** – Think about impact and public engagement and how this can be incorporated into your future research even if it has not been part of the PhD so far. (See 'Public Engagement and Impact')
- **Research Direction** – You need to give clear sense both of what you have done and what you will do in the future – outline how your research will develop over the next 1-5 years and what projects you intend to pursue.
- **Future Grant Applications** – Indicate in your cover letter which funding bodies/grant schemes you will be to apply for: bringing in grant money is an increasingly important academic skill and one that is very attractive to hiring committees.
- **Grant Capture** – Try to show you have been applying for money and are able to win even small grants, demonstrating you know how to write successful applications. Your PhD funding counts here.
- **Teaching** – Teaching experience is important, but you are not expected to have extensive teaching experience as a completing PhD student. For Educations & Research jobs, prioritise publications over teaching experience: for Education & Scholarship – i.e. temporary, teaching only posts, teaching is obviously more important. Having extensive teaching experience is more significant for US liberal arts applications than for UK universities.
- **Teaching Experience** – Try to convey the quality of your teaching and the key skills you can already demonstrate – running seminars, designing sessions, marking and feedback. Mention our LTHE qualifications. Tip – if you want to show experience of giving lectures –which you normally do not do as a GTA at Exeter – you can negotiate with your supervisors/staff member to give a guest lecture on one of their modules You need to show that you are capable of delivering/contributing to a range of modules, at different levels of UG to PGT, often outside the

specific topic of your PhD. Think about your teaching 'philosophy'/style.

- **Service and Citizenship** – Show how you would be a good colleague and contribute more broadly to the running and strengthening of the department. This includes things like administrative jobs, leadership positions (cf. GTA leaders/mentors). A past record of administrative duties, conference organisation and research seminar coordination is good here.
- **Knowledge of Institution** – Tailor applications specifically to departments and institutions. Make sure you mention how you fit in with their research cultures and research centres, specific colleagues whom you would work with, specific modules you would be able to contribute to, and university research and education strategies that you find appealing.
- **Fit** – You have to show that you are the correct fit for the job – it is not always the strongest candidate intellectually or the person who has published the most who is short-listed/offered the job but the person who can make the best case for how they would strengthen the department and fit in with its research culture, as well as making a strong future contribution to the field. The panel is looking for good colleagues who can be trusted to pull their weight as well as great researchers.

General advice:

- **Shortlisting Process** – Average field 50-150 for early career Humanities lectureships – of which 4-5 will be short-listed for interview. Short-listing is often done quickly, with the aim of narrowing the field and eliminating applications in first sift, then developing long list for discussion for the panel, who will then discuss and agree the 4-5 who are called to interview. So you have to ensure that your application highlights your quality, skills and fit both quickly and clearly.
- **Multiple Applications** – Apply for anything and everything you are qualified for – even if you don't get short-listed you will gain experience and refine your applications. Don't be afraid to apply wide and across different academic systems in various countries. But make sure that you present yourself as a credible candidate.
- **Cumulative Experience** – Temporary posts bring experience that you put towards more permanent positions, so do apply for them – do be aware though that some are for 9 months rather than +1 years so you would not be paid over the summer vacation, and different teaching replacement jobs carry different workloads so check that the job precisely entails.
- **Learn how to sell yourself** – This can be difficult and embarrassing but you have to think about how you market yourself, within and across particular disciplines, methodologies and sub-fields. If you are stuck, ask friends and supervisors how they would describe you and your work. Work on advertising your strengths and plugging any major gaps in your qualifications.
- **Evidence** – Always provide specific examples for how you meet the essential and desirable criteria.
- **Learn the Language** – Make sure your covering letter uses the language and key phrases drawn from the job advert to signal your engagement with the process. Use proactive, positive language with the first person to stress your achievements rather than the passive voice. Also use a professional register.
- **Look carefully at the job criteria** – Do you meet the essential and preferred criteria stated in the advert? Does it specify whether or not you already have to hold your PhD (many permanent jobs will specify this)?
- **Do your Research on the Department and Institution** – Look for key research projects that are advertised, other recent hires, news and twitter feeds to get a feel for them and their priorities. Always address your covering letter to a specific person: head of department or hiring panel chair.
- **Person Specification** – If the advert is particularly narrow they may already have an internal candidate in mind or have a specific research need, so will be most likely to short-list people who most closely match the specified field. If it is a broader call, they are usually more open and looking for interesting and innovative research.

- **Sector Wide Issues** – Read up on key issues impacting the sector so you understand the pressures which will shape short-listing decisions. For example, REF - Research Excellence Framework, and TEF - Teaching Excellence Framework. Think about framing your qualifications in terms of what you would contribute to a department's REF or TEF submissions.
- **Contact** – If you have questions about the job, do contact the person named in the job advert (usually the Head of Department) to clarify and ask whether you might be a good fit for them.
- **Network** – The majority of academics get jobs they have heard about from supervisors, colleagues or through relevant academic networks, so make sure people are aware you are looking for jobs and ask around.
- **Learn to Cope with Rejections** – This is an inevitable and unfortunate part of the process. Everybody gets rejected from jobs – even superstars in their field. You need to prepare emotionally as well as practically and professionally for the applications process. Give yourself time to feel angry/down, but do not despair – many people will put in many, repeated applications before being short-listed.
- **Ask for feedback** – You are able to ask for feedback from applications. Not all institutions will give feedback at short-listing stage, but many will try and all will if you are called for interview.
- **Supervisors Input** – Always ask your supervisors to help you with applications and look over your covering letter etc. You will benefit from their experience and knowledge.
- **Gaps in CV** – It is OK to have gaps in your academic employment, if you have been working in other sectors or just haven't secured a job for a period of time. If you are without an academic job, think about how you can use/present that time as a period of personal or skills development: engaging in volunteer work in related sectors, working on languages or other skills, develop a blog or social media profile (see 'Blogging and Social Media')
- **Set a General Time Limit** – Some people are fortunate and secure permanent posts within a year of finishing their PhD. Others will have many years of temporary posts/teaching cover, occasional lecturing or postdoctoral fellowships before they secure a permanent position. You will be more likely to be short-listed once you have passed your viva and have publications out. But if you are still not being short-listed for interview after this point, you may want to consider how long you want to try for an academic job before pursuing/accepting other options.
- **Have a Plan B** – Getting a permanent position depends on luck/chance/providence rather than just skill and hard work. So make sure you are developing alternative career strategies. There's nothing wrong with deciding to move away from academia, you will have gained many marketable skills during your PhD. [For more information, see the Researcher Development and Careers Service <https://www.exeter.ac.uk/doctoralcollege/researcherdevelopment/careerdevelopmentessentials/>] (See 'Non-Academic Careers')

Applying for Non-Academic Jobs: What you can do with a Humanities PhD

Remember you have lots to offer:

Some Transferable Skills from Humanities PhDs

- Writing and Communication
- Research
- Professional Networking
- Project Management
- Public Speaking
- Event Management and Organisation

Reassuring Data

- National unemployment rate of Humanities PhDs is 3%
- 46% of Humanities PhD graduates work in Higher Education 3.5 years after graduation
- 51% of Humanities PhD graduates have jobs outside of research and HE 3.5 years after graduation
- 66% of Humanities PhD graduates conduct research some or all of the time [source: Vitae]

Job Avenues to Consider:

- Humanities PhD students can find many different employment avenues outside the academic sector: e.g. law, business, sales and service industries, artistic and literary sectors. Jobs include – Design and Media Associate; Museum Collections Manager; Policy Adviser; Fraud Prevention Manager; Development Officer
- Research – research roles in industry and business (think tanks, consultancies, marketing research), or public or not-for-profit sector (Local or regional government research roles; research officers for charities, NGOs)
- Education – school or Further Education teaching, or other specialist educational roles or teaching in non-school settings such as prisons
- The University Environment – consider working in a university in a non-academic, professional services role

Start with Yourself

- Self-awareness is at the centre of career choice and professional/personal development
- You should understand your values and learning style/s
- Be able to articulate and celebrate your key skills and attributes
- Evaluate your career interests, and dis-interests
- Describe fluently the type of person you are
- Identify things you might find difficult and develop strategies to deal with these
- Understand how you best relate to others in various situations – i.e. team work, leadership/management skills

How the Career Service can help you:

- See <http://www.exeter.ac.uk/careers/> or visit the Careers Service in the Forum
- General Advice on: career research; employability training and events; placements and internships; CVs, applications and interviews; global employability
- Personal advice and career consultation appointments – talk with careers staff throughout your PhD to discuss potential employment pathways and opportunities
- Personal SWOT analysis – Strengths, Weaknesses, Opportunities, Threats
- Personal Career Portfolio (and available resources) –
- Self-Awareness: skills audit, values and motivations, interests, reviewing experiences, feedback from previous jobs.
- Achievements – job related i.e. prizes, projects, awards, funding, publications, and personal i.e. volunteering, community service.
- Professional Development Review Documentation – reflections on development
- Job Search Aids – The Current Job Market, CV master, covering letter master, application forms that worked, vacancy sources, references and testimonials, networking
- Career Development Plans – sources of help

Academic Job Interviews: What to Expect?

Common Interview Formats

Interview Formats:

There are different kinds of interview for different types of job:

- Research fellowship/postdoctoral award, which will focus on research
- Temporary teaching cover post of 9 months to 3 years duration, which will focus more on teaching
- Permanent research and education lectureship, which will need to cover research, teaching and fit with department

When you are called to interview you will be given instructions as to specific requirements, but they are likely to include:–

Writing Samples:

- You will likely be asked to submit 1-2 pieces of work for consideration by the panel. Consult with your supervisor to determine what to send – usually best to send published, peer-reviewed work if you have it, and/or a strong thesis chapter that gives a clear sense of your research interests and contribution to the field.

Presentation:

- For research/postdoc posts, you are likely to be asked to give a 5-10 minute research presentation within the interview, with notes but no PowerPoint.
- For teaching only posts, the presentation will likely focus on your teaching, perhaps about delivering a particular module
- For lectureship, there will usually be a presentation of 20 minutes to the department, followed by questions from the audience of departmental staff and sometimes students. This can be purely research-based or - more often - on research and teaching.

Interview:

- Normally around 30 minutes
- The panel will normally consist of the Head of Department, Director of Research, Director of Education, research expert(s), College representative from outside the discipline, and human resources/professional services representative. Usually 4-6 people, sometimes more. For diversity/gender equality purposes, there will be male and female panel members.
- Questions will cover (as appropriate for position):
 - Why you think you are a good candidate/fit with the department
 - Research – past work, methods, contribution, future plans
 - Teaching – prospective modules, experience, overcoming difficulties
 - Administration/Service – contribution to running of department
 - Your questions for the panel – do not ask too many!

Teaching Examples:

Some institutions may have a specific teaching interview component –

- Module templates – you may be asked to submit module templates. Look at their website to check formats and how your proposed module would fit.
- Mini-seminar/lecture – you may be asked to deliver a short teaching sample, usually based around teaching your research, to assess your teaching style and competence.

Preparation for Interview

For good presentation techniques, see 'How to Give a Good Conference Paper' – the aim of the presentation is to let the department know about your research but also to show that you are an effective communicator and can be trusted to stick to a remit and deliver information in a teaching environment.

Presentation

- Structure – for research and teaching presentations, ensure you have a good balance between these components. Showing how your teaching emerges from your research tends to work well.
- Research – remember, you are being assessed on **potential** as well as track record. So spend sufficient time talking about your **future research** plans. Give 1, 3 and 5 year research plans, showing the questions that are driving you, your intended contribution to the scholarship with named **publications** and the intended journals/publishers, and what **grants** you intend to apply for. If relevant, highlight potential **impact** and **public engagement** outcomes.
- Timing – you must stick to the allocated time. Too many people rule themselves out by betraying poor time management.
- Accessibility – there will be non-experts in the audience so ensure that you present your research in a clear and accessible manner. Remember they are checking that you can be trusted to teach first years!
- PowerPoint – if you are allowed to use PowerPoint ensure this is clear, attractive and not overloaded with text.

Interview

- Note that many of your interview panel will not have seen your presentation to the department, so there may be some overlap with questions
- Research the panel members to anticipate their questions and interests
- Prepare in advance for common types of questions (see practice questions below)
- You will be allowed to ask questions of the panel. You do not have to, but it is fine to ask for additional information about research support, facilities, etc. Do not ask too many questions – 1-2 is appropriate. Do not ask questions that indicate you want to minimise teaching or administration.

Teaching

- Draw from your experience to think about delivering a teaching sample
- For module templates, think about what you would genuinely like to teach, aim for research-led teaching, but show how this would fit with their existing curriculum
- It can be useful to design module templates even if not requested, as you can use these to illustrate points about teaching in the presentation or interview, and to show initiative.

Common Mistakes

You would be surprised how often candidates rule themselves out by committing these mistakes:

- **Timing** – do NOT ignore set timings for your presentations. It disrupts the schedule, limits your time for questions, and shows you are not organised - raising doubts about your ability to run a classroom.
- **Set Tasks** – do NOT ignore the instructions given for your interview. If you are asked to talk about research and teaching you must do both.

- **Lack of research about department** – do NOT neglect to do your research on the department and the university. You will be asked about this so you need to be able to show how you fit in.

Practical Advice

- **Logistics** – Ensure you allow time for delays on travel, take an earlier train if you are unsure. Bring back ups for your presentation and print outs of any script you are using. Bring a copy of your application to review in advance of the interview.
- **Experience** – Attend job interviews in your department to see how (not) to do presentations.
- **Support** – Ask your supervisors to check your presentations or to do a mock interview with you, or ask to see their module templates for guidance.
- **Practice** – You want to rehearse your presentation so you are confident and solid on your timing, but you do not need to learn verbatim or be word perfect.
- **Research the department and institution** – Learn their strengths, areas for development, their ‘buzz words’ and current concerns, key colleagues, research centres, etc.
- **Be aware of the university sector climate** – concerns about REF, TEF, Brexit, Widening Participation etc. These are issues which may come up in interview questions. Read the Times Higher Education, Guardian HE pages etc. Or do online research to familiarise yourself with these issues.
- **Image** – Even if you feel horribly nervous and awkward, try to create an image of someone who is smart, collegiate, trustworthy, and professional: a good researcher and a good colleague. Smile and be enthusiastic and genuine in conversation.
- **What to wear** – Wear something professional but which you feel comfortable and confident in. In most Humanities subjects, suits are not a norm so do not feel obliged to wear one. Avoid high heels as potential trip hazards...
- **What to eat** – You are likely to have lunch or dinner as part of the interview. This is to see what you are like as a colleague in a more relaxed environment. However, you will be stressed and nervous, and will be trying to hold conversations so you won’t actually have much time to eat. Carry snacks with you for sustenance. Avoid food hazards e.g. spaghetti, raw onion, etc.
- **What to do if your friends are also being interviewed** – If you are on the job market with friends, you are likely to end up at the same interviews. It is awkward and occasionally amusing. Agree in advance to be supportive but that you will each be doing your best to get the job.
- **Other candidates** – Do not worry about who the other candidates are; you cannot do anything about them other than do your best. Strongest candidates on paper will not necessarily perform the best on the day. Be nice and professional to them, as the likelihood is that you will see them again at interviews or conferences.
- **Internal candidates** – These are common, particularly where the job specification is narrowly written, or for a temporary post. Just because there is an internal candidate does not necessarily mean they will be given the job, as there is often resistance to such appointments. But yes, sometimes it does happen – if so, just chalk it up as experience.
- **Interview questions** – Take your time to respond to questions. It is fine to take a few seconds to consider your response. Bring a pen and paper to take notes.
- **Outcomes** – You will normally be told a timeframe for the outcome of the job, anything

from 1 day to 1 week. If you have not heard in that timeframe, it is OK to contact them and ask. Sometimes it can take longer if someone is offered the post and negotiates; if this falls through the second ranked candidate will then be contacted.

- **What to do if you do not get the job?** – Ask for feedback, and remember that this was useful experience.
- **What to do if you do get offered the job?** – You can ask for clarification on the specifics of the job contract, start dates, salary, etc. It is OK to take some time to consider, especially if you have to consult with your family or have other offers, but do not mess people around.
- **Stay strong** – Remember that you will likely have to go through multiple interviews before getting a job. If you do not get it, it does not mean that you are not good enough – you would not have been short-listed if that were the case. It just means that someone else was a better fit for the position. Keep going until you find your fit!

Practice Interview Questions

Think about what would be **good** and **bad** responses to these questions:

- Why do you want to work here?
- Why do you think you are a good candidate for this role?
- Where do you see yourself in 5/10 years time?
- What are your future research plans?
- What would be your contribution to our REF submission?
- What is your teaching philosophy? How does this fit with the TEF?
- How would you see to contribute to the department’s teaching?
- Describe how you have overcome a challenge in your research/teaching
- How would you boost the department’s student recruitment?
- How would you boost the department’s international reputation?
- How should this university/department seek to navigate Brexit/changes to university funding?
- Do you have any questions for us?

How to Write an Academic CV

Curriculum Vitae - Usually 2-3 pages for ECR Posts

What to include: (Usually in this order)

- Name and Contact Information
- Thesis Title and Supervisor, Year of Award, and Scholarship Award (if relevant). Give your thesis submission/viva date if you have not yet passed
- University Education History, including results
- Publications (if these are not out yet indicate if under review, proofs, awaiting publication)
- Grants (give monetary value) and Awards
- Conference Papers (title, location, date)
- Public Engagement/Impact
- Teaching Experience and Qualifications
- Academic Service i.e. administrative positions, professional organisation membership, conference organisation etc.
- Other relevant qualifications – i.e. languages, training qualifications
- Referees – usually your supervisor(s), and examiners (if you have vivaed), or a staff member who can comment on your teaching.
- You can (if you have space) include a research statement, outlining your key research expertise.

What not to include:

- Do not include hobbies – unless they represent significant other skills or qualifications (age group representation in national sports or debating squads etc) or they are potentially relevant to your research or public engagement/impact (i.e. poetry slams, theatre/dance groups, musical recitals). The panel does not need to know about your ukulele or pogo skills...
- Do not include an extensive list of past part-time employment in non-academic fields or fields not relevant to your research – useful to note if you have done internships or NGOs, MPs etc or have non-HE teaching and public engagement experience, or law qualifications, but the panel does not need to know of your barista experience.
- For mature students, do list professional employment particularly when this has contributed to your skill set of professional networks.
- You do not need to include a photograph: conventions can vary in different countries, but UK applications do not require a CV photo
- You do not need to include your school or undergraduate exam results - just your undergraduate degree and final results
- You do not need to give you 'personal/character statement [i.e. I am a committed and energetic researcher...] - your referees provide this assessment

Think about how to adapt your thesis for different jobs:

- Teaching only posts – prioritise teaching
- Research fellowships/postdoctoral positions – prioritise publications, research statement, and conferences
- Lectureships (Teaching & Research) – you need to balance your publications/research, with evidence of your teaching, administrative/service experience and evidence of professional standing

- Length of CV – some applications will specify 1 or 2 page CVs. You can use prose statements to cut space, but prioritise according to the nature of the post. Sometimes you will be asked for 1 page CV for conference applications too.

General Advice:

- With 50-200 applications for some posts, your CV needs to be clear and accessible
- Use an accessible and attractive format – for some disciplines a more polished, professional format may be more suitable, for some a more attractive creative format, for others a utilitarian format is fine. Check your templates on Word/Pages.
- Make sure there are no typos or errors
- Keep your CV constantly up to date – add in conferences etc., each time you deliver a paper.

Useful Links and Resources

How to Survive and Thrive on your PhD

Useful Links for PhD Advice:

- <https://www.vitae.ac.uk/doing-research/doing-a-doctorate>
- <http://www.phdontrack.net/>
- <https://www.timeshighereducation.com/blog/10-tips-writing-phd-thesis>
- <https://thesiswhisperer.com/>
- <https://theresearchwhisperer.wordpress.com/>
- <https://www.insidehighered.com/blogs/gradhacker>
- <https://phdlife.warwick.ac.uk/>
- <https://phdinahundredsteps.com/>
- <https://medium.com/@write4research>

Useful Links for Local and National Humanities Resources:

- South West and Wests Doctoral Training Partnership - <https://www.sww-ahdtp.ac.uk/> [not just for funding, the site also has useful lists of regional research resources and training]
- GW4 Doctoral Student Benefits - <http://gw4.ac.uk/doctoral-development-opportunities/>
- ESCR Doctoral Training Partnership - <https://www.swdtp.ac.uk/>
- British Academy - <https://www.britac.ac.uk/>
- Arts and Humanities Research Council <https://ahrc.ukri.org/>
- British Library - <https://www.bl.uk/>
- National Library of Scotland - <https://www.nls.uk/>
- National Library of Wales <https://www.library.wales/>
- WorldCat - <https://www.worldcat.org/>
- H-Net : Humanities and Social Sciences Online- <https://networks.h-net.org/>
- Also, look at the websites of your discipline's major professional associations – they will usually have links to useful resources and advice for postgraduate scholarships e.g. <https://www.historians.org/jobs-and-professional-development/professional-life/resources-for-graduate-students>

Returning to Academia

- Royal Historical Society: <https://royalhistsoc.org/membership/postgraduate-members/>
- Shut Up and Write Tuesday @SUWTUK: <https://suwtuesdays.wordpress.com/about-2/>
- Postgraduate Research Student Handbook: <https://intranet.exeter.ac.uk/humanities/studying/postgraduateresearch/studenthandbook/>
- How to write a conference abstract: <https://bakercatherine.wordpress.com/2017/03/15/how-to-write-a-conference-abstract-a-five-part-plan-for-pitching-your-research-at-almost-anything/>
- LSE Blog: <http://blogs.lse.ac.uk/careers/2018/03/21/life-after-the-phd-a-mature-students-perspective/>
- The Bedraggled Daisy: <https://thesiswhisperer.com/2017/02/22/using-diagrams-as-research-aides/>
- Postgraduate Archival Skills Training (TNA): http://www.nationalarchives.gov.uk/about/our-research-and-academic-collaboration/events-and-training/postgraduate-archival-skills-training/?utm_campaign=776625_Research%20news%20October%202018&utm_medium=email&utm_source=The%20National%20Archives
- PhD Twitter threads: <https://twitter.com/DrMattWLawson/status/1046318785777598464> and <https://twitter.com/GheeBowman/status/1046756525145030657>
- Humanities PGR Facebook: <https://www.facebook.com/groups/317074918679386/>
- MHRA Style Guide: <http://www.mhra.org.uk/pdf/MHRA-Style-Guide-3rd-Edn.pdf>
- E-profile: <https://eprofile.exeter.ac.uk/menulogin.php> and <https://eprofile.exeter.ac.uk/sophygardner/?section=2>

How to Pass your Upgrade

- Humanities Intranet - Upgrade Regulations: <http://as.exeter.ac.uk/academic-policy-standards/tqa-manual/pgr/off-campusarrangements/#Transfer>

Digital Humanities: Introduction to Text Encoding and Digital Publication

- Exeter's Digital Humanities Lab and information pages, e.g. <https://humanities.exeter.ac.uk/digital-lab/>, Exeter's LibGuide <http://libguides.exeter.ac.uk/digitalhumanities>
- Online training, e.g. Digital Classicist <http://www.digitalclassicist.org/> The Programming Historian <https://programminghistorian.org/>
- Mailing lists, e.g. Exeter's DH community list digitalhumanities@exeter.ac.uk, Humanist <http://dhhumanist.org/>
- Summer schools, e.g. Digital Humanities Summer School Oxford <http://www.dhoxss.net/>
- Blogs and Twitter! (with warnings: <https://hfroehli.ch/blog-2/>)

Tips for Writing your PhD

- For 1-2-1 training on practical aspects of writing, you can book sessions with the Royal Literary Fund Fellows: <https://humanities.exeter.ac.uk/english/rfff/>
- Researcher Development offers the following training sessions <http://www.exeter.ac.uk/doctoralcollege/researcherdevelopment/writingsupport/> : Argue to Think, How to Draft Your Thesis, Getting Creative With Your Writing, Write a Chapter: Reduce Academic Writing Anxiety. Researcher Development also runs support workshops to facilitate writing: Writing Retreats, Shut up and Write Tuesdays
- Researcher Development's ELE site 'Academic Writing for PGRs' also has links to useful blogs on academic style and writing technique: <https://vle.exeter.ac.uk/mod/page/view.php?id=649044>
- <https://phdlife.warwick.ac.uk/2016/11/16/10-tips-towards-phd-thesis-submission/comment-page-1/> <https://www.timeshighereducation.com/blog/10-tips-writing-phd-thesis>
- <https://www.theguardian.com/higher-education-network/blog/2014/aug/27/finishing-phd-thesis-top-tips-experts-advice>

Thesis Submission and Passing Your Viva

- Research Development run a 'Preparing for your Viva' seminar which you can sign up for through MyCareerZone or watch online through the ELE page: <https://vle.exeter.ac.uk/mod/page/view.php?id=648974>
- <https://www.vitae.ac.uk/doing-research/doing-a-doctorate/completing-your-doctorate/your-viva>
- <https://www.theguardian.com/higher-education-network/2015/jan/08/how-to-survive-a-phd-viva-17-top-tips>
- <https://www2.le.ac.uk/offices/ld/resources/presentations/viva>

How to Write a Good Academic Job Application

- <https://www.jobs.ac.uk/careers-advice/jobseeking-tips> [See esp. link on 'How to Apply for An Academic Job ebook]
- Vitae - <https://www.vitae.ac.uk/researcher-careers/pursuing-an-academic-career/applying-for-academic-jobs>
- <https://www.theguardian.com/higher-education-network/2015/oct/26/academic-job-applications-five-mistakes-to-avoid>
- <https://www.jobs.ac.uk/careers-advice/working-in-higher-education/2189/how-to-get-shortlisted-for-an-academic-job-part-1>

Transferring your Skills - The Non-Academic Job Market

Specifically for researchers:

- Researcher Development: <http://www.exeter.ac.uk/doctoralcollege/researcherdevelopment/rdrc/>
- Researcher Development Catalogue: <https://www.exeter.ac.uk/doctoralcollege/researcherdevelopment/training/>
- Vitae: <https://www.vitae.ac.uk>
- FindaPhD(Career Advice): www.findaphd.com

General Useful Links to Research Resources

- South West and Wests Doctoral Training Partnership - <https://www.sww-ahdtp.ac.uk/> [not just for funding, the site also has useful lists of regional research recourses and training]
- GW4 Doctoral Student Benefits - <http://gw4.ac.uk/doctoral-development-opportunities/>
- ESRC Doctoral Training Partnership - <https://www.swdtp.ac.uk/>
- British Academy - <https://www.britac.ac.uk/>
- Arts and Humanities Research Council <https://ahrc.ukri.org/>
- British Library - <https://www.bl.uk/>
- National Library of Scotland - <https://www.nls.uk/>
- National Library of Wales <https://www.library.wales/>
- WorldCat - <https://www.worldcat.org/>
- H-Net : Humanities and Social Sciences Online- <https://networks.h-net.org/>

General job/funding links

- <https://www.jobs.ac.uk/>

Links to Postdoctoral Competitions

- <https://www.britac.ac.uk/british-academy-postdoctoral-fellowships>
- <https://www.leverhulme.ac.uk/funding/grant-schemes/early-career-fellowships>
- <https://esrc.ukri.org/funding/funding-opportunities/postdoctoral-fellowships/>
- <https://wellcome.ac.uk/funding/research-careers/postdoctoral-research>

General Useful Links for PhD Advice

- <https://www.vitae.ac.uk/doing-research/doing-a-doctorate>
- <http://www.phdontrack.net/>
- <https://www.timeshighereducation.com/blog/10-tips-writing-phd-thesis>
- <https://thesiswhisperer.com/>
- <https://theresearchwhisperer.wordpress.com/>
- <https://www.insidehighered.com/blogs/gradhacker>
- <https://phdlife.warwick.ac.uk/>
- <https://phdinahundredsteps.com/>
- <https://medium.com/@write4research>

