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ABSTRACT

Designed to apply basic principles of career education to graduate education, this monograph focuses on (1) reshaping graduate education to make Ph.D.s more employable, (2) placement of Ph.D.s, and (3) necessary complementary changes in faculty and administrative culture. Chapter 1 briefly discusses efforts to redefine the mission of the academic profession so they prepare students for non-academic careers and obtain information on education and work. It closes with a plan to create a Confederation of Academic Professions to provide technical assistance. Chapter 2 describes networking by which Ph.D.s in nonacademic employment and employers combine with universities to collaborate in preparation of Ph.D.s for nonacademic employment. Efforts by academic professions and institutions to locate and place able Ph.D.s are detailed. Chapter 3 addresses developing a career development program for faculty. A pilot effort to offer all faculty career education materials is reviewed that includes internships in other universities and in nonacademic employment. Chapter 4 proposes a coalition of employers and universities to recruit talent and to work with students to integrate education and work. The proposal suggests building on the competency-based education movement to encourage students to engage in voluntary assessments preceding graduate education to provide direction for career planning. (YLB)

The Role of Non-Academic Employment In The Education Of Graduate Students And Faculty

Strengthening Academic and Professional Culture

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to the
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September 1979

Acknowledgements

This monograph builds on personal observation, interviews (many by telephone), and a review of the research literature. Individual chapters or selected portions of the manuscript were reviewed and improved through reactions provided by many people—these include D. Lydia Bronte, of the Rockefeller Foundation, Susanne Ellis and Louis Slack of the American Institute of Physics and John Kuhnle of the Federal National Mortgage Association. I profited from several discussions with Susan T. Hitchcock, a free lance writer and English Ph.D., who was responsible for information on the role of the graduate student in preparing other graduate students for nonacademic employment. Susan Hitchcock was good enough to prepare a tape documenting her experience with graduate students at the University of Virginia. Computer searches of the literature were provided by the National Institute of Education and York University's Institute of Behavioral Research.

The monograph concentrates on a description of two meetings. The first was held at the University of Maryland. Its topic was nonacademic employment. Jaspar Neel, formerly director of the Association of Departments of English, designed this conference and invited me to attend it. The second consisted of an appraisal review of people considered for inclusion in the "Careers in Business" Program of New York University. In this regard the staff of the program is to be thanked for permitting me to attend and for supplying additional information on the program. Richard Freedman of New York University was of particular assistance.

The manuscript required a study of efforts to improve the education of graduate students for non-academic employment. To do this, I studied programs for graduate students at the University of Michigan, Harvard University, and the University of Texas. I talked with their Graduate Deans and with their staffs. In this connection information provided by James Krolik, the Director of the University of Michigan's program on Non-Academic Career Counseling and Placement and Donna T. Martyn, the Graduate Placement Dean at Harvard University, was most helpful. David Thompson and Thomas Easthope of the University of Michigan's Office of Student Affairs rounded out my understanding of the possibility of liaison between Student Services and the Graduate School. David Thompson permitted me to publish preliminary results of his study of graduate student orientations to graduate education and to work.

The manuscript benefited from informal discussions with staff in the academic professions. I want to thank the staffs for their courtesies and, in particular, Louis Cimino of the American Anthropological Association and Arnita Jones of the American Historical Association, for providing information on their work.

The monograph was made possible by the Office of Career Education of the Office of Education. I owe a special debt to its Deputy Director, Dr. John Lindia, who shows in his personal and professional life how one can productively integrate business and educational interests. The staff of the Office including Dr. Kenneth Hoyt, its Director, Dr. Sidney High, its Program Officer, and Dr. Joseph Scherer, provided a challenging environment in which to work. I am grateful to the support staff for their excellent assistance—to Joan Bowen, Pat Dickerson, Diane Harlfinger, and Terri Ivey.

". . . The community should not become hopelessly polarized into two parts, one part of technicians concerned only with power and accepting implicitly the terms power puts to them, and the other of willfully alienated intellectuals more concerned with maintaining their sense of their own purity than with making their ideas effective. Experts there will undoubtedly be, and perhaps also critics capable of stepping mentally outside their society and looking relentlessly at its assumptions, in sufficient number and with sufficient freedom to make themselves felt. Presumably the possibility of debate between them will continue to exist, and the intellectual community will have within it types of minds capable of mediating between the world of power and the world of criticism. If so, intellectual society will avoid the danger of being cut up into hostile and uncommunicative segments. Our society is sick in many ways; but such health as it has lies in the plurality of the elements composing it and their freedom to interact with each other. It would be tragic if all intellectuals aimed to serve power; but it would be equally tragic if all intellectuals who became associated with power were driven to believe they no longer had any connection with the intellectual community: their conclusion would almost inevitably be that their responsibilities are to power alone."

Richard Hofstader,
Anti-Intellectualism in American Life

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Introduction

This monograph is designed to answer three questions:

1. What has been done and what needs to be done to *reshape graduate education* so that Ph.D.'s will be more employable?
2. What has been done and what needs to be done by the academic professions and by institutions *to place Ph.D.'s*?
3. What complementary changes are needed in *faculty and administrative culture*?

The monograph has been written both as a report of what has happened and as a source of ideas as to what needs to be done next.

Proposals for Structural Change

The present surplus of Ph.D.'s has produced a policy crisis in higher education. Most proposals to deal with this crisis suggest that we can control it by reducing the number of students who enter graduate school, by closing programs, by being more selective in funding, or by being more hard nosed in judging the performance of students. A recent study by Hirschberg and Itkin (1978, p. 1083) followed the careers of graduate students who were observed while in residence in psychology at the University of Illinois. They found that fellow students and faculty were aware of lasting traits that led to success or failure. Being nice to marginal students really meant being cruel, if the criterion was concern for their research efffectiveness. Graduate programs could be more effective by controlling the number and type of students enrolled and graduated. One alternative would be to give students more information on alternatives so that they could make voluntary decisions that would be in their own interests to guide their selection of programs and to help them make the most of graduate education. (Booth, 1964) There have been many proposals to close graduate programs but few have been closed and when they have been closed the savings have been minor. to date.

These proposals to rationalize graduate education by making it more humanistic and selective have been complemented by others that seek to reduce the surplus by influencing Federal or State policies. A detailed study of these proposals is beyond the scope of this monograph. Yet the reader should recognize that without attention to proposals for structural change, we will continue to live with many of our present conflicts. One way to reduce the pressures for employability in higher education would be to increase the number of available positions. This could be done by funding half-time tenured positions and separating funding for teaching from funding for research. (Keyfitz, 1978) Blackburn (1979) proposes that we assume that the normal situation should be half-time tenured slots to permit more faculty to work as academics and pursue scholarship as an avocation. The National Science Foundation has pioneered in pushing for Federal funding to stockpile senior faculty talent and to permit earlier retirement without loss of pension funds. Yet studies of this question suggest that early retirement is at best a marginal solution. (Patton, 1977)

As long as teaching and research serve ambiguous cultural goals Federal and State interests will focus on more salient issues such as unemployment, inflation, and energy. It is unlikely that the government will reach a deliberate policy on the proper level for teaching and research unless these policies can be linked to broader societal issues. Discussions with policy makers indicate that higher education will be forced to make its own decisions on policy with a limited budget—with the market as the main arbiter of change. Although there are growing pressures to solve the problems of oversupply by ending the tenure system it is much simpler for government to let the market take its toll and let faculty and institutions decide who is to be fired than to end the tenure system by fiat. Rather than accept governmental action to end the tenure system, this monograph proposes that faculty contribute to a partially self-supporting educational fund to work with people at critical stages in their lives to maintain high levels of competence at work. A modest training investment per faculty member should activate a training network that would provide support for the education and job-placement of faculty and graduate students. Some of this would be done in institutions with the help of State systems. Part of the work could be done by the academic disciplines themselves, through a confederation (as suggested in the last part of Chapter 1).

We recognize the validity of attempts to get Federal support for policies that change the structure of graduate education. It is unlikely that these policies will be funded, not simply because they are not politically "hot," but because their outcomes are ambiguous. (Klitgaard, 1978) Our focus on nonacademic employment for grad-

uate students reflects the belief that planned change is possible in graduate education if we use the strengths of nonacademic employment to improve the diversity and breadth of academic life and to gain for it new constituencies. Any program for graduate students must have a complement for faculty and this is the reason that Chapter III advocates using nonacademic employment and sabbaticals to diversify faculty culture.

Plan of Monograph

The monograph will raise more questions than it will answer. It is designed to stimulate debate among readers and to raise to consciousness options for planning and action.

Chapter I briefly describes efforts to redefine the mission of the academic professions so they prepare students for nonacademic careers and obtain information on student reactions to education and work. The chapter closes with a plan to create a Confederation of Academic Professions to provide technical assistance to the academic disciplines, to faculty, and to graduate students in relating education to work. Chapter II describes networking by which Ph.D.'s in nonacademic employment and employers combine with universities to collaborate in the preparation of Ph.D.'s for nonacademic employment. The chapter includes discussions of how graduate students can initiate these networks and could publish reports on differences in quality in graduate education. The chapter also reports in some detail on efforts by the academic professions and institutions to locate able Ph.D.'s and help them find suitable jobs. The chapter emphasizes the need for leadership at the top in developing and implementing university programs. The need to integrate efforts of academic departments, the graduate school, career counseling, and placement are reviewed. Chapter III briefly discusses ways in which a career development program can be developed for faculty. Without denigrating the value of academic culture, career programs can make better use of sabbaticals. We will review a pilot effort to offer all faculty career education options including year long internships in other units of the university or in non-academic employment. Chapter IV proposes a coalition of employers and universities to recruit talent and to work with students to integrate education and work whether or not students later go to graduate school. The proposal suggests that we build on the positive aspects of the competency-based education movement to encourage students to engage in voluntary assessments preceding graduate education to provide direction for career planning. (Booth, 1964)

The monograph applies basic principles of career education to graduate education. (For a related attempt to do this see Kenneth Hoyt's statement of an *Idealistic Model of Career Education for Higher Education.* (Hoyt, 1976.) A modest reform in the few graduate schools that educate a large proportion of future faculty would have a profound influence on faculty culture, while making corresponding gains in the education of those who will earn Ph.D.'s but work outside higher education. Since these discussions are pioneering, and build on selective research and observation, the author welcomes active participation of the reader in this policy review. It is likely that the suggestions made will be modified on the basis of the experience of others who are working to broaden graduate education and to make links between graduate education and work for graduate students and faculty. Hopefully, future policy will build on the accumulated experience of colleagues.

Chapter I

Enlarging the Scope of Graduate Education

Introduction

The business of this chapter is change in graduate education through the development of Professional Minors and through the incorporation of new specialties that take into account the need to extend the scope of the professions to include nonacademic work. We will study the efforts of historians such as Robert Kelley, Richard Hewlett, and their associates in the National Coordinating Committee for the Promotion of History to demonstrate how faculty in the academic disciplines can gain support for new work to serve new constituencies. To guide us in this work, manpower planning is needed. In this regard we will review the work of the American Institute of Physics which has conducted manpower surveys as one of its administrative services to member associations. We propose an extension of this model to the academic disciplines in the social sciences and the humanities. An administrative center could be established on Nonacademic Employment that would serve the various disciplines, interested departments, and graduate students. One of the activities of such an administrative center would be the development and appraisal of options for internships. The center would become a loose Confederation of Academic Disciplines with freedom to act and provide technical assistance without obligating its constituency.

What is the Discipline For?

The academic professions are in ferment. Professional newsletters and journals in Anthropology, History, Political Science and Sociology report a vigorous debate on the role of applied specialties and perspectives. People like Elliot Chapple in Anthropology, who have spearheaded efforts to make Anthropology relevant to policy issues in the past, are pressing for more integration of effort, more synthetic thinking, to bring the profession back to its earlier focus on social change in societies. Anthropology, particularly hard hit by the academic labor market, is trying to get its faculties and graduate students to see the value of field work as a *basic* strategy of social investigation, not limited to academic work. The 1978 Annual Report of the American Anthropological Association (p. 27) presses the association to end its fragmentation and to unify theory and methodology. In sociology a Section on Sociological Practice was founded several years ago to provide a forum for the discussion of applied issues. The Section now has its own journal. It is no accident that sociology has had two Executive Officers in the last half decade who have built their careers in applied specialties. The times call for new leadership and the academic professions are beginning to respond although the leaders are, of course, appointed or elected for a short-term and must serve the interests of those with established careers and traditional concerns. In Political Science, an established scholar, Robert E. Lane (1974) calls for more attention to "science management" to anticipate the unemployment of students and faculty and to make graduate education more responsible and relevant. Lane's thorough analysis of the conditions for creavity within political science is an example of the productive thinking which is possible from faculty within the academic professions. The melody is familiar in the social sciences—the debate has been going on for a long time. The latent tension between theorists and specialists in traditional specialities vs. those with applied and clinical approaches produces a running battle—"closet" scientists who were working in applied fields without much visibility are now pressing for change in the goals and social organization of the academic professions.

Broadening the Curriculum

A Professional Skills Minor. Would Humanities Ph.D.'s be better able to compete with M.B.A.'s and Law School graduates if they had taken a minor that introduced them to the decisionmaking tools of modern management? Since most Ph.D.'s in the Humanities have shied away from quantitative courses and have little understanding of what managers do, a minor could at least give them enough knowledge so they could talk with potential employers about work. Although it may seem simple for students to make these decisions on their own, few do. Departments do not encourage them

to do so and students who still think that they will get an academic job may be reluctant to let faculty know that they are considering work outside academe. The professional schools are overloaded and it would only be natural for them to give preference to their own students in scheduling or admissions.

A minor in Professional Skills in the College of Arts and Science represents a practical solution—it retains a student's allegiance to the Liberal Arts and uses the College of Arts and Sciences as the mentor. One such sequence, a Professional Skills Minor, has now been approved at Pennsylvania State University.

These are the courses which are to be included in the minor (or optional additional courses beyond the requirements for a degree):

Professional Skills Minor/Option

15 Credits

Problem Analysis/Problem Solutions	3 credits
Information Resources: Government and Private	3 credits
Advanced Technical Writing	3 credits
The Editorial Process	3 credits
Oral Communications in Industry or Business and Government	3 credits
Individual Project or Practicum	3 credits

Arthur Lewis, the proposer for this minor option explains its rationale:

> The College of Liberal Arts wishes to establish a 15 credit Professional Skills Minor/Option at the graduate level concerned with research, analytic, and communication skills integral to doctoral programs offered within the College. For many years we have known that attainment of the Ph.D. has been accompanied by the development of a number of specific skills as well as a more general intellectual sophistication that have proved useful and appropriate in a variety of professional contexts. As our graduates more and more seek vocational placement outside of the traditional academic positions we believe we can assist them further by offering training that will augment and broaden this inherent skills dimension of graduate work.
>
> The sequence of courses is designed to meet these objectives. *The Problem Analysis/Problem Solution course* will expand the student's general problem solving skills by giving practice as well as instruction in a variety of individual and group approaches. While a student doing graduate level work is familiar with the professional literature within his/her discipline areas and, by extension, could develop similar awareness of other analogous academic areas, *few have had any real experience with nontraditional and nonacademic sources. The Library Studies course* will expose the student to a variety of nontraditional materials while emphasizing government sources, data banks, and private special collections. The writing, editing, and speech segments will, in turn, expand the student's awareness of the communication process and develop effective techniques for conveying information and arguments to individuals with varied professional backgrounds. While each course will concentrate on one specific aspect of the research, analysis, and communication process, each will inevitably contain elements from all three; the primary synthesis, however, is expected to take place in the *individual studies project or the practicum where each student will be responsible for a project of some complexity. Where possible, this component will be located in an internship program.*
>
> The module will be used in two ways by graduate students: as a traditional integral minor within their conventional program and as an option supplemental to their conventional graduate program. Requirements will be the same for both uses.
>
> The Professional Skills Minor/Option will be administered by the Associate Dean of the College of Liberal Arts in consultation with a program advisory committee, appointed by the Dean. The Associate Dean will receive applications for admission to the option; maintain records for students enrolled; when the option is used as an integral minor, negotiate nominees involved with the Professional Skills Minor/Option to serve on the Ph.D. examination committees; and supervise the examination procedure for students using the module as a supplemental option. Upon completion of all requirements, the Associate Dean will notify the Graduate School so that this fact can be *recorded on the student's transcript that a Certificate of Award may be presented.*

(The syllabus for the Problem Solving Course, Liberal Arts 582, is worth examining if one wishes to develop a management sequence for graduate students. It can be obtained by writing Arthur Lewis at the English Department of Pennsylvania State University, University Park, Pennsylvania 16802.)

Offering a Professional Skills Minor permits the academic professions to retain their core programs yet provide students with complimentary courses to enhance their employability. At first it may seem as though this is an unnecessary duplication of effort. Why should students not take these courses in a professional school? Liberal arts students need an introduction to these subjects that takes into account their ignorance of management concepts and mathematics. A professional minor is an attempt to bring students to a point where they can at least talk with people at work about technical matters. The minor is no substitute for a program of studies in a professional school. It gives students *an introduction* to work which they will need to master later. By certifying that they have had this information, their chances for employability may be improved.

History Attempts to Integrate Education and Work

A recent study shows that about one-third of Ph.D.'s in History could only find temporary jobs. Another one-third worked outside colleges and universities. (Jones, 1978, p. 50) History has been hard hit by the enrollment decline. It has lost much of its influence in high schools where it previously had controlled the social science curriculum. In the boom years of the 1960's there was no reason to ask how the scope of the profession could be enlarged. Today there is clear evidence of the need to provide new definitions of historical work outside academe.

The staff of an academic profession cannot, by themselves, move a profession to begin taking a policy stand on these issues. History is more fragmented than most of the academic disciplines in its separation into many separate and autonomous professional societies. (The two main societies are the American Historical Association and the Association of American Historians.) History acted out of need, prodded by dissident faculty, who were pushing for an expanded curriculum and a new Executive Director willing to take risks, who hired Arnita Jones as the Director of a committee to begin to deal with these issues. She was hired on a part-time basis. No-one knew whether or not the profession would provide the funds needed to survive. The National Coordinating Committee, launched in 1976, is organized to bring its message to the attention of departments, business, and government as shown in the brochure on the page which follows.

The Coordinating Committee's purpose is described in a new journal, *The Public Historian*, published by the University of Santa Barbara, which organized the first Ph.D. program in Public History (Jones, 1978, p. 52), as follows:

> *At its most fundamental level the National Coordinating Committee represents a clear recognition of the fact that the historical profession is in a state of crisis and that historians must take positive action to allieviate the crisis. The National Coordinating Committee set out to organize its activities on the premise that public perceptions about the value of historical knowledge and skills are inseparable from the problem of the employment of historians. In short, historians need to learn how to market themselves and their discipline. Few of us doubt that the historical perspective is much needed in the boardroom or in the bureaucracies of various levels of government, but few of us have been willing to try to provide this perspective.*

The new field of Public History prepares students for careers as historians in government, industry, or as private consultants. A History Group, established in Atlanta, has begun to compete with the Grey Line Tours to offer tours with tour escorts who are historians. It has recently completed a study of Black Atlanta.

Departments have been asked to establish Advisory Councils that include alumni and placement officers as well as prospective employers or their representatives. The Coordinating Council is trying to get departments to know what historians can do outside colleges and universities and create curriculums which educate students for this work. A survey (Jones, CLIO, Confronts) shows that 58 departments have new graduate programs in Public History: in archival and information management, in cultural resources management (historical preservations and museums), and in applied research. The programs usually offer an M.A. degree and provide intensive interdisciplinary training.

An internship is usually required in the new graduate programs. This adds an extra year to the student's program. "Although internships are old hat in many fields, they are new in the academic disciplines. They certainly are in history where the internship provides the context for a project that becomes the student's Master's Thesis. Although the concept is not new, it represents a clear break with tradition and based on a fairly revolutionary assumption that the history department bears a high level of responsibility of a very different nature from the traditional protegé role that the student assumes in relation to his or her thesis advisor. There has already been some movement in this direction within traditional programs, with the development of the office of graduate placement advisor, and even career workshops; but assuming the burden of placing students in internships represents an unprecedented sense of responsibility toward employment." (Jones, CLIO Confronts) a lively brochure by the Public Historical Studies Program of

REDEFINITION

his-tor-i-an, *n.*, writer of history (esp. in higher sense, as opp. to mere chronicler or compiler).

An historian is no longer solely a writer or teacher; the definition has expanded. Contemporary historians' expertise includes: corporate planning, applied research, market analysis, information and archival management, and cultural resource management (historic preservation and museum administration).

PUBLIC HISTORIANS bring the historical method of analysis to specific problems in private and public enterprises. Public historians are currently employed by industry, finance and banking, public utilities, consulting firms, services and other not-for-profit organizations.

BUSINESS DEMANDS

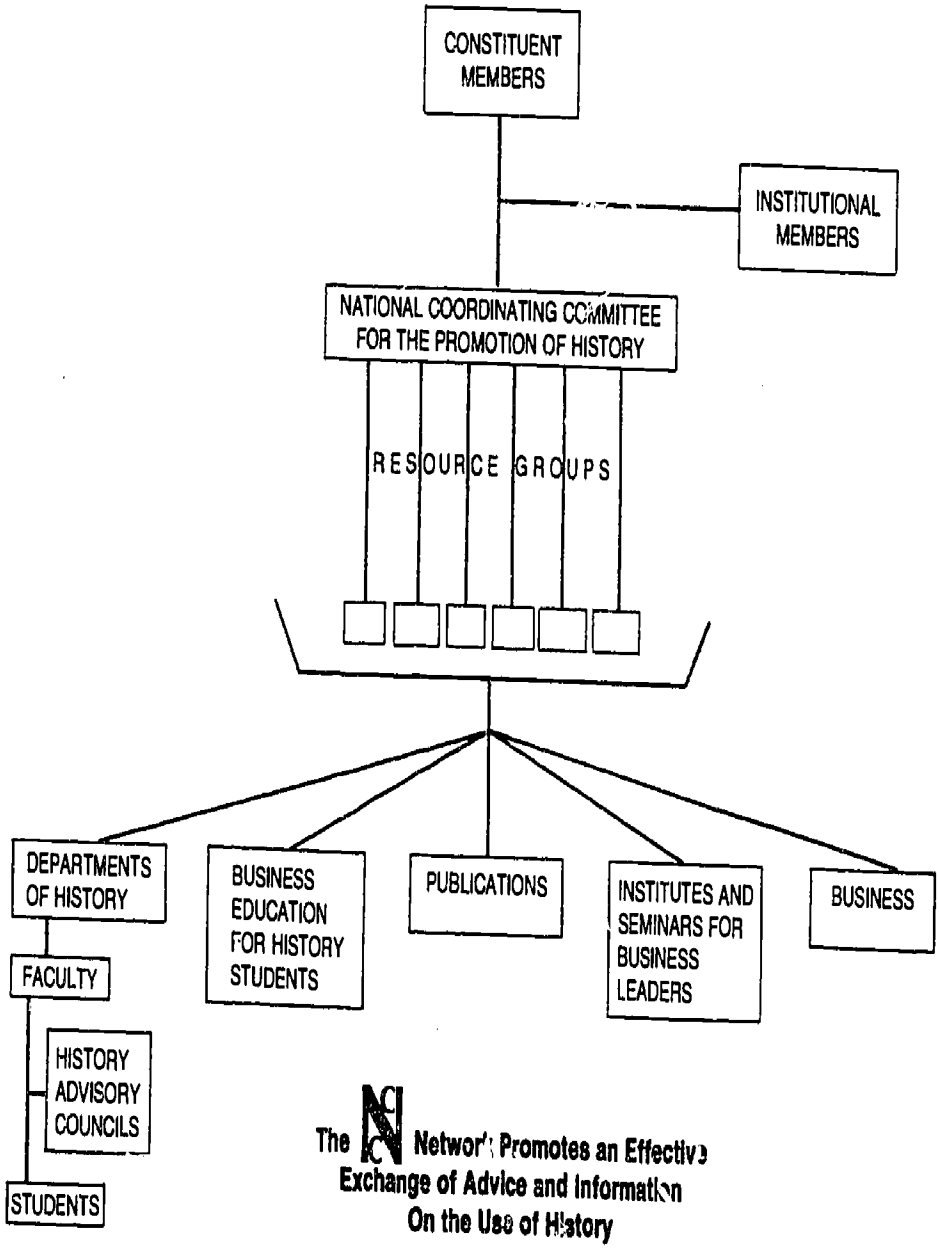
SKILLED, MOTIVATED EXECUTIVES CAPABLE OF EFFECTIVELY:

- —analyzing problems and presenting solutions
- —long-range/contingency planning
- —collecting and managing information, extracting relevant data
- —synthesizing increasingly specialized business techniques in terms meaningful to top management
- —identifying trends and profit cycles
- —preparing clear, concise reports and analyses

HISTORIANS SUPPLY

- —ability to write and speak clearly
- —complex research and quantitative techniques
- —unique insights and perspectives on past, present and future events
- —interviewing and other oral history techniques
- —synthesis of diverse viewpoints through objective analysis

A PARTNERSHIP



The NCC Network Promotes an Effective Exchange of Advice and Information On the Use of History

BENEFITS

- —Share common concerns with a nationwide network of informed historians and businesses
- —Secure preferential access to highly qualified historians, interns, consultants and employees
- —Help shape the curriculum required to qualify candidates for your business
- —Keep appraised of techniques, skills and methods required by modern business
- —Receive publications from NCC and from a constituent member of your choice

NCC MEMBER ORGANIZATIONS share in the goals of broadening historical knowledge among the general public, promoting historical studies, especially in schools, and educating employers in the public and private sectors to the value of employing professional historians.

CONSTITUENT MEMBERS support NCC financially and provide organizational, and staff assistance for the programs and activities of the NCC.

INSTITUTIONAL MEMBERS

—contribute annual dues of $100 for nonprofit organizations, $500 for corporations

—receive bi-monthly NCC Reports and other publications

—receive recognition in NCC publications

—choose institutional membership in any one of NCC's constituent member organizations. Membership includes subscription to a scholarly journal and information about annual meetings.

RESOURCE GROUPS have been organized to promote history and provide information about opportunities for historians in such specific employment areas as business, state and local government, or historic preservation. Primary activities of these groups include:

—research on the employment of historians

—identification of growth areas in which historians' skills can be utilized

—identification of training and internship programs aimed at preparing historians for employment outside the university

HISTORY ADVISORY COUNCILS are composed of citizens from a local community who provide advice to departments of history in such areas as:

—the use of historians' skills by business, government and not-for-profit organizations

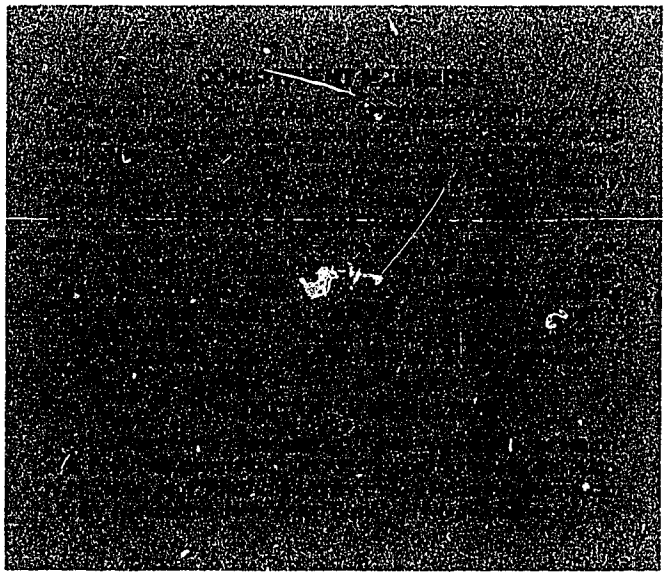
—support for programs involving public (applied) history

—the appropriateness of the department's curriculum as applied to students considering public (applied) history careers

—career development techniques, including resumé preparation and job seeking strategies

—inclusion of history students in internship programs

NATIONAL COORDINATING COMMITTEE FOR THE PROMOTION OF HISTORY



the University of California at Santa Barbara describes its new programs and internships. It is worth examing to get a feeling for the ways in which it departs from tradition. (A detailed and thoughtful discussion of the ways in which the concept of Public History has been implemented as a means to give more depth to public policy decisions will be found in the first chapter of the first issue of the journal, *Public History*.) (Kelley, 1978)

The graduate programs in Public History represent one facet of a broad effort by the National Coordinating Committee to make the profession aware of historical work that can be done outside academe and to prepare students for it. The obvious goal is to enlarge the constituencies of the profession. We need to be moderate in our claims for these programs as the next section suggests since "nonacademic employment" options may be elected by few students and may provide entré to only a few positions. The demand for jobs by Ph.D.'s is large, the new training programs are limited in number, and there is a limit to the numbers of graduates who can find employment in special "nonacademic" programs. The elite institutions, that educate a large proportion of students, will probably continue to teach history in traditional ways. Their students who want new approaches to the study of history must find their training in professional schools where these specialities are being taught. (Jones, clio Confronts, p. 12)

The model which history has developed is worth further study to learn what has been done on a modest budget. In the chapter which follows we will note activities of alumni with Ph.D.'s in history who have designed and coordinated workshops for Ph.D's in New York City and Washington, D.C. The Coordinating Committee operates at a modest cost. It can exert quality control over the formation of new programs which give the appearance of creditability, yet do not have sufficient continuity or substance. A national Coordinating Council is in a position to advise against "instant" programs that are not in the long run interest of the discipline even when they appear to strengthen a department's position in a university.

Will "Add-On" Curriculums Work?

Every academic profession would like to believe that its field of inquiry gives it a special mandate for jobs. To validate this claim, new graduate programs have been designed and put on the books. The graduate programs in History are one example. These curriculums are under attack, as any new program will be, for several reasons. Some believe that the academic professions should retrench if need be but "stick to their knitting" and do what they know well without branching out. Others believe that unless the academic professions do branch out they will go under and that the practical programs that are competitors will short change students in basic skills.

Will policy programs ensure jobs? Will they deliver the goods if they are taught within a single academic department? And if so, will this mean that students can compete for policy positions without traditional professional training? Even if one has minimal entry requirements jobs may be reserved for those with professional degrees. Academic departments need to do careful market research to be sure that they are not kidding themselves when they offer a new program to give students "nonacademic" employment. Market research is necessary to be sure that there will be a reasonable likelihood that the programs will lead to jobs. (Licklider, 1979 p. 28) Licklider has made a study of this subject. His comments on this matter follow:

> *Corporations don't just go out and hire someone because it seems like a good idea. Hiring is a bureaucratic process, and it is not at all easy to establish a new, entry-level position with the Ph.D. as the appropriate credential rather than a M.B.A. or a law degree. It certainly can be done, but it requires a willingness by one or more senior executives to spend considerable bureaucratic and political capital within the corporation. This kind of commitment does not often come out of cocktail party conversation. The experience of a related field is worth noting. In recent years there has been a concerted effort to add an international business component to the M.B.A. curriculum with such success that the American Assembly of Collegiate Schools of Business now requires it for accreditation. Despite this legitimization within the field, teachers agree that there are no entry-level jobs for M.B.A. graduates with international business concentrations. Such students must have a functional specialization (finance, etc.) in order to get a job. Problems of acceptability are obviously going to be much greater with the Ph.D. as a major credential.*

Manpower Planning

The Need. Professional fields such as engineering and chemistry make it a practice to know who plans to enter the profession, what courses they take, and how education affects career. These professions secure current information on the supply and demand for manpower. Not so most academic professions. Why? Faculty usually think of themselves as educators, not trainers of future professionals. Yet academic interests would be served if there was current information on who planned to major in an academic discipline, what courses students take, and how education affects employability.

What Physics Has Done. Since the 1960's, the American Institute of Physics has conducted manpower studies. Each year mailings are made to all graduates of departments in four national surveys. These report change in enrollments, the popularity of specialties and the relative popularity of theoretical vs. experimental work. There is also a great deal of information on employment. The profession learns how many job offers graduates receive and whether they plan further graduate study. The surveys ask alumni for suggestions to improve instruction in science. They also ask how education was related to work. (The complete set of reports are worth study to see what can be learned from a short questionnaire. They can be requested from the American Institute of Physics at 335 East 45th Street, New York, New York 10017).

A full time staff member, Susanne Ellis, is responsible for the design and execution of the study. The surveys have become a regular feature of Institute services.

A copy of the 1978 Employment Survey for Ph.D.'s follows. Note the last question: What advice would you give to science-oriented undergraduates in regard to physics careers? This information should provide the Institute with accurate and timely information to help students make career decisions and to teach faculty what students face when they go to work. Figure 1 which follows shows what happened to 1976–77 Physics Ph.D.'s a year after they received the doctorate. Note how much information the profession gains on the employment histories of graduates. They learn where they work and the proportion that accept a Postdoctoral fellowship reluctantly. Comparable surveys in the academic professions could tell us the proportion of Ph.D.'s who accept marginal teaching positions and the proportion working in a tenure track position.

A Confederation of Academic Disciplines?

The secret of the success of the American Institute of Physics (Barton, 1956) has been its ability to get its constituent societies to let it do things that it can do better than they without restricting disciplinary autonomy. Some of the funds which the Institute receives comes from page charges which 80 percent of researchers' institutions pay when an article is accepted for publication. Other funds come from advertising and from employer contributions. The Institute is an administrative agency and it includes manpower issues as *one* of its functions.

Could we create an analagous confederation in the social sciences and the humanities? The confederation would provide information on student enrollment and the careers of graduates as *one* of its services. The confederation would handle the publication of journals and the updating of mail lists more economically than individual associations acting alone. Since jobs for Ph.D.'s is an issue that affects all the academic disciplines, the confederation would work on common problems of career development and might sponsor collaborative career appraisal and planning programs. (Booth, 1964).

The confederation would work with employers and their associations to get support for the hiring of Ph.D's. This might lead naturally to an internship program where slots would be filled by the *best applicants* from all of the collaborating academic disciplines.

If federal funds are to be obtained for the education of graduate students to help them get the work experience and credibility needed to compete for jobs, we must link with societal and regional interests in economic development. By doing this we gain access to funds made available for internships by the Economic Development Program of the Federal Government. A team of graduate students including engineers, scientists, social scientists, and humanists, would collaborate in the design and execution of projects that deal with *cultural and economic development*. The work of the Atlanta Group mentioned earlier is an example of what can be done. The chances of getting financial support for internships would be much greater if the academic disciplines worked together rather than if each competes for grants on its own.

The Western Interstate Commission on Higher Education (WICHE) has established a successful internship program in the west for over a decade but as far as we know, it has not focussed on Ph.D.'s as possible interns. WICHE and other regional associations should extend present programs which are designed to reduce redundancy in graduate education to offer technical assistance to the academic disciplines in establishing graduate internship programs that broaden graduate education, contribute to economic development, and enhance the future employability of Ph.D.'s.

A Consumer's Reports for Graduate Education? Graduate educators should continue to innovate without feeling that what is done has to fall into a single mold. We advocate new conceptions of the academic professions to take into account new types of members—those who will work in nonacademic employment. The descriptions of what has been done underplay how difficult it is to make a change, whether it is the introduction of a new specialty, or the introduction of a new minor. Better information on what graduate departments are doing both to inform students as to where to study and to give recognition to work that is well-done, would be a real public service. We need a "Consumers Report" that will complement what we know about buying refrigerators with brief statements of what is happening to promote quality and breadth in graduate education. *Change Magazine* has begun to provide quality reports for undergraduate education. Comparable reports are needed at the graduate level. Graduate departments with equal prestige can be very different places in which to study. The ways in which the social environments are

AMERICAN INSTITUTE OF PHYSICS

EMPLOYMENT SURVEY — 1978

If your name or address is incorrect, please enter correct information below.

_____

_____

_____

Note: The information you supply below will only be published in statistical form and will *not* be associated with your name.

Highest degree _____ Date received _____
Month year

A. YOUR CURRENT OCCUPATIONAL STATUS:

☐ 1. Still completing requirements for the PhD

☐ 2. Holding a temporary 'postdoc', from _____ to _____
mo. yr. mo. yr.

Did you seek a 'postdoc' rather than a potentially permanent position? ☐ 1. yes ☐ 2. no
Did you have employment offers with potential permanence when you accepted your 'postdoc'? ☐ 1. yes ☐ 2. no

☐ 3. Full-time employed, starting _____
mo. yr.

Would you describe your work as:

☐ a. physics related
- ☐ 1. and in the subfield you pursued in graduate school
- ☐ 2. but in a different subfield _____ **(Check listing on back of form)**

☐ b. unrelated to physics
- ☐ 1. but research oriented _____ **(please specify)**
- ☐ 2. but in a new area _____ **(please specify)**
- ☐ 3. other _____

☐ 4. Not Employed and seeking

☐ 5. Other (please specify) _____

* * * * * * * * * * *

B. POST-DEGREE EMPLOYMENT ☐ 1. Full-time ☐ 2. Part-time ☐ 1. Permanent ☐ 2. Temporary

What type of employer are you currently working for? _____

What is your work activity at the above employer? _____

_____

How many months of actively seeking employment did you spend to secure your present position? __

How long have you held your present position? _____

Is it your first post-PhD employment? _____

If not, how many previous employers have you been affiliated with? _____

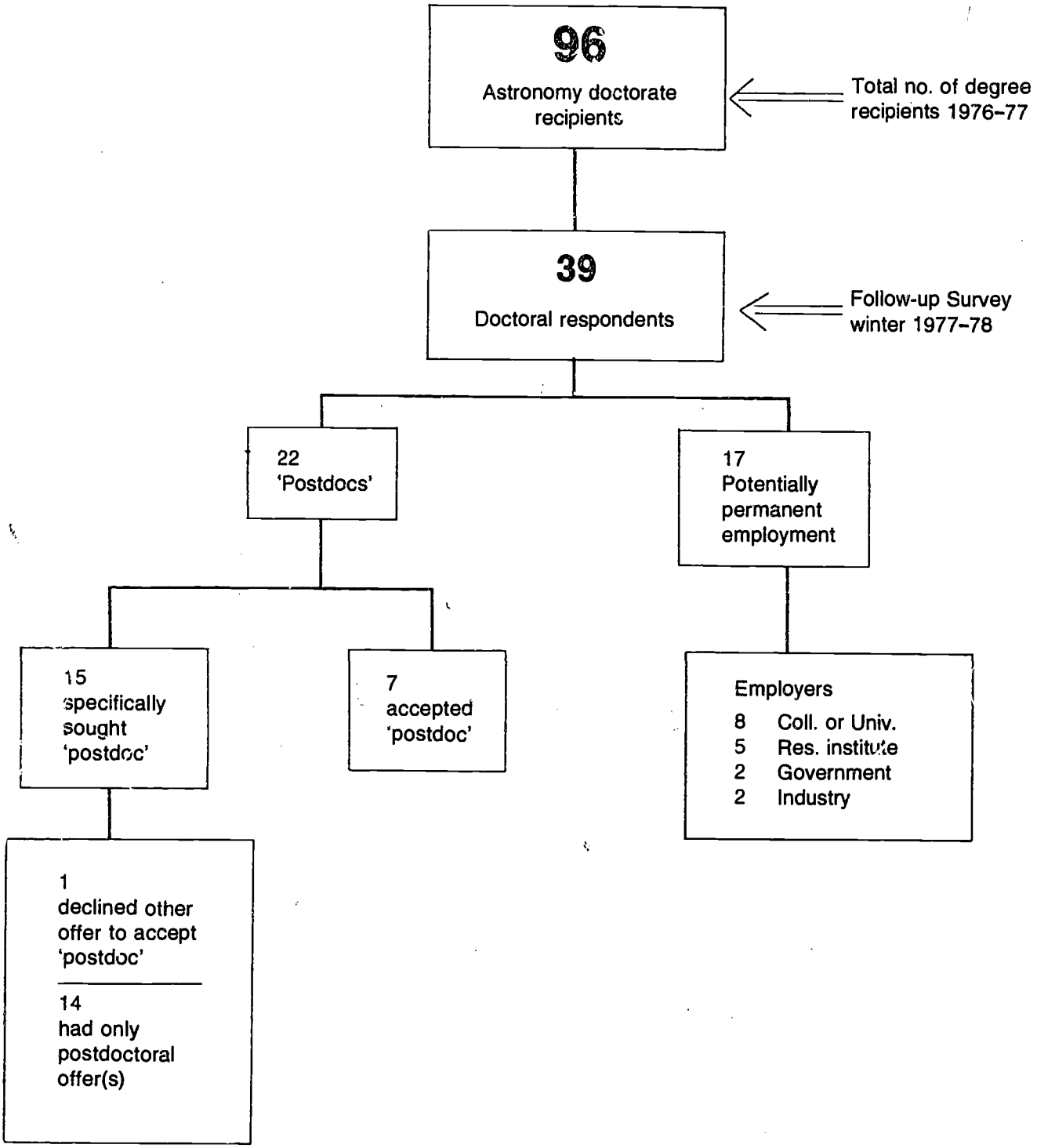
Monthly salary $ _____

_____

What advice would you give to science-oriented undergraduates in regard to physics careers?

Figure 1

Occupations of 1976-77 Physics Ph.D.'s One Year After Graduation



Comments from the astronomy PhD recipients refer to the limited opportunities for a career in astronomical research despite the small number of graduates in that discipline. Recommendations to science-oriented undergraduates by these new astronomers invariably include the acquisition of some marketable skills such as applied physics or computer science before concentrating on an astronomy career.

measured, not simply to "evaluate" but to provide information for voluntary improvement, are reported by Mary Jo Beck in the Volume V, Number 1, 1979 issue of *Findings* published by Educational Testing Service.

These proposals would give graduate education more breadth and better prepare Ph. D.'s for academic or nonacademic careers. Once we have acted on these proposals we will be in a better position to help Ph. D.'s find jobs—the topic of the next chapter.

Chapter II

Ph.D.'s and Jobs

Introduction

This chapter reports on personal observations of the author and relates these to policy issues. During the past year I observed a pilot effort to create a training model for Ph.D.'s at the University of Maryland which was designed by the Association of Departments of English to educate faculty with regard to employability. We will report on an attempt to educate employers through "Careers in Business" Programs in which businessmen and academics select Ph.D.'s for further training and later broke their skills to prospective employers to demonstrate that Ph.D.'s can hold responsible management and staff positions. The final section of the chapter is devoted to a third educational problem: how to get universities to make the changes which are required so that there is better integration of effort in the preparation of students for nonacademic careers.

We conclude with a review of our earlier discussion with regard to the feasibility of a confederation of academic disciplines to see whether this proposal still makes sense and to consider complementary suggestions to enhance the employability of Ph.D.'s.

Educating Ph.D.'s

Matching Alumni with Ph.D.'s in English

It is a mammoth task to get Ph.D.'s to understand enough about the world of work so that they can assess what they have to offer and learn how to maximize their employment options. But this is only half of the story. In the past I was told that much time was spent crying about the past, complaining about the injustice in the labor market (and there is plenty!), in sociological terms: "in disengagement!"

The tendency has been to try to stay as long as possible in graduate school, to search for a Postdoctoral Fellowship if this is available, and to delay as long as possible the need to seek nonacademic employment. In this process of disengagement faculty play a key role. If there is consensus within the faculty on the legitimacy of seeking nonacademic employment, and if faculty show by their actions how proud they are if students do get acceptable nonacademic employment, the atmosphere is such that nonacademic options can be discussed openly. Thus "reeducation" must involve faculty as well as graduate students.

An academic discipline that traditionally meets to discuss administrative as well as scholarly issues has a step ahead of the rest in working through these issues. This is the case in English and the Foreign Languages where there is an Association of Departments of English (and Departments of Foreign Languages) independent of, yet housed in the Modern Languages Association Office in New York City. I visited a weekend conference on "Non-Academic Employment" sponsored by the Association of Departments of English (A.D.E.) last March at the University of Maryland preceded by an earlier meeting with faculty. The idea was to prepare faculty for the meeting so that they would be aware of what was taking place and would support action to make the department hospitable to the ideas presented at the Conference.

I had attended a conference of the A.D.E. a decade ago when it was pioneering with seminars for new chairpersons. The Association has an interesting blend of academic and administrative tone that gives its discussions a reality that comes from its joint constituencies (chairpersons and faculty). It has its own journal so departments are made aware of what takes place at its meetings. It has played a critical role in the past in the development of English as a profession and it was interesting to see how its Director, Jaspar Neel, used a modest budget to put together an educational weekend for graduate students, Ph.D.'s, and faculty from neighboring institutions

and from institutions planning to run comparable workshops (the University of Illinois and Missouri plan a Workshop in 1980).

The Conference. The basic idea was to invite Ph.D.'s with doctorates in English who have different kinds of nonacademic jobs to talk with participants about their reactions to nonacademic employment and to help graduate students and recent Ph.D.'s raise to consciousness elements of strength that would show them they can have productive and satisfying work outside academe. The theme of the conference could be summed up in one sentence: "We are great. . .We have skill. . .We will prevail!" Clearly the effort was to ease the pain of disengagement for those who had looked forward to an academic career and to focus their attention on the positive facets of nonacademic employment.

The emphasis was on the convertability of academic experience. I will paraphrase comments which were made on the relevance of academic studies to technical editing, job security, and research in government.

Technical Editing Applies Academic Skill:

Catherine Fisher, a technical editor for General Electric, reported how her English training and her lack of technical expertise made her valuable to her work group. If she had known more about the technical facets of work her value as an editor would have been reduced since she would not know how laymen would react to technical writing. Her background was also useful in writing grant proposals that were clear enough to be understood by reviewers. Her training was also useful in educating staff to edit reports and letters on word processing equipment.

Training Creates Unique Skills that Provide Job Security.

Christopher E. Arthur, a 1976 Ph.D. from Cornell, now works as a Congressional aide. "I could not be fired," he told the audience. "I am the only one in the office who can write!"

Although Arthur's writing skills gives him job security once on the job, it was not the reason why he was hired. He secured his position on the basis of an avocational interest in politics—he had worked in a campaign and was around at the right time to secure a staff position on Capital Hill.

Training Relevant to Government Research.

Thomas J. Hargrove, Senior Operations Officer at the U.S. Customs Service reminded the audience that they had more research experience than many in government who now work in research. He encouraged them not to be modest about their research experience.

These comments may seem obvious to those with experience in career counseling and placement. They are not obvious to people who have assumed that they will work in an academic environment where career is defined by specialty, by where one teaches, and by one's academic rank. The meeting was successful in raising these and other issues by balancing the homogeneity of the group (almost everyone was from English) with a mix of people from other institutions. The audience was balanced almost equally between participants from the University of Maryland, from the Universities of Virginia, Tennessee (Knoxville), the University of North Carolina at Chapel Hill, the University of Kentucky, Duke University, and Catholic University. The mix of administrators and faculty, and the obvious impact of self-selection (people who were not interested did not come) provided the context for frank discussions.

Voluntary Decisions to Leave Academe. The Workshop did its best to extinguish perceptions of failure among those who had tried for a tenured position and were unable to obtain one. The theme of the program shifted from discussions of how academics "made do" in nonacademic employment to three reports on voluntary moves from academe to show the audience that for some the shift to nonacademic employment was made from choice rather than from constraint.

Careers in Public Affairs. These are positions for which there is keen competition. A person who moves into them requires adaptability, empathy, and the capacity to work as a member of a team. Academic emphasis on solo work can be a disadvantage since the Public Affairs staff members must write speeches which others give. To do this well one needs to understand the style of the employer and be able to write a speech which an employer will feel comfortable giving.

Marvin Olasky was the speaker who works in Public Affairs for Du Pont. He has written for the editorial page of the *Wall Street Journal* since going with Du Pont and finds himself at ease in the corporate and academic worlds. His talk was interesting particularly as it showed how carefully he had planned a job search after having left a regular faculty position at San Diego State University to seek a career with greater challenge. Olasky completed his work for a Ph.D. in American Studies at the University of Michigan in 1976. He spent three months planning his career and deciding that he would seek work in a public affairs or public policy office of a company that had a good record on safety and social responsibility.

Olasky gave us a short report on his work. Most of the time he worked on speeches that someone else would give. This meant that he would sit down with an executive, learn how he thinks, and then write a speech that had substance yet was close enough to the person's style so it could be read naturally. In Olasky's words this meant ". . .weaving a tapestry, knowing the cadences, not writing too many complex sentences. It is tough, draining, but intellectually stimulating. It requires col-

laboration. I do not feel bad if what I suggest is accepted or not. I am applying elements of my discipline to the future of the country. I have had a chance to have some of my work published." This requires more than the mechanical application of craft or discipline. "They can get hundreds of people who can write in Public Affairs Departments. It is hard to get people who can write and think."

Careers in Consulting. Again the conference invited a speaker to "show and tell" who had made a voluntary decision to leave academe, to show that some people prefer a career outside of a college or university. Mary Lou Ference, who participated in the Harrison-May "Careers in Business" Program which will be described later in this chapter, wrote the report of her talk which we are selectively reprinting.

> *". . .I was completing graduate work in Victorian literature when I began job-hunting for non-academic positions. As a graduate assistant and instructor in a State university I had already taught composition and literature courses and had been involved in academic administration. One of my responsibilities was to design and supervise an internship program for undergraduate English majors.*
>
> *My involvement with students and employers in the intern program made me aware of other career options. My advisees were publishing articles in local papers, writing a newsletter for Senators' offices, and directing communications programs for social service agencies. While I felt that my teaching had been quite rewarding, I did not believe that the rewards of tenure would compensate for the lack of challenge I was beginning to feel.*
>
> *Later I interviewed with a consulting firm to whom I had sent a resume addressed to a P.O. Box number, one of many blind ads I had answered always with hope. The company was looking for someone with an education/research/administration background to serve as a research assistant for educational management projects. I accepted the position after turning down a couple others that were on campus or that were strictly editing. The position involved management analysis, workshop design, proposal writing and research. In addition, I had the opportunity to work in other divisions of the firm and found myself writing market feasibility and strategy studies for street sweepers, amusement parks, recreational aircraft—a far cry from The Ring and the Book*, but the interviewing and research were familiar skills.
>
> *The most difficult thing during this whole transition from academia to business is the change of commitment that is like a divorce in the psychic turmoil it causes.* For a while, most graduate students will feel like they're "Wandering between two worlds, one dead, the other powerless to be born," as Matthew Arnold noted.
>
> But you have to have the faith that there is nother world that can be as comfortable and perhaps even more exhilirating than the college campus."

The preceding section of the report illustrates the difficulty in making a career shift into management consulting. Ference told us why this shift was difficult: it meant working as a team member rather than working as an individual, and beginning to ask what the client requires rather than simply doing what one feels should be done. There was the need to pace one's work to meet deadlines which is less necessary in an academic situation. When she balanced the losses and gains, there was a substantial net gain in ability to chart one's course in career and to reach a level of achievement which permitted her to have more control over work than would normally be the case as a teacher.

Careers in Management. One of the most interesting and candid talks was made by John Kuhnle, Deputy Director of the Federal National Mortgage Association. John had taught for many years and left his full time position in academe primarily because he was interested in administration and saw little chance to get the experience that he wanted in a reasonable period of time in academic life. Since we will talk later about efforts to impress employers with the ease with which Ph.D.'s can shift to nonacademic employment, it is useful to emphasize here the adaptations which are required. John describes these as follows: (I paraphrase.)

> *Suddenly I found myself as a former professional, working on my own in a university much as a doctor or lawyer would without the status that I was used to. I felt like a worker rather than a professor! Everyone else said they "worked for a boss" but me—to this day I do not say that I have a "boss." What was difficult was to lose one's sense of pride as a professional. As an academic I would work as long as it took to get the work done. People would work their own hours. Everyone did not come in at the same time or leave together. I felt chained to the clock.*

When we move from an academic to a nonacademic work environment, we can "box ourselves in" without knowing it by reactions to these differences which are interpreted as personal arrogance that signals to others

that we come from a "better world." Our language may give us away by the very terms we use: "higher education" to separate ourselves from elementary and secondary educators. The ego and self-confidence which goes with a productive research career is important, if not essential, since people need to believe that what they publish has value, even if many disagree. But the brashness that creates "an audience" in a university turns people off in an organization where work requires interdependence.

Kuhnle recognized the validity of academic culture for academic work. But as a manager, he is expected to work in an environment where teaching is subordinate to effectiveness and profits. The transition from an academic to a management role made him realize that he was too optimistic about people as a manager and too much the teacher at work. When employee performance was marginal, he would hope that with time people would change. The teacher in him led him to be idealistic and to look for improvement. But when it did not come the person was stuck in an inappropriate work assignment and so was the organization. Kuhnle was able to learn how to adapt his behavior to the requirements of a manager while not giving up his educational interests. He continues to teach in the evenings even though this makes it difficult to make late evening business meetings. He hopes in the future to combine his administrative experience outside academe with an appointment to an administrative position in a university which would capitalize on his avocational interests in teaching and his administrative experience.

Kuhnle's voluntary decision to leave academe to get more administrative experience, with a possible return later as an administrator, is an unusual life plan. Faculty belief that administration requires a sympathetic understanding of academic life includes the assumption that administrators should work throughout their lives in a college or university. This can be self-defeating for several reasons. (We will discuss some of them in the chapter on diversifying faculty and administrative culture.) If administrators never work outside academe they are isolated from colleagues who could provide them with a network that would keep them alert to new developments and supply the contacts for alternative employment should things not work out where they are. This would encourage them to take more risks and to manage with more integrity. In these days when it is so difficult for a person to be appointed to an administrative position from outside an institution, due to equal opportunity pressures and to the desire by faculty to reserve administrative positions for themselves, it is critical that administration be seen as a generic profession providing options for mobility and achievement outside colleges and universities. If administrators are to expand their horizons, one strategy is to offer short internships outside academe. Such a program has just been announced by the American Council on Education providing a few administrators with a chance to come to Washington for a few months. This could be the beginning of a national effort to make it possible for academic administrators to learn more about how other organizations work.

A Minority Response. A conference that extends its net widely to invite graduate students to consider new approaches to nonacademic employment will not instantly convert students to the points of view just presented. For some, anti-business beliefs reflect early life decisions which now appear to have been a mistake. It is difficult under these conditions to look candidly for opportunities outside academe and in business when one earlier had rejected these options. This was illustrated by a discussion which I had with one participant in the conference. He had committed himself early to an academic career when there was a reasonable chance to get an academic job. He did well, received almost all A's, but now finds only part-time work in teaching available. He ekes out a marginal living and is now finding that the academic world in which he works is managed by "businessmen" more concerned about money than people. When I suggested that he had contacts for work with childhood friends who have been successful in business, some making several hundred thousand dollars in their own businesses, he rejected the possibility out of hand! The hurt was too deep. These were people who had consciously decided as youth to make a lot of money and this is exactly what they had done! The psychic damage was increased when he found that an employer such as the Library of Congress, where his research skills could obviously be used, would not consider his application. It was swamped with applications from Ph.D.'s, while it was able to hire people with bachelor's degrees for entry positions at much less than it would have had to pay people with doctoral training!

The fact that this person attended the weekend conference on "Nonacademic Employment" indicates his alertness and his willingness to search for work. He did follow through on some suggestions for work in education of which he was unaware. His problem came from his lack of breadth in work experience and his assumptions that he would sell out by working for industry. It is industry that has the job openings as government and education retrench. Yet the data in question 6 on Table 1 which follows, from David Thompson's study of graduate students at the University of Michigan, shows that this sample, which should be as well-informed as any, gives the lowest priority to work in industry as opposed to work in government and education. This is understandable yet self-defeating. If Ph.D.'s were not so set on working as specialists and could sense the challenge of working in small businesses, where the major growth will take place in the next decade, they could move into family-type businesses where their skills and discipline would be put to work. It should be easier to make contact

Table 1

David Thompson's University of Michigan Study of Graduate Students and Non-Academic Employment (Complete Study Available from the Office of Counseling Services)

Question				
1. *Nonacademic skills learned through graduate training other than course work:*	Yes 51.2%		No 48.8%	
2. *Commitment to complete the doctorate:*	Very High	High	Somewhat	Not at all Committed
	58.7%	25.9%	12.9%	2.4%
3. *Student considers dropping out of graduate school:*	Very Often 7.2%	Often 14.0%	Rarely 40.7%	Never 37.7%
4. *Thinks carefully about employment options:*	26.3%	38.6%	27.0%	7.6%
5. *Commitment to Employment as a Faculty Member*	Very High 22.8%	High 23.4%	Somewhat 27.6%	Not at All 25.7%
6. *Employment preference on graduation: (Students assessed many options)*	Strongly Prefer Not	Prefer Not	Prefer	Strongly Prefer
University	4.1	9.0	29.8	56.9
Four-Year College	4.6	11.2	44.1	29.8
Community College	21.9	38.6	32.1	7.3
Large Private Business	30.8	29.1	30.3	9.7
Small Private Business	30.7	35.1	30.2	3.9
Federal Government Agency	12.3	20.2	52.9	14.5
State Government Agency	19.0	32.5	41.9	6.4

with small businesses, too, since they do not have large personnel offices that make judgements about who is or who is not capable of work.

The Training Model. This extended report on the University of Maryland conference and related issues should give the reader an idea of the types of issues discussed at a conference sponsored by an academic profession. The Maryland conference proves that these issues can at least be raised in an economical fashion. The consultants were modestly paid ($50 plus travel). Participants came at their own expense. Matching employed Ph.D.'s with young faculty and new Ph.D.'s is an effective way of opening up basic issues, legitimating candid discussions, and beginning a network of alumni to help Ph.D.'s find work. A similar workshop has been planned at Emory University. Ten universities departments will contribute $500 each to cover the costs of the meeting. Each will send five graduate students and a faculty member, perhaps someone who will not get tenure. The national office of the Association of Departments of English will help where it can in coordination and in the supply of a list of possible "consultants"—Ph.D.'s working in nonacademic employment. Jaspar Neel reports that workshops such as this are planned for the coming year. Thus a self-supporting system is being created that can provide groups of departments with an economical training device. Already there has been pressure on the Big 10 universities to establish their own training programs. Thus English has initiated a training model that is effective, economical, and builds on the capacity of a quasi-disciplinary organization, the Association of Departments of English, to coordinate and sustain effort.

Networking in Other Professions

There is no reason why the matching of alumni and Ph.D.'s needs to be an expensive matter. It does require someone to initiate and coordinate action. The newsletter of an academic discipline is a natural medium to carry information that encourages networking. Anthropology has shown the way by publishing a series of biographies of anthropologists working outside academe.

These biographies permit Ph.D.'s in nonacademic employment to tell their stories and to seed the idea of broadening graduate education. The biographies stress the importance of taking quantitative courses as part of one's graduate training. They also help legitimize the search for nonacademic employment and broaden the conception of Ph.D.'s of types of appropriate nonacademic employment. The message is that experience and skill counts: but that people should not restrict themselves to jobs where the employer is looking for an anthropologist. (Louis Cimino is responsible for this writing.)

Eventually departments must take some responsibility for placement. To do this an active Advisory Committee is useful if it lets the department know what the experience of graduates has been and if it takes responsibility for counseling and helping to place students. A short statement on the functions of Advisory Committees has been published by the National Coordinating Committee for the Promotion of History: "The History Advisory Council." Anyone planning to establish an Advisory Council would be well advised to order and study this pamphlet. It takes thought to understand the proper balance between people with influence, people who will work, and people with ideas. Since the career education movement has faced this problem of creating effective advisory councils for many years, the reader may want to review a brief statement by Kenneth Hoyt on this subject. (Hoyt, 1978, pp. 14–30.)

Once an Advisory Council has been established, the ground has been laid for informal initial meetings between graduate students, new Ph.D.'s, and people who can help job seekers think about work and find work. History has pioneered again in this work. It has been able to get local people to initiate brief meetings on a collaborative basis (inviting representatives from several universities). I visited with Lawrence Bruser, a Columbia Ph.D., who organized such a short conference for Ph.D.'s in the New York City area in March 1979. The topics and the response of Ph.D.'s who served as panelists with placement counselors are included in the report which follows the agenda. These meetings are not panaceas. They open up discussions and need to be followed by complementary skill-training and job-search activities for graduate students and Ph.D.'s.

NEW YORK UNIVERSITY *CITY UNIVERSITY OF NEW YORK* *COLUMBIA UNIVERSITY*

Careers In Business Workshops

For History Graduate Students and Ph. D's

The American Historical Association with the cooperation of New York metropolitan universities is presenting two workshops for students and graduates in History. The intent of these workshops is to provide information and skills to be used in the job hunt for nonacademic careers.

The first workshop will present a panel discussion by historians who have made the transition and are pursuing successful careers outside the college classroom.

Session 1. *March 5, 1979 6–9pm at Room 207, Graduate School, CUNY, 33 West 42nd St.*

Panel of history Ph. D.'s now employed in business will discuss their experiences—Chairperson, Larry Bruser (Ph. D., Columbia)

Major topics of discussion will include:

—Briefly describe your job (kind of company, your duties, etc.).
—How do you feel about having left academic life?
—Why did you choose a career in business?
—What difficulties did you encounter in making the transition from academia to business?
—What are the most important skills, knowledge, personal qualities required for your job?
—What aspects of your graduate history training, if any, are relevant to your job (research and analysis skills, historical perspective, etc.)?
—What are the major satisfactions of your job?
—What salary can be expected?
—What are the major frustrations?
—What advice do you have for historians planning to explore careers in business?

The second workshop will concentrate on the skills needed to find and obtain nonacademic jobs. Placement Officers will present materials and methods necessary to achieve these job hunting skills.

Session 2. *March 12, 1979 6–9pm at Room 207, Graduate School, CUNY, 33 West 42nd St.*

Techniques of job seeking by placement counselors.
Chairperson, Larry Bruser (Ph.D., Columbia)

Major topics of discussion will include:

—Defining your job objective
—Defining and analyzing your skills
—Preparing a nonacademic resume
—Job-hunting techniques: direct (answering ads) vs. indirect (seeing personal contacts for advice and information)
—Interview techniques
—Importance of attitude and self-confidence.

Careers In Business Workshop
For History Graduate Students and Ph. D's

Highlights of Session #1
Experiences of Ph. D.'s Now Employed in Business

A. *Job descriptions of participants in panel.*

1. Chairman prepares monthly "intelligence" report on American political, social and economic trends for Mitsui based on research and direct interviews.

2. Women with degree in Soviet history works for "Business International"—consulting firm for multinational corporations. Job entails research, writing, traveling, selling. Prepares studies, for example, on how corporations can contribute to improving social conditions overseas in fields of health, housing, etc.

3. I.B.M. data processing executive; studies client/company problems for I.B.M.; studies how to improve equipment companies already owned. Crosses all levels of management lines.

4. Employee of small full-service advertising and public relations agency directed toward Japanese corporate clients. Advises in employee relations, trade fairs, and prepares house organ audio-visual materials, etc.

5. Operations manager for Auto-Europe, competitor of Avis and Hertz. Trains personnel; supervises three offices.

B. *How do you feel about having left academic life?*

All panelists are happy. Would not return to academia if offered jobs. Enjoy office interaction. Find political side of business world "cleaner" than in academia. Miss long summer vacations. Do not find 9:00–5:00 days a grind. Enjoy having more responsibility, influence and respect than in academia. #5 used intellectual capacities to fuller extent in business.

C. *Why did you choose a career in business?*

Most, made a virtue of necessity: #2 did not relish the idea of one-year positions all over the country, #3 frightened by oversupply of Ph.D.'s, sought "depression-proof and growing field." Others failed to get tenure or academic jobs.

D. *What difficulties did you encounter in making the transition from academia to business?*

Lack of background in economics, accounting and finance bothered several. Some corporations do send employees back to school to take crash courses in order to fill in gaps. More time pressure in business with less opportunity for dawdling. More emphasis on short-term mastery of subjects. #1 not used to predicting future. #4 not used to working closely with others. Several panelists suggested a History Ph. D. plus an M.B.A. would be invaluable asset to person in early 20's.

E. *What aspects of your graduate training, if any, are relevant to your job?*

All panelists used doctoral training in their work: research skills, writing, speaking to groups, *quick* study, writing, reading, analysis, report preparation, etc. Teaching training stressed by #3 and language training by #4. Most skills are transferable.

F. *What are your major job satisfactions? your major job frustrations?*

Positive aspects are: lack of routine, opportunity to use skills, good salaries, sense of responsibility, authority, satisfaction in seeing tangible results quickly. Several panelists found business people more helpful and courteous than academics. #3 feels he has more control over his own destiny and far greater impact than he would have had in a college or university. All expressed sense of fulfillment in business and are enjoying jobs "in the real world." Negative aspects are: time pressure, short vacations. #5 complained his bosses were not as intelligent as he is.

G. *What salary can be expected?*

For public affairs jobs, the starting salary is $18,000. Often an applicant with a Ph.D. and a nonacademic resume can start at from $20,000 to $25,000. In addition there are stock options, savings programs, fringe benefits, generous expense and travel accounts. In large companies, starting salaries exceed that of assistant professor and equivalent of a full professor's salary is often achieved after a few years.

H. *What advice do you have for historians planning to explore careers in business?*

Drop negative attitudes and beliefs about business and nonacademic careers. Recognize that academic research is limiting, solitary and confining and that academia is sheltered. Learn about successful transitions from those who have made them. Use your imagination. Many exciting jobs exist for trained historians. First step toward success: "I know I can." You can combine job with historical writing and research. #3 has managed to publish articles and books while working full-time for I.B.M.. All it requires is organization and efficiency. Sell your maturity. Explain your transition and be convincing. This is a favorable time for women to find excellent high paying, nonacademic jobs. The doctorate shows commitment and self-discipline and great organization ability. Ask yourself: "What do I want to do with my life?" and proceed.

Bruser believes that the key to the initiation of these types of programs is not money. There is a need for alumni with Ph.D.'s to be linked on a sustaining basis with graduate students. Eventually a person like Bruser could teach as an adjunct faculty member perhaps in a course on the work of the historian outside academe.

Is There Life After Death?

The key question for people who have invested a decade or more of their lives in preparation for the doctorate is whether basic skills are convertible. In short, what will be the basic gains and losses of moving from academe? We have discussed this matter earlier. Our purpose here is to review data on the careers of Humanities Ph.D.'s which illustrate their poverty of experience, making it difficult for them to understand what life is like outside academe, and to selectively report research that indicates that job satisfaction and academic research productivity is likely to be higher outside academe for the average faculty member than it will be as a teacher.

The data on the undergraduate majors of Humanities Ph.D.'s follows on two separate pages. The first chart shows by reading horizontally on the line labelled H the proportion of people in a B.A. field who remain in this field or change it in graduate school. The data labelled V shows the proportion of graduate students by Ph.D. field who majored in different B.A. subjects or fields.

Even though work in the humanities does not require the sequential study that it does in the sciences, a substantial proportion of Humanities Ph.D.'s have majored in a humanities bachelor's degree field (79.4%). Table 2 which follows shows how much inbreeding there has been in the Humanities. Table 3 shows the same relationships diagramatically. If one looks at the top row of Table 3 you can see that humanists have specialized as much as have those in the physical sciences and engineering. This pattern of specialization may be self-supporting. If one takes a B.A. in a humanistic discipline and finds that employment is difficult after graduating, one may go back to school to remain in a domain that one knows well and that gives one a chance to live and work in an intellectual environment. It is not surprising then that David Thompson's study of Michigan graduate students' perception of their opportunity to utilize their current training in nonacademic employment indicated that 33% of the students said the chances were fair, 17% said the chances were poor, and 4% said the chances were non-existent. If graduate students have not been working outside academe, how would they know what

Table 2

BA-Ph D Field Switching, 1960–1974

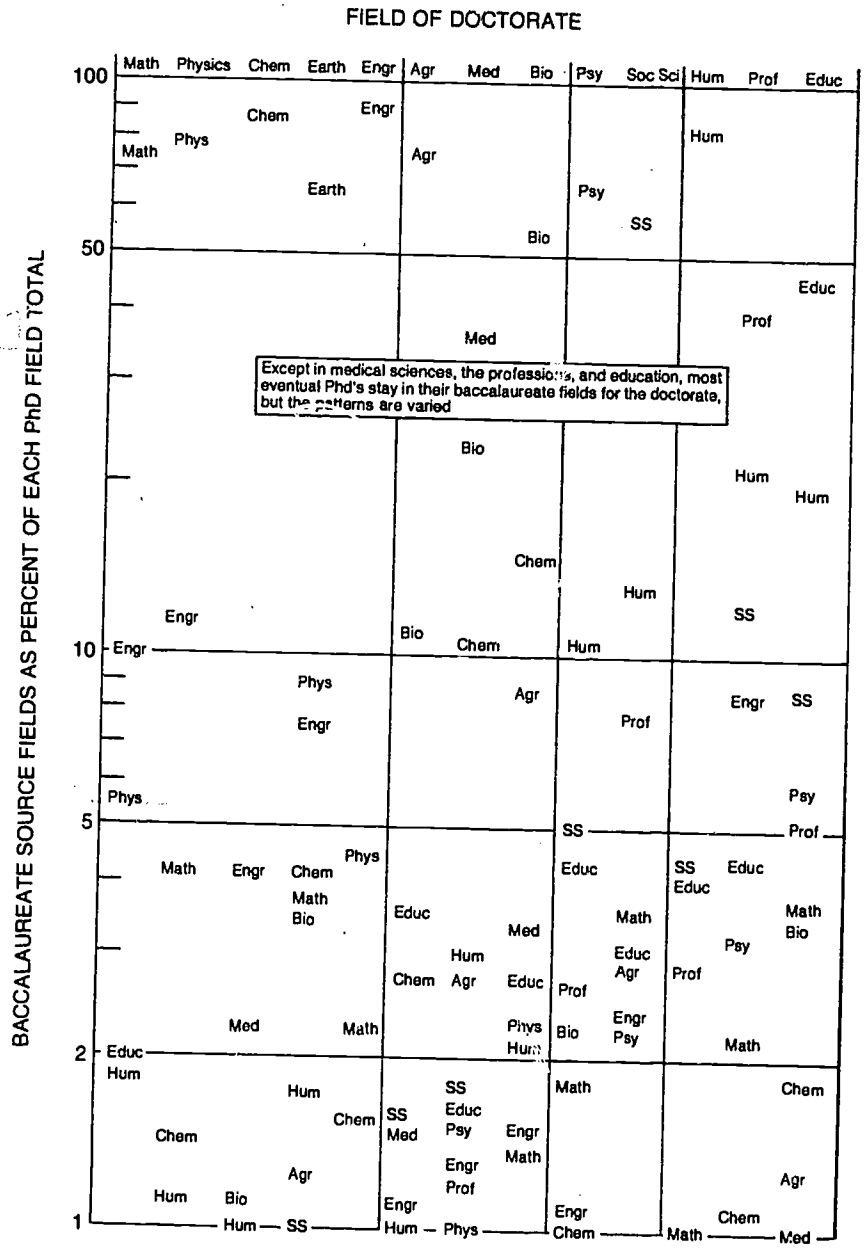
BA Fields	%	Ph D Fields: Math	Physics	Chemistry	Earth Sciences	Engineering	Agricultural Sciences	Medical Sciences	Biosciences	Psychology	Social Sciences	Humanities	Professions	Education	Total	Total N
Mathematics	H	*56.4*	4.5	1.2	1.3	5.1	0.2	0.2	2.8	2.4	6.6	2.9	1.8	14.5	100.0	17,033
	V	*73.7*	4.1	0.8	3.5	2.3	0.3	0.6	1.3	1.7	3.6	1.0	2.2	3.8	5.1	
Physics	H	3.7	*73.0*	0.9	3.0	8.3	0.2	0.3	4.3	0.8	1.1	1.2	0.6	2.6	100.0	19,248
	V	5.4	*76.9*	0.7	8.9	4.3	0.3	1.0	2.3	0.7	0.7	0.5	0.8	0.8	5.7	
Chemistry	H	0.4	0.8	*69.2*	0.9	1.8	1.0	2.0	17.9	0.7	0.6	0.8	0.5	3.7	100.0	31,250
	V	0.9	1.4	*85.6*	4.1	1.5	2.7	10.5	15.4	1.0	0.6	0.5	1.1	1.8	9.3	
Earth sciences	H	0.5	0.7	0.3	*84.1*	2.2	0.8	0.2	1.9	0.6	3.1	1.3	0.5	3.7	100.0	4,950
	V	0.2	0.2	0.1	*63.8*	0.3	0.4	0.1	0.3	0.1	0.5	0.1	0.2	0.3	1.5	
Engineering	H	3.1	5.2	2.6	1.2	*78.7*	0.3	0.2	1.3	0.6	1.8	0.8	2.8	1.4	100.0	40,842
	V	9.8	11.5	4.2	7.4	*86.8*	1.2	1.3	1.5	1.1	2.4	0.7	8.0	0.9	12.2	
Agricultural sciences	H	0.2	—	1.6	0.6	0.7	*59.9*	1.1	22.3	0.2	6.4	0.3	0.7	6.0	100.0	13,470
	V	0.2	—	0.8	1.2	0.2	*73.0*	2.7	8.3	0.1	2.7	0.1	0.7	1.3	4.0	
Medical sciences	H	0.1	0.1	11.5	—	0.2	3.2	*41.0*	22.9	3.0	2.8	1.3	0.8	13.1	100.0	5,051
	V	0.1	—	2.3	—	—	1.5	*35.6*	3.2	0.7	0.4	0.1	0.3	1.0	1.5	
Biosciences	H	0.1	0.1	1.0	0.9	0.2	4.6	5.0	*75.4*	2.0	1.0	1.0	0.4	8.3	100.0	27,022
	V	0.3	0.1	1.1	3.5	0.2	11.3	23.4	*56.3*	2.3	0.8	0.5	0.8	3.5	8.1	
Psychology	H	0.2	—	0.1	—	0.1	—	0.4	1.3	*72.8*	3.3	1.8	2.1	17.8	100.0	21,482
	V	0.3	—	0.1	0.1	—	0.1	1.6	0.8	*66.8*	2.2	0.8	3.2	5.9	6.4	
Social sciences	H	0.4	—	—	0.2	0.2	0.6	0.3	0.6	4.0	*62.5*	7.1	6.1	17.8	100.0	29,224
	V	0.9	0.1	—	1.0	0.2	1.6	1.7	0.5	5.0	*57.5*	4.3	12.6	8.1	8.7	
Humanities	H	0.4	0.3	0.4	0.2	0.5	0.2	0.3	1.3	3.8	6.7	*61.0*	4.9	20.2	100.0	63,224
	V	1.9	1.1	1.0	1.7	0.9	1.0	2.9	2.2	10.3	13.3	*79.4*	21.6	19.8	18.8	
Professions	H	0.5	0.2	0.2	0.2	0.7	0.6	0.5	1.2	4.4	17.1	9.6	*40.2*	24.6	100.0	13,718
	V	0.5	0.1	0.1	0.4	0.3	0.8	1.2	0.5	2.6	7.4	2.7	*38.8*	5.2	4.1	
Education	H	0.7	0.2	0.6	0.2	0.1	1.1	0.3	2.7	2.8	2.6	5.8	1.7	*81.1*	100.0	35,527
	V	2.0	0.5	0.8	0.9	0.1	3.4	1.6	2.7	4.3	2.9	4.2	4.3	*44.7*	10.6	
Unknown	H	3.8	5.4	4.7	1.7	7.5	2.0	6.7	12.7	6.0	11.9	18.0	5.6	14.1	100.0	13,603
	V	3.9	4.0	2.5	3.5	2.8	2.5	15.7	4.8	3.5	5.1	5.0	5.3	3.0	4.1	
Grand Total	N/10	1,305	1,527	2,527	653	3,701	1,105	581	3,622	2,344	3,177	4,857	1,421	6,444	33,564	
	H	3.9	5.4	7.5	1.9	11.0	3.3	1.7	10.8	7.0	9.5	14.5	4.2	19.2	100.0	335,644

N = number of cases; H = horizontal percentage; V = vertical percentage.

SOURCE: NRC, Commission on Human Resources.

Table 3

Baccalaureate Source Field as Percent of Each Ph.D. Field Total



SOURCE: NRC, Commission on Human Resources

Relative frequency of various BA source fields, for each PhD field.

types of skills are required at work and how could they become in a position to see how their generic competencies might be used in nonacademic employment?

Thus one part of an educational program for graduate students includes a review of the research on the experience of Ph.D.'s in nonacademic employment. If students and faculty understand this literature they can speak with more authority about the possibility of converting academic skill to nonacademic employment. We will examine this literature in the pages which follow.

Nonacademic Sociologists Do More Research and Have High Levels of Job Satisfaction. A study on "Sociologists in Nonacademic Employment" was completed by Sharon Panian and Melvin Defleur for the American Sociological Association. Over 100 sociologists in nonacademic employment, who belonged to a professional sociological society, were asked about conditions of work, job satisfaction, professional participation, commitment and identification with the profession, their publications, and graduate training. The results contradict the assumption of academic sociologists that nonacademic employment provides little challenge. The authors summarize their conclusions: (Panian and Defleur, p. 33)

> *". . .Ph. D.'s in nonacademic employment feel that they are doing socially significant work for important public and private groups. . . . This work is applied research or administrative activities that coordinate the work of others. They find it complex, challenging and interesting. Clearly these sociologists were well paid . . . they evaluated their jobs and the settings in which they work in favorable terms. . . . Many had chosen this career line after work in academic life and had decided that their nonacademic positions had greater advantages for them. They had satisfactory options for promotion; they perceived their supervisors and fellow workers in favorable terms; they felt adequately provided for in terms of retirement and other fringe benefits; and they enjoyed opportunities to travel. While they lacked the scheduling freedom and vacation time of academic sociologists, these were not seen as major sources of discontent. In terms of professional activities, these sociologists were relatively active. Most had published, presented papers at professional meetings, and attended sociological conventions with some frequency. In these respects they were generally more active than the majority of their fellow professionals who work in teaching positions. The emerging picture is one showing both a high level of professional accomplishment and job satisfaction. Such an overview appears to have relatively little relationship to the myths about nonacademic employment that one sometimes encountered."*

Leaving an academic employer does not necessarily require giving up the fruits of graduate training.

Louis Solmon makes these points in a recent summary from his research on the careers and skills of doctoral students in the Humanities: (Solmon, 1979)

> *". . .One of the fundamental factors in determining whether or not a nonacademic job is a good one for a doctorate-holder is relatedness of job to doctoral training. Yet relatedness is a concept confounded by several others. For example, research and writing jobs are usually considered to be related, even if other jobs are more satisfying. Also, if graduate training provides skills and knowledge useful on the job, the job is considered related even if it does not utilize course content. Hence, both students and their faculty should be more concerned that students acquire competencies useful for many types of work (which they do) and make certain that the utility of these skills are made known to potential nonacademic employers (which is rarely done). The holder of a Ph. D. in English literature may be unlikely to utilize his or her knowledge of the plots of plays anywhere except in the classroom. But surely research, writing, critical thinking, analytical and other skills are transferable. This obvious point is often ignored."*

Solmon's research supports our earlier summary of research on job satisfaction. Working as faculty does not mean that academic skill will be fully used. Over 90 percent of a sample of sociologists in colleges and universities said that their teaching is related to their graduate training. But when asked whether their professional skill is fully utilized only about 33 percent said yes! (Solmon, 1979.)

Clarity requires that we separate the institutional environment from the work itself. Research shows that satisfaction can be as high or higher outside academe than in it. The research of Ivar Berg and Associates (Berg et al., 1978, p. 109), in which a group spent several years studying these questions, led to the conclusion that *overall job satisfaction is largely determined by the link between skill, its utilization, job challenge and job rewards.* This means that if Ph.D.'s have the basic skills that are required for nonacademic work, even if those skills are not labelled as academic, if the skill is used on the job, if it provides challenge and if there is a reward when work is well-done, *job satisfaction should be as high outside as within higher education.*

Summary. The studies reported here clearly show that simply working in a college or university as a faculty

member is no guarantee that the skill of a faculty member will be used or that research will be conducted. In fact, for sociology and for the humanities, there was greater average research outside academe than in it. The reason for taking time to report these findings is that they provide a baseline for rational assessment of appropriate placements for Ph.D.'s. The object should be to match person and skill rather than to ask whether the teaching or research will be conducted in an educational institution, a business, or in government.

We have emphasized the concern of doctoral candidates and new faculty for work that permits continuity and the maintenance of scholarly interests. Employers are willing to permit some of these where there is a realization on the part of the prospective employee that the organization's needs must come first! Since an organization has to meet client and market pressures which colleges and universities have not had to meet in the past, it is understandable that they have hesitated to hire Ph.D.'s if the assumption is that the Ph.D. will insist on doing basic research whether or not this will serve organizational needs.

To understand steps taken to educate employers so that they will be willing to at least consider Ph.D.'s for nonacademic employment, we now shift from a review of attempts to educate Ph.D.'s to a review of efforts to educate employers.

Educating Employers

Creating a National Coalition

The effective use of talent is a *national* problem. It requires attention at the national level. In the 1960's, Allan Cartter's research predicted the surplus of Ph.D.'s in the 1970's. This surplus has had its most devastating impact on the Humanities, though the impact has been severe in most disciplines. In a sense, the humanities represent elite values. Thus it is no surprise that their primary advocates have been foundations: institutions that take the long-term view and are concerned about cultural continuity. The two foundations that have done the most to initiate thinking on these matters have been the Rockefeller Foundation and the Danforth Foundation. Rockefeller, under the leadership of D. Lydia Bronte, called two informal conferences in 1974 to appraise the problem and to encourage planning and action. The Danforth Foundation funded a small conference in June of 1979 to get the academic professions thinking about the need for an expansion of their scope to include Ph.D.'s not working in academe. Thus the seeds for a national coalition with employers (building on the work initiated by Bronte at Rockefeller) and an expansion of the constituencies of the academic professions (profiting from the support given by the Danforth Foundation) have been planted. As this monograph is written the situation is still fluid. We do not know yet what will emerge. The sections that follow may be helpful in suggesting ideas for action and in providing guidelines for effective implementation of new policies.

Getting the Facts

Before programs to prepare Ph.D.'s for work in industry could be launched, information on the previous experience of Ph.D.'s at work was needed. This information was secured through a series of studies. (Solmon, 1979; May and Harrison, 1978). Questionnaires were sent to 5,000 humanities graduate students in 40 graduate schools in English, History, Philosophy, Spanish, and French. Another study was made of former Ph.D.'s—4,000 men and women who received humanities doctorates over the past 25 years. The facts secured in these studies showed that Ph.D.'s outside academe in the Humanities had a successful job record. They were promoted faster than others once they proved themselves after a few years at entry levels. They were performance oriented and had highly developed analytic skills. They were known to finish their work. Yet the reputation that Ph.D.'s had with Personnel Directors was just the opposite. (Lierheimer, 1976). These people felt that the last person in the world that they wanted to hire was a Ph.D. Our earlier discussion emphasized the need to educate Ph.D.'s not to turn up their noses at nonacademic employment. The facts secured from studies of employers showed that a comparable program was necessary to make employers willing to consider hiring Ph.D.'s. But to do this it was necessary to establish a screening device that would promise employers that people who were hired would be good! The program that was sold to the National Endowment of the Humanities by Dorothy G. Harrison and Ernest R. May promised to do just that!

The New York University Careers in Business Program

Harrison and May secured a grant of $360,000 for a two-year program to recruit, train, and place Ph.D.'s in Business from the National Endowment for the Human-

ities. Fifty students were to be recruited and placed in 1978, 50 in 1979. The initial grant was for $360,000—$200,000 as an outright grant and $160,000 through a matching program. Industry, the New York State Board of Regents and the Rockefeller Foundation contributed $80,000. The National Endowment for the Humanities matched this contribution. The Endowment made it clear that it would not get into the business of retraining Ph.D.'s for nonacademic employment. This was to be a one time grant that would have to become self-sustaining in the future.

Program Plan. The idea was to conduct a national competition for talent to recruit, select, and then educate 50 Ph.D.'s or A.B.D.'s each year for two years at the New York University School of Business. The preliminary agenda for the 1979 sessions appears on the pages which follow. Financial assistance was provided to cover living costs and books.

The idea was explained by Harrison and May through advertisements and through visits to campuses. May told me that there was opposition to the plan on some campuses. On one campus he met students who told him that their faculty advisor had warned them not to attend the orientation session on the "Careers in Business" Program. It was perceived by some as a Trojan horse that would destroy the humanities. (Similar opposition was expressed by some faculty in attacking a comparable program that was established at the University of Texas in the summer of 1979.) Nevertheless, 120 candidates applied for admission to the first class. Of these 50 were selected after coming to New York City for interviews with teams of appraisers consisting of a faculty member and a business person. In 1979, the second year of the program, the number of applicants rose 400 percent. The quality increased, too. The staff felt that they could have filled their quota of 50 many times over with exceptionally well qualified candidates.

Assessing Finalists. I spent a day in New York City observing an assessment team interview prospective participants in the "Careers in Business" Program of New York University. This experience gave me a feeling for the program as a social movement combining altruism with pragmatism. The sponsors wanted to see Humanities Ph.D.'s working in industry. Yet they wanted to pick people who would be successful—in a sense, people who need the program more for legitimating entry than for giving them the training they need for success. Like any other training program, the search was for those who have so much going for them that they are likely to succeed without the program.

The group met early in the morning for a briefing by Harrison and Richard Freedman, a Professor of Management, who has worked as an instructor and now is responsible for the evaluation of the program. Freedman designed a guide for interviewing. The guide, designed to focus the interview, raised questions about the motivation to change careers, the motivation to go into business (rather than some other type of work), and the motivation of the candidate for management vs. a technical or staff position. The assessors were asked to give preference to those who were planning a career in management over those who were seeking a position in technical or staff work. Freedman also asked appraisers to look for evidence of an applicant's management potential and the likelihood that the person would learn from the program. Teams were asked to independently rate applicants on these matters and then give a single overall estimate of their eligibility for the program. In the group that I observed there usually was substantial consensus on these ratings. The member of the assessment team who came from business was able to predict the type of career that a finalist would probably opt for. Predictions were made also as to the likely starting salary.

The assessment team which I observed worked on a high professional level yet maintained a cordial and supportive relationship with finalists. It tried to be sure that finalists had complete information on the program. In some cases it supplied career information and guidance. One finalist asked the team about the value of an M.B.A. Another discussed with the team the value of foreign language training. One finalist admitted a problem at work in the past. This was not held against this person but seemed to give him more creditibility since he was conscious of behavior in the past that had been nonproductive and was now working to correct it.

The assessment team which I observed interviewed candidates with many talents. One person, in particular, stands out as the type that was sought for the program. She had been accepted for the "Careers in Business" Program in 1978 but had turned it down for a tenured track teaching position. She returned to her campus and worked for a year and found that the work provided insufficient challenge. She then re-applied the next year to the "Careers in Business Program" after having worked out her aspirations for an academic career and having decided that such a career would not have sufficient challenge. Thus the move to industry was not caused by the need to leave academe but by a conscious decision to do so. Her interview epitomized personal qualities that were sought. She had a precise long-term goal: to improve the marketing of a large company which she felt was inadequate. She was confident, at ease in making decisions, and wanted to live well. A combination of self-esteem, agressiveness and foresightedness, plus a familiarity with how business worked, made this person an ideal candidate.

The assessment team had an image of the ideal candidate and their interviewing was designed to discover whether an applicant had the qualities that they wanted. These seemed to include personal contact and identification with people who have had an active business career. The team wanted to screen out those who were

Careers in Business Program (1979)
(Preliminary)

Three class sessions will be held each day as follows:
1) 9:15-10:45
2) 11:00-12:30
3) 2:00- 3:30

Week	*Subject*	*Sessions*	*Faculty*
1	Macroeconomics	3	Ritter
(6/18-22)	Microeconomics	2	Ritter
	Accounting—Financial	8	Howell
	Career Orientation and Other	2	Freedman, Siegel
	Total	15	
2	Accounting—Managerial	4	Howell
(6/25-29)	Finance—Financial Analysis	3	Maldonado-Bear
	Statistics	5	Kurnow
	Career Orientation and Other	3	Freedman, Siegel
	Total	15	
3	Finance—Financial Analysis	1	Maldonado-Bear
(7/2-6)	—Capital Budgeting	1	
	Statistics	4	Kurnow
	Marketing	2	Rosenberg
	Career Orientation and Other	4	Freedman
	Total	12	
4	Finance—Capital Budgeting	2	Maldonado-Bear
(7/9-13)	—Portfolio Management	1	
	Statistics	1	Kurnow
	Marketing	3	Rosenberg
	Corporate Strategy	3	Dutton
5	Corporate Strategy	3	Dutton
(7/16-20)	Integrating Cases	9	Dutton, Howell, Rosenberg
	Special Topics, e.g., Int'l Business	3	Walter
	Social and Legal Environment		Lindsey, Wiesen
	Perspectives and Careers		Lamb
	Total	25	
6	Integrating Cases	6	Dutton, Howell, Rosenberg
(7/23-27)	Special Topics	3	
	Job Interviews	2 days	
	Total	15	
7	Job Interviews	5 days	
(7/30-8/2)			

An hour and a half lunch hour will enable us to invite business executives to address the group.

Tutoring Services will be provided by graduate students and, where possible, by volunteers from accounting and other organizations.

A self-test in mathematics will be sent to all students to assure a minimum level of competence in mathematics.

All candidates will be required to complete a programmed text covering basic accounting concepts before classes start.

Of the 81 sessions 14 are devoted to career orientation, 15 use the case method, 12 deal with accounting and 10 deal with statistics.

anti-business. They were seeking applicants with a precise goal with a plan that would progressively put this goal into action. This made them skeptical of applicants who wanted to work in Public Affairs or policy who had little understanding of what is required for success in these fields. The assessment team was looking both for evidence of technical competence and for style. It was not simply what people said but how they handled conflict. There was a search for a "maturity" factor. The team watched people's reactions to questions to see where they would press and where they would give. The aim was to learn how people reacted to conflict and whether they had a sense of what was worth pushing and where pushing would simply be counter-productive.

What Have We Learned? The program has shown that carefully selected Ph.D.'s are employable in major organizations after a short training period. Of the 50 students included in the 1978 program, 5 have returned to academic life, 30 are working in industry and 15 are either completing their Ph.D.'s or are negotiating to work in industry or government. (This information was provided by Sheila Murdick of the Program Staff.) In 1979 about 50 companies are expected to send representatives to interview program graduates for jobs. This is double the number that came in 1978. Ernest May reports that the companies that appear most interested in program graduates are not those that traditionally hired Ph.D.'s. Instead he notes that the companies that are most interested in graduates are those that have usually hired engineers but are now faced with problems of government regulations dealing with energy and environmental issues. Hopefully, the Ph.D.,'s coming from the program will help diversify management skill and values.

The longitudinal study which Richard Freedman is conducting of the experience of graduates in host organizations should tell us in a year or so whether Ph.D.'s actually had the desired impact on organizations. It will also help us to learn whether the network that the program hoped to create by placing Humanities Ph.D.'s in organizations has actually been established. We will want to know whether those placed by the program actually felt a responsibility to help place others. Freedman's study should go beyond a report on the careers of graduates and their employers. It would be useful to know more about the backgrounds of those who have contributed time to the program—in promoting it, in supporting it financially, and in helping with assessment. Are these individuals who feel isolated in industry with Ph.D.'s and seek a larger network to diversify their colleagues and to enhance their strength by increasing the numbers of Ph.D.'s in their organizations? Has the program created a network of collaborators who will continue to work together when it ends? If this is so, we have the framework for institutional programs if other program sponsors can be found.

Conclusion. We have shown that it is possible to create networks of employers and academics to identify talent and to prepare able Ph.D.'s to work in responsible positions outside academe. The coalitions which have been created with or without Federal support indicate that it is possible to create a viable liaison between placement, business faculty, and academic faculty. The next step should be action at the institutional level. It is to this question that we now turn.

Convincing Universities to Act

By this time the reader is familiar with the effective and low-cost activities in English and History to help Ph.D.'s disengage psychologically from academe and begin to establish networks within the academic professions. The Harrison-May program suggests the need for complementary programs within institutions that build on the expertise of the Business Faculty and their Placement Offices. Our purpose in this section is to examine several practical steps which universities have taken or could take to improve the employability prospects of their Ph.D.'s.

Institutional "Careers in Business" Programs

Programs to use the Business School faculty to recruit, educate, and later place Ph.D.'s are in the planning stages at Harvard, Michigan, and the University of Virginia. The implementation of programs has been slow even though the basic idea is simple and the cost moderate. The success of the program at the University of Texas at Austin in the summer of 1979, even though it was announced late, helps us understand what are the conditions for success and, in retrospect, why other programs have been slow to evolve. One would think that given the pressures to place Ph.D.'s that programs would have sprung up long ago. Need alone is an insufficient prod to action if those with special interests (graduate students and Ph.D.'s) have little power. The business schools, which are sympathetic, are busy with their own activities. They can place graduates and are overloaded with their own activities. Several months ago a consortium of business schools was asked by its central office if Business Schools would consider organizing a "Careers in Business Program." Not one was interested!

One reason that programs have been so slow to emerge is the difficulty of getting action from the Graduate Dean who is beholden to academic departments, yet usually has no power and almost no discretionary budget. The work of the graduate school may focus on routine: the filing of applications, the handling of dissertations, and the resolution of conflicts between departments. Attention is drawn to the need to prepare reports: for equal opportunity boards and for accreditation and program review. The graduate dean is as much the prisoner of his constituencies as it leader. Without power, formal influence, with a modest discretionary budget (if any), the dean may have little authority or power to use for change. If a program becomes too visible to assist Ph.D.'s, the dean becomes subject to attack from the Provost especially if the legislature gets wind of the possibility that the university is educating too many Ph.D.'s.

Sources of Strength for the Texas Program. As this manuscript is written, plans for these programs are underway at the Universities of Harvard, Michigan, and Virginia. To provide perspective on what it takes to run a successful program we will report on the Summer, 1979, *"Careers in Business" Program which was established at the University of Texas at Austin* through the efforts of Irwin C. Lieb, the University's Vice-President in charge of Academic *and* Professional Programs.

Note that Lieb is responsible for the management of the university's academic and professional programs. This makes it easier to make policy that integrate academic and professional programs. It provides a mandate to improve both systems and to take into account their interdependence. It provides political leverage so that in the give and take of university politics, exchanges can occur which will serve the general interest of the university rather than the interest of the professions *or* the academic disciplines. Lieb has a history of concern for the development of graduate education at Texas. He conducts a yearly study of the jobs which Ph.D.'s have obtained on graduation. The "Careers in Business" Program which was established in the summer of 1979 at the University of Texas represents one phase of a program to maintain and develop graduate studies in the academic disciplines (Lieb has a Ph.D. in Philosophy).

The Politics of Change. Lieb's position as Vice-President of Academic and Professional Studies permitted him to act, to take responsibility for the program if it failed, and to organize affairs so that others would get the credit if it was successful. When he approached the Business School he volunteered to raise the funds for the program himself. He did this (raising $52,000). He also recognized the need to cover the extra costs involved in program coordination. The basic work of coordination was given to the Extension Division of the Business School. The bottom line would be placement. The budget for the program took into account the need to pay Placement for its work during the summer in lining up interviews for graduates of the program. The success of the program would depend on the enthusiasm that it received from the Business School's Placement Office. In all of this Lieb did not move peremptorily. The implementation of the program was delayed by at least one year by faculty resistance. One faculty member accused him of ". . .selling out for money!" The program was carried out by William H. Cunningham, the Associate Dean of the Graduate School of Business, an official who recognized the importance of the program and contributed to its success. The net impact of these steps was to design a program that took into account the experience and wisdom of the Business, Extension, and Placement faculties. To do these things behind the scenes took the right "structure" or formal position, but much more—a willingness to work, to take risks, and to give others credit for their work!

The Texas Program. The mechanics of the plan parallel those of the Harrison-May program at New York University. Seventy-two students applied, 43 were interviewed and 22 were invited to participate. Half of the students were women. First priority went to those in the last phase of their work for the Ph.D. Second priority went to recent Ph.D.'s. The program was managed by the Extension Division of the Business School, it was noncredit, and it was restricted to students living in Austin, Texas. Each student received a $1200 live-in grant for the 12 week program. This program was of such obvious value to prospective students that several declined the stipend after they were accepted into the program. One person said that he had invested in the stock market and was able through these investments to earn enough money so he could cover his expenses on his own. (Evidence of business-skill?) The program announcement appears on the next page. It describes the curriculum and the plan for the program.

University of Texas
"Careers In Business"
sponsored by
Graduate School
and
Graduate School of Business

The Careers in Buisness program is designed to prepare advanced graduate students in the liberal arts to consider the prospect of making their careers in business. Students in the program will be introduced to business in three ways:

1. A set of five Graduate Business School courses will give a comprehensive view of the areas of business and its environment;
2. Informal lectures and visits by business executives who will describe corporate life and business careers, and;
3. Access through the Business School Placement Office to companies interested in hiring liberal arts graduate students.

Length of Program

The program will last the entire twelve (12) weeks of the normal Summer schedule.

Courses

Special sections of the following courses will be formed which will take into account the background of the students. The courses are:

BA 282S. ADMINISTRATIVE ORGANIZATIONS—Analysis of individual behavior in organizations and of organizations as complex socio-technical systems; emphasis on variables relevant to organizational design in management.

BA 381T. DISTRIBUTION DYNAMICS AND LOGISTICS—Key elements of marketing and distribution activities, and their impact on organizations and society. Topics include market analysis, demand stimulation, and physical distribution.

BA 382T. PLANNING AND CONTROL—Conceptual and operational relationship of planning and control with management and accounting information systems. Topics include data collection and analysis for short and long range organizational decisions.

BA 383T. MACROENVIRONMENTAL ANALYSIS The macroeconomic environment in which the business firm must operate; the determination of national income, the role played by money and the impact of the government will be examined as well as major public issues.

BA 385T. CAPITAL MANAGEMENT Concepts and techniques employed in the determination of optimal capital structures, procurement of resources from financial markets and their allocation to productive investments.

A brief description of the program by William Cunningham, the Associate Graduate Dean, follows. In it Cunningham reports on the selection of students and the decision to arrange field trips to employers where several job offers were made when prospective employers perceived the high quality of the students.

Selection Priority and Process

First priority will be given to doctoral candidates of the College of Liberal Arts. Second priority will be given to recent Ph.D.'s in Liberal Arts and remaining spaces will go to second and third year doctoral students.

Applicants must complete a form obtainable from the Graduate School MAI 101 or the Management Development Programs Office, BEB 200D. A transcript must be sent with the application. Faculty members from the Graduate School of Business and the College of Liberal Arts will form an Admissions Committee and conduct personal interviews for some or all of the candidates.

Teams of Business School and Liberal Arts deans and professors met with the candidates individually and were directed to look for several qualities that we considered essential for the success of the individual candidate and the program as a whole. All the students who had applied were highly intelligent, but we were looking for evidence that their intelligence was actively inquiring and creative and that the students had not restricted themselves solely to their particular liberal arts disciplines. We wanted evidence of expansive interests. The right kind of intelligence was not enough, however. We had an inflexible requirement that the students must not view this program as a second class alternative or as a compromise. We wanted them to be as excited about it as we were. In addition, our interviewers were instructed to rate the students on their ability to express themselves well. As a result, the Careers in Business students are articulate, innovative, and highly motivated toward this opportunity to seek business careers.

At the end of the twelve-week program our students will have completed the equivalent of fourteen credit hours credit in Financial Accounting, Macroenvironmental Analysis, Capital Management, Administrative

Organizations, and Distribution Dynamics and Logistics. While these courses are currently offered on a noncredit basis, they may serve as a possible waiver of M.B.A. courses. Therefore, our faculty employs regular grading procedures. This summer coursework is indeed heavier than the normal student courseload; and in fact, this is academically the most rigorous program of its type.

The UT Careers in Business Program is not purely academic, however. As a general rule, Tuesday and Thursday lunches are reserved for informal sessions with guest speakers, and a variety of business executives have been recruited for these luncheons. These business speakers add a richness to the program with their stimulating presentations of nonacademic aspects of the business world. We have additionally scheduled field trips to San Antonio and Houston so that our students can observe business enterprises in operation at first hand.

In short, we believe that we have succeeded in offering the most comprehensive program yet designed to introduce ambitious and highly educated men and women to the world of business and to match the needs of a highly qualified group of persons with the opportunities of today's corporate world.

It is not surprising that this type of program, though simple to operate and not very expensive, has been so slow to emerge. The Texas program is the first effort that we know of to establish a training and Placement model for Ph.D.'s without Federal funding. A key requirement is that the decision to act comes from an administrative level which oversees the academic and professional schools. The structure needs to be right and a person has to have the courage and diplomacy to act. At Texas, the need to obtain faculty approval took time and delayed program implementation by at least a year. Program implementation built on relationships between the Graduate School and the Business School which had been developed over many years. Mutuality of interest may exist, but this alone is insufficient to get a program moving. Nor is money the key. Someone has to put together a coalition that includes Placement, the Business School and the Graduate School in a way that provides incentives for each to collaborate.

The business faculty were challenged by students who were more theoretical, and more willing to deal with issues that require breadth. A selective student group provided a rich incentive to broaden faculty experience and to provide new challenge in teaching to business faculty. Lieb reports that the Ph.D.'s were no slouches either when it came to quantitative ability. They scored higher on accounting examinations than did the regular M.B.A. students. Lieb was pleased because the program that he helped organize was not perceived as a burden by the business faculty. He told me that ". . . there was a true two-way street in which the business school contributed but where the business school also gained."

Employers were equally enthusiastic. A week after the program closed 7 students had job offers. Lieb had guessed that fifteen companies would send representatives to interview students for jobs. Instead 21 companies did. The Chemical Bank flew a recruiter from Ireland to interview students. Exxon was interested in the program and sent an inteviewer. The Texas Commerce Bank, which has hosted students on a field trip, hired five students. These companies were not looking for mechanical or technical skill which they could buy by the dozen. Lieb reports that Exxon's reactions was typical: ". . . We've been told to get away from M.B.A. types. We can get all the routine workers that we need. What we need is range and versatility."

Getting Institutions To Act

Linking the Graduate School with Placement

The bottom line comes when an institution attempts to place its Ph.D.'s. Before the job crunch this could be done through the academic departments. Now that the academic market has been depleted universities are faced with a dilemma. Is the best plan that of Michigan's which involves a potential integration of Student Affairs and Placement or is it to establish within the Graduate School a separate and independent Placement Office? This approach has been taken at Harvard where Donna T. Martyn is working as the Graduate Placement Officer. The important question is not who gets the credit and what the title is but that the work is done. Essentially this means that at least one person in an institution must work full time on issues of graduate employment.

The first step is for academic faculty and those with influence in the institution to investigate what Placement staff is now doing or could do with adequate collaboration from faculty and graduate students. I have found that Placement staff are willing to talk with departments and depend on departments to initiate requests for assistance. As the composition of departmental committees change and as chairpersons change, a department will shift from an active relationship with Placement to an

inactive one. Yet university policy may make it possible for Placement to create links with students through discussions with the leaders of student clubs to open up career discussions early enough so that students are not unnecessarily hurt. One example of such activity is provided by the Placement Office of New York University's Business School. It anticipates problems for students in popular programs where many want to get in but few will be admitted. One example is Clinical Psychology where there are many more applications for doctoral admissions than there are positions. Placement initiates discussions with student clubs to set up times when it can meet with graduate students in their M.A. year. Alumni who have Psychology degrees but work outside academe meet with students. They explain how their work in psychology could lead to employment in applied fields. Students are encouraged to take the courses that complement a Psychology Major and lead to employment in fields such as market research. Thus the Placement Office takes an active role in providing information to students to help them integrate academic and professional studies. This may be easier to do in a private institution than in a public one.

Placement may be able to use its normal facilities to assist graduate students find jobs. A computerized system of matching people with job requests can be made available to graduate students as well as to undergraduates. A system of this type, primarily to assist alumni, has been developed at Kent State University. Kent will automatically send to job applicants information on job requests. It will also provide prospective employers with lists of prospective employees. If such a system exists, graduate students should know about it and use it when they are on campus and after they leave.

Linking the Graduate School and Students

When students seek advice on careers in graduate school their faculty are usually in a poor position to help. Most students will not qualify for selective retraining programs of the type offered at Texas and New York University. There needs to be some place on campus which belongs to graduate students and is sufficiently removed from departments so students can be candid about their goals and problems. This office needs to orchestrate the education of graduate students and the education of employers (the major focus of this chapter) with an institutional frame of reference in collaboration with the Graduate School.

The University of Michigan began a program several years ago which suggests one approach to the integration of the Graduate School with Student Services. It created an Office of Nonacademic Career Counseling and Placement to assist graduate students and departments plan for nonacademic employment in collaboration with employers. The office is unique, to my knowledge, in that it is jointly funded by Student Affairs and the Graduate School. The staff is small, including a Director, James Krolik and a half-time assistant. It benefits from several services in Student Affairs—suggesting one reason why the Office should be in Student Affairs where the Student Affairs staff is agressive. Krolik has access to a recent study of graduate student orientations to education and work completed by David Thompson (which will be reported in a preliminary fashion later). He will also have information on the needs of students as these are uncovered by a newly appointed needs assessor. As far as we know, this is the only Graduate Student Office for Non-Academic Employment that has access to research on its student's goals and experiences.

Services to Students and Departments. The Michigan plan leads to work with departments to encourage them to organize on their own to learn about the experience of graduates and become better able to offer students job-seeking services. I visited the English Department at the University of Michigan to learn about plans to prepare a questionnaire to study the work experience of Ph.D.'s on graduation. The department plans to create its own internship program as part of its Master's Program. It would work with the University's Office of Non-Academic Career Counseling and Placement to bring to campus several alumni to talk with graduate students in their first year of graduate work. These informal talks could lead to placement of students in internships in the summer following their first year of school. To organize a program of this type at the departmental level takes time and I found that although interest is there, it is difficult for a department to act on its own even when its chairperson is supportive.

This makes it all the more important that a central staff office be available to consult with departments. James Krolik writes about his work with departments as follows:

> *. . .(we hold) placement orientation meetings with many graduate departments on non-academic employment. Through these meetings, both academic and non-academic markets are discussed directly with interested students. Entering graduate students in Ph.D. programs receive by mail a brochure which describes the career services available through the office, thereby increasing student awareness of what the office can provide. (Krolik, 1979, p. 63).*
>
> *These meetings with departments are complemented by personal sessions with graduate students. Since it is impossible for a single staff person to meet individually with graduate students and since the generic problems are often the same, Krolik works with groups of students*

in job finding workshops. The workshops are designed to relieve the pains of negative experiences on the job market and to assuage the despair and discouragement which are common reactions to rejections on the job market. Basic principles of career education are built into the program. The emphasis is on getting graduate students to do the basic career thinking and planning that will identify their values, interests, and skills. When this is done students are able to organize their own job search programs in an agressive, planful manner. Rather than begging for work they are prepared to demonstrate the value of their experience and skills to prospective employers.

The basic dilemna of an office such as this is that people wait until the end to do the career planning and thinking which is essential to maximize their options for achievement. The time to assess competence and values is when people begin a program rather than when it ends. But everyone with whom I talked who has experience in career counseling for graduate students reports that students are unwilling to take career planning seriously until they are just about done with their programs. When students begin working on their dissertation they begin looking for a job. It is then that they are interested in career counseling and planning.

If we recognize the poverty of higher education in these times we will be foolhardy to assume that there will be an instant answer to the question of where to get additional income for these services. True, there are Federal funds available potentially through the full implementation of P.L. 95-207 (Higher Education Exemplary Programs in Career Education) or through new cooperative education programs in graduate education through the Office of Education's Cooperative Education Office. The Michigan Program was initially funded through support by the Alfred P. Sloan Foundation and now is self-sustaining. If foundation or government funding becomes available, this will be a plus. But it is hardly worth holding one's breath given the scarcity of funds and the competition for grants.

Students Take Responsibility for their Careers

Susan Hitchcock came to Virginia after completing a Master's Degree in English at the University of Michigan. Before enrolling at Virginia she worked in the publishing field for two years. This gave her an understanding of the labor market and made her realize that she could support herself outside of a college and university. She returned to Virginia hoping to work in their University Press. When this was impossible, she registered for a graduate program in English and later completed her doctorate in English. She is now working as a free lance writer. Her experience at Virginia, which *led to the establishment of a program to help graduate students disengage from the academic world,* emphasizing the problems of identity transfer, and assisting them in finding appropriate work, is worth summarizing.

We will paraphrase the main points. When Hitchcock began her graduate studies, she realized that students were in trouble when they received their Ph.D. There were always about 30 students who were about to complete a degree or had completed a degree. She realized that recent alumni would be in a position to help students plan for a productive nonacademic career. She invited recent alumni to a conference that was held at the University of Virginia. They were glad to return to the university as they had friends there so there was no expense involved for honoraria. The alumni were pleased to meet informally with students to talk candidly about their experience. This initial meeting led the next year to the formation of an informal group of about ten students. They originally met through Hitchcock's initiative but later on became self-sustaining. They conversed about common interests and began working on various facets of career planning. Susan Hichcock met with students informally to help them work out plans to get nonacademic jobs.

Hitchcock's work attracted the attention of the University of Virginia's Office of Career Planning and Placement. They recognized the need for assistance to Ph.D.'s and commissioned her to write a short and lively pamphlet entitled: "Branching-Out" (Hitchcock, 1979). It is worth purchasing and reading. Hitchcock was later employed by the Career Planning and Placement Office to work with graduate students in the Department of English at Virginia. She found that it was very difficult for most students to break a dependency relationship in which their major source of social support came through their identification as academics. Although she adopted modern approaches to job search and career planning, students were reluctant to engage in this work until they had partially resolved their concerns about career.

The last phase of Hitchcock's work with the Department of English at Virginia was one in which the faculty acted to legitimate student disengagement from academe after students had begun to move on their own and had requested that the department establish a liaison office with them. Edgar Shannon, a Professor of English and the former President of the University of Virginia, agreed to serve as the Departmental Officer on Non-Academic Employment. This made the students feel

great! It indicated to them that the department was not upset if they sought nonacademic jobs. It had asked a person of real eminence to work with them.

There may be little that faculty can do for students other than to give them the social-psychological support which they need to combine academic studies with plans for nonacademic employment. Once these psychological matters are straightened out, the information, the formal counseling, and the work with other university agencies will take care of itself. The key element is a partial resolution of the natural conflict between a student's desire for an academic career, the assumption that even if there will only be 1 job in 100 that the student will get this one (this really happens!), and the practical need to make something of one's life. Thus a departmental program needs to build on the life experience of graduate students and to make links between people like Hitchcock, Placement, and Career Counseling and Planning. But when the chips are down, students have to be willing to act on their own with the assistance of alumni.

I have found no example of an Alumni Association that is actively working to help create internship programs or job-placement programs for Ph.D.'s, although it is clear that alumni do have a strong attachment to their alma mater and are logical sources of support to assist academic departments. Would it not make sense to have a series of articles in an Alumni Magazine that would permit Ph.D.'s in nonacademic employment, or their employers, to describe how Ph.D.'s have been productive in nonacademic employment and encourage alumni to hire them? Why not honor alumni who have gone out of their way to help Ph.D.'s find nonacademic employment?

Getting the alumni associations and alumni to cooperate is not a simple task. There is competition for their allegiance and money. Each unit within the university wants to get to them first. Alumni do not usually identify with their graduate school. It is the undergraduate department or professor that has their allegiance. The campaign to get support from alumni for internships for graduate students and jobs for Ph.D.'s needs to be mounted then by faculty within the academic departments who are likely to retain the loyalty of alumni. Through personal contacts or through articles in the Alumni Magazine, the undergraduate academic departments can appeal to their alumni for support. Low key off the record contacts between placement staff, academic faculty, and members of alumni clubs through-out the country are needed to give Ph.D.'s access to job networks that are controlled by the universities in which they study. The placement of students needs to be adapted to their talents—all will not deserve nor can they attain positions leading to high level work. But the university can extend its network of contacts to find a place where people can have productive work and where their university degree will not be held against them.

Making Programs Work

This chapter has built on our earlier theme which suggested the importance of building breadth into graduate education so that students complete their Ph.D.'s with sufficiently broad education so that they compete for jobs. This requires tapping into existing networks (as Lieb did in Texas by using the Business School's Placement Office to place Ph.D.'s), or the activation of new ones. There is a dynamic process at work in which employers compete for talent and prospective candidates use their credentials and networks to put themselves in the running for jobs. The complex task is to activate the academic departments, the Graduate School, so that Ph.D.'s learn how to approach these networks and learn enough about the labor market so that they do not box themselves in, in the preemployment interviews or in the first few months on the job. To activate this process and monitor it is a full time job. Someone in an institution has to take responsibility for integrating the efforts of the academic departments, graduate students, and those working with placement and employers. Our report suggests the importance of lodging this responsibility high enough in an institution so that a program is put into operation and implemented. The politics of the situation may mean that the program is conducted without fanfare—thus at Harvard and Michigan people are not shouting about their work. They are, instead, meeting with individuals and with small groups of faculty in departments.

Irwin Lieb's experience at Texas shows that it is possible to mount a selective training and placement program without Federal support. It is possible to get moving without a grant. By simply holding a "Careers Day" for graduate students one could invite employers to send representatives to meet with graduate students on an informal basis. This could lead to decisions by students to work for organizations on a part-time basis while school is on or to complete projects for them without pay as a way to get their foot in the door. Many organizations have summer programs which are open to graduate students or could be made available to them. Thus simply introducing students to prospective employers would be productive at almost no cost to an institution. Irwin Lieb's program recruited students who turned down a training stipend because they realized how im-

portant the experience was to them and they did not need the money. David Thompson's recent study of graduate students at the University of Michigan also showed that graduate students are willing to invest in their own training. As shown in Table 4, about 20 to 50 percent of graduate students said that they would be willing to remain in school for an extra semester or two to cover their own tuition and living costs to obtain training for employment.

Table 4

Graduate Students Report their Willingness to Invest in their Training
(From David Thompson's study at the University of Michigan)

Question: How many full-time semesters would you invest in training to get a good job beyond that already required for a degree if:

	Tuition and Living Costs Were Paid	Ph.D.'s Paid Own Living Expenses. Tuition Covered	Ph.D. Paid Everything Tuition: *In-State*	*Out-of-State*
Semesters:				
0	28.5%	48.2%	28.5%	27.5%
1	19.1	23.8	19.1	9.3
2	29.0	18.2	29.0	8.5
3	9.2	3.0	9.2	1.9
4	13.9	6.7	13.9	1.4

To make a program work, the people with power in an institution must understand what needs to be done and insist that it be done. Although departments can do something on their own, and will act if there is proper institutional support, the leadership needs to be taken by those with power in the institution. This means that the key leaders, to provide legitimation and funding necessary must be the President and the Academic Provost. Governing Boards are sources of initiative, too. Presidents and Governing Board members are sensitive to leadership provided by their associations. Thus action by the American Council for Education and the Association of Governing Boards would be most helpful at this time. These organizations have pipelines to key academic administrators and to members of Governing Boards. They are in a position to help explain what the problems are, what institutions have done on their own, and to suggest what could be done through a coalition between board members and academic administrators to create an integrated program that broadens graduate education, uses work experience as an integral part of it to prepare for work, and then uses alumni contacts to help place students once they have completed their work.

Chapter III

Diversifying Faculty and Administrative Culture

Introduction

Before graduate education can be changed, faculty culture needs complementary change. How can faculty encourage students to complement their academic studies with professional studies and internships if they themselves have limited work experience and may feel boxed in by the labor market? No human institution willingly gives primary attention to its clients. If we want to make fundamental improvements in graduate education, our first priority is to attend to the interests of faculty which, if unmet, will make it impossible for us to re-shape graduate education.

The issue must be framed in terms of enhancing options for learning for *all* faculty, using institutional slack wherever possible to make life better for those with pure and applied interests. The fundamental issue is the way in which we manage our institutions. It is not simply a question of updating laggards. Nonacademic employment becomes a relevant issue when it is raised as a strategy to enrich faculty experience and thus give new vitality to faculty careers. It should be put into the context of policies that build training and development into the bones of academe. A good chairperson uses nonacademic employment as one strategy to enhance the diversity of faculty life. (Booth, 1975). Nonacademic employment gains its strength as a training device when it fits into a total institutional system in which the need for diversity and training is recognized and the budget makes a place for these as part of the regular work load. (This is the case at the University of Wisconsin-Oshkosh.)

Diversifying Faculty Culture

Making the Sabbatical System Work.

The sabbatical is one of the few tangible investments which institutions make to enhance faculty learning and competence. About 2 percent of faculty are on sabbatical at one time. Aside from a study on sabbaticals by Margaret Lorimer, formerly of Michigan State University, there have been almost no attempts to learn how the sabbatical system affects departments (through the removal of faculty) or how it affects faculty competence. The author has made a preliminary study of this matter through selective interviewing of about twenty faculty.

The sabbatical is underutilized as a device to promote breadth primarily because it has been assumed that the sabbatical is earned through seniority and that a faculty member should be able to make good use of it without any long-term planning. This is in keeping with our assumption in academe that graduate education prepares people for productive careers and then faculty consolidate their learning in the first few years out of school. When this happens it is wonderful! Yet the system does little to encourage a productive link between education and work so that the first few years lead to a consolidation of gains and to a career in which there is continuity and progressive growth. The sabbatical is too mechanical. It cannot be built-in when it is most needed, as is possible at the University of Wisconsin at Oshkosh. There is the assumption that when it comes people will be ready.

Given these limitations, the sabbatical system could still be put to better use if we anticipated the elements which need to be present for maximal growth. If people leave home, contacts need to be made ahead of time to make sure that the visit will have reciprocal benefits. The faculty member needs to consider what will be given and what will be gained. This should involve the person and the family. I interviewed one faculty member who had made excellent use of the sabbatical. He planned to work at a more prestigeful university, was asked to teach a course (that the host department could not have taught without him), and made contacts through the department that led to a plan to publish a book. When the sabbatical ended, the faculty member had combined

new learning in his discipline with a pleasant cultural visit. He had become integrated into a new network of associates from an institution with higher academic standards than his. When he returned to his campus he was better able to develop a career in which he would not have to depend on colleagues for professional challenge. He now had a wider range of colleagues.

We need better ways to evoke planning for the sabbatical to enhance its contribution to faculty learning. Few institutions encourage faculty to use the sabbatical to enhance teaching. The Chemistry Department of the University of Nebraska has now completed a program with FIPSE support to host a group of faculty on sabbatical and to work with them to improve their skill as teachers. Complementary programs that offer faculty options to work in government or industry are also needed. Kenneth Hoyt has proposed that this be done on a reciprocal basis so that a faculty member moves to another organization and it sends one of its staff to the college or university. The idea of using the sabbatical as a time for renewal outside of a college or university is worth considering since it could give faculty a chance to test new interests and skills without having to let their colleagues in their departments know what they were doing. Since relatively few faculty go on sabbatical in any year, there should be time to work with them before they go to assist in career planning and to work with them, where appropriate, to make them aware of options for learning outside academe. In some professions such as economics where faculty are moving all the time into policy roles, external assistance may not be necessary. In others such as English or Foreign Language, where there is ordinarily little opportunity to be employed outside academe, a Confederation of Academic Professions, as mentioned in Chapter I, could provide technical assistance to groups of faculty members in planning a sabbatical. The time may be ripe for the development of a national sabbatical program in which organizations would reserve a position to be held by a different faculty member each year. Earlier, we suggested the possibility of team research focused on cultural and economic development. These teams might be supplied by faculty working on sabbatical.

Internships for Faculty

A sabbatical system depends on personal wisdom and initiative for its impact. The times do not permit us to wait that long. An external internship outside of a college and university can give faculty an understanding of how they stand up against different types of pressures and competition. It can make them decide to leave or it can bolster their self-esteem and give them new confidence in their worth when they return to their campus. We say this because faculty are under attack and they may unconsciously accept external conceptions of incompetence. One way to get a fresh sense of self is to spend some time working outside academe. We will report on two such programs: the short internship which Birmingham-Southern College has organized and a more intensive attempt to raise career issues among all faculty which has been organized at Loyola University in Chicago.

The Birmingham-Southern Program. Don Casella, a former Career Education Program Director at the University of Alabama, gives us information on the current faculty career education program at Birmingham Southern College. This program put into operation Kenneth Hoyt's suggestion that there be an exchange between the community and faculty. In it, 15 executives come to the college to study and 15 faculty go out into the community. At first people in the community had no interest in coming to the college to study under a released time arrangement with their employers. Now that the program has caught on, the college has more applicants from the community than it can place. Managers appear to treasure the chance to get away from the bustle of their daily work and to begin thinking about basic issues in the college. This was particularly true of those working for the city.

What were the reactions of faculty? They were given a stipend of $1200, about what they would make for teaching a course in the summer, for using the break between the fall and winter term to work outside the college (some faculty worked during the year or during summer). Out of 65 faculty in the college, 35 faculty members applied for the program and 27 were accepted. Don Casella reports that two faculty members were offered jobs. Both refused with a net increase in their self-confidence. One faculty member is reported to have been changed in a dramatic fashion. Now that he is doing consultation work for an organization where he has to meet deadlines, he now teaches students by breaking their work into modules that requires them to meet short deadlines. He tells the students ". . .You'll need these work skills when you go to work!"

Birmingham Southern has had a large Kellogg grant to mount its program. It will continue the program when the grant ends in a scaled down version. My telephone discussions with staff indicate that the program will definitely persist. The moral: consider short term leave or internships for faculty that can be created on a modest budget. Look for support from those who contribute to your institution (they may want to see your faculty!) Announce the program without giving it a lot of publicity. Let a few faculty members participate in it—and then let them spread the word! Perhaps a small program can be organized within an academic department without involving an entire institution.

Career Education for Faculty

Loyola University in Chicago has designed and is now implementing a career development program for faculty which illustrates the importance of beginning where faculty are, of focussing on practical career issues for all, and of opening up alternatives for more in-depth work that includes life-career planning and year-long internships in other work sites either on campus or off. The program is noteworthy for its comprehensiveness and for its basic common sense. It assumes that at any one time a minority of faculty are open to serious career planning.

Loyola's program developed through collaborative planning by administration and faculty. It was presented to the Faculty Senate for review where it was approved conditional on the funding of the program by FIPSE. When the FIPSE grant was made, the program was to include a core component open to all and an internship program that would be open to selected faculty. The core component consists of workshops on financial and time management (spouses were usually invited), individualized career counseling (on a confidential basis), and small grants to faculty to permit them to put their ideas to work. The Loyola program built on a history of support and cooperation between administration and faculty. The administration was interested in the idea and it fits well into the philosophy of service of a church-related institution. (Note that there is no union at Loyola as yet.)

From the administration's viewpoint, the key element in the program is the internship where a faculty member works for a year at full pay but in a different job. The key to the success of such a program is the care which goes into the matching of intern and sponsor. Robert Barry, the Program's Director, required that all 32 faculty who said that they wanted to be considered for an internship complete one of the three Life Planning Workshops which the program has sponsored in its first year of operation. This experience and discussions with program staff convinced half of these applicants that the internship was not for them—or at least not for them in 1979–80. For a variety of personal reasons including the opportunity to teach a favored course for the first time, faculty chose not to apply for the internship. Barry says that from 6–12 faculty will be placed in an internship, roughly 1 percent of Loyola's faculty.

The internships include the "blue-chips" of Chicago's organizations. The list includes large and progressive organizations usually with Catholic sponsors—often alumni of the university, particularly alumni of business school extension courses. These are people who are themselves taking continuing education courses and might be expected to contribute to the continuing education of others. Barry seems to be trying to match lifestyle of mentor with that of intern. He felt that he had to do this work himself rather than work with his university's placement office (an example of the isolation of placement from the academic component of the university). The Internship Program which Loyola is creating permits it to strengthen its relationships with alumni who in the future might be asked to teach in Loyola's career education program for students. Over time, a network can be developed which stengthens alumni in their attempt to innovate in their institutions and enhances the prestige of alumni by permitting them to make an active association with the university.

Outcome. My information from the program comes from telephone interviews with Robert Barry and with a member of the administrative staff of the university. Participation in the initial program in the first year was extensive. One out of seven faculty attended one of the events. The program will have a tangible impact in 1979–80 by removing about 1% of the faculty and permitting this money either to be saved or to be invested in other faculty who can bring new points of view to campus. Barry expects 6–12 faculty to participate in the internship in its first year. The program could easily develop in such a way that one member of the faculty resigned or asked to work part-time every year. This could provide 7–10 new positions for assignment in a decade. Equally important, it should bring more breadth and realism to faculty on their return so that they see their frustrations more as universal facets of organizational life than as the peculiar design of "mean" administrators! Faculty who thought they were overloaded would really see what an overload is when they work in government or industry. The number of faculty who will leave the university in a period of inflation is unpredictable. (Note that none left at Birmingham Southern.) The faculty who return will be re-oriented or at least a little shaken-up by their immersion in a new work environment.

(Robert Barry reports that a Professor of Religion at Loyola has already begun working in an internship to provide new administrative services to one of Loyola's campuses. This person will now work on grant administration and provide this service to a campus which before the program began did not have such an office. Thus the program may lead to a lateral move by a faculty member within the university rather than a decision to work outside academe.)

Planning for Success. The real problem is not to control outcomes because these are truly not under control anyway. The faculty member who resigns her or his position after a year's internship might have been negotiating for a similar position and could have taken a leave without pay anyway. If we "lose" good people the loss may be partial. First of all, they may continue teaching the course or two which they like best on a part-time basis. Furthermore, their loss must be balanced by the net gain which comes from new perspectives among reg-

ular faculty, a chance to hire new faculty while they are on their internships, and the opportunity to build a new constituency of sponsors and their organizations.

A more fundamental question is how a college or university creates the balance between challenge and peer support which is required to get faculty to continue to learn? Lifelong habits are difficult to break. It is not easy for older faculty to learn, to change their perceptions, and to benefit by new experience. External support is needed. The Loyola Program invited spouses to the Life Planning Workshop hoping that this would influence the faculty member in a constructive fashion. The Loyola Program recognizes the need for additional career support groups. Professor Sarenson from Yale has been retained to work with faculty who are on internships to help them assess what they are learning. The Loyola program statement amplifies this plan:

> *". . .It will be necessary to develop some supportive groups so that the learning and growth, the normal stress involved in a new working situation, and the perceptions that are developed in the new positions can be used for maximum career expansion. . . . Outside consultants will be brought in and there will be meetings that will encourage the exchange of experiences, the sharing of insights, and the generating of strategies for the new tasks. These meetings will allow for maximum personal contact by involving a small number of persons who will be together for an entire day." (Description of Loyola Program, page 5.)*

Generalizability. It is not necessary to have such an elaborate program to get results. When there are members of one's faculty who are experienced counselors or life planners. Business faculty should be willing to offer workshops on time management or life planning through a Faculty Association. Your Placement Office can help you line up suitable placements. Thus the ingredients for a productive program are probably in place. The missing ingredient is an administrative decision that the program is important and that responsibility for program management be assumed by a person with the necessary influence with faculty to get a program started.

Policy Implications. To the man in the street, to the legislator, and to the young Ph.D. looking for an academic job, the issues are not as esoteric. The basic issue is the public and young Ph.D.'s perception of the obsolescence of tenured faculty. Although the academic professions are not alone in protecting service, they are particularly fragile scapegoats. Isn't it time that the academic professions begin making the continuing education and the career development of faculty a matter of prime importance? The first step is to tax ourselves collectively to create a fund to insure our own self-development. If every faculty member in North America agreed to an internal tax of $10 a year to create a common training pool, to provide technical assistance in career analysis and job search, and to offer loans at low interest rates to cover retraining expenses and moving expenses, we would make career education for faculty a cardinal principle of institutional functioning. T.I.A.A.-C.R.E.F. would be the logical organization to initiate and administer the program.

Such a fund could cover seminars for faculty and a network that would be available to faculty for personal consultation. We need not duplicate services that are available outside academe but since many of us do not know what these are, faculty do not have the information they need for knowing where to get career counsel and assistance. The fund might be divided among the academic disciplines for the development of workshops and to cover travel for faculty who were able to help other faculty improve their competence as researchers or teachers or begin career counseling to consider moves outside academe. If 50 percent of faculty contributed $10 per person, we would have a yearly budget of about $3,000,000. This is not a lot for a national program but it would be enough to begin.

Why, you may ask, should faculty make this investment themselves when they are hit by inflation and by retrenchment? Some States have begun making investments in training—Pennsylvania, Wisconsin, and New York. In New York recently, the union in the State Colleges insisted on making training investments part of the collective agreement! I believe that we need to take on part of the retraining responsibility ourselves to buffer the political stigma which we are now facing. Times are tough and they will get tougher! The government will invest in retraining for people when it is too late! The Wisconsin legislature refused to support retraining when it felt that it would be used for people who were not about to be fired! I am suggesting the reverse—that we apply "preventative" medicine to the academic professions and develop a sense of esprit de corps which insists that we will not permit faculty to become redundant. Our focus should be on people's careers at key stages where a little support, a little education, a little counseling from a colleague, can make all the difference in the world between a productive and a nonproductive career. The problem, of course, is that the needs of faculty in middle ranks and in moderately selective institutions are not the same as those who are the stars in the research universities. Thus the problems which the rank and file face are not those of the elite who tend to control institutional functioning and the academic disciplines.

State level policy makers may be willing to set aside incentive grants that include faculty career development components as well as components to improve the quality of graduate education and to assist graduate students

and new Ph.D.'s. Incentive grants to faculty, to permit full funding of sabbatical leaves when these are organized to suggest real benefits to students as well as faculty are in order. Canada has pioneered by offering a Leave Fellowship Grant on a competitive basis to teachers, researchers, and administrators who have distinguished careers. A comparable program might be considered in the United States or in the States. The program provides a good reason for faculty to think about the sabbatical and to plan it with wisdom. It is low in cost because it gives a limited number of awards. A similar pattern of competition could be offered to provide support for faculty career education or career development programs. These programs could be linked with programs for graduate students building on some of the suggestions made in the previous chapter. Thus the proposal would show what would be done to improve graduate education and what would be done to improve the education of faculty. A State would be reasonable in asking for outcome predictions showing how the institution would be different if these grants were made. An incentive award system could be arranged so that those institutions that followed through with their promises would receive a bonus payment.

If the academic community talks with its pocketbook, and agrees to share in the burden of retraining (as a means to increase the average level of competence in the discipline), it should gain new allies at the State and Federal levels. Students should be more willing to back faculty interests. They have more political power than faculty anyway. A coalition of interest groups might be formed to look at the relationship between education and work in America to see what changes need to be made in Federal legislation that reflect the interests of all groups. One such change would be to strengthen career education or job search services provided by the United States Employment Service. Instead of only covering the costs of this Service for placements when the employer lists with it, the functions of the Service could be expanded to include career and life planning for those unemployed and looking for jobs that are not listed with U.S.E.S. Such a change in the law would help everyone. It would make modern approaches to career planning and job search a right of citizenship. (Wegmann, 1979)

We have made a number of proposals which go beyond the confines of our earlier examples. The chapter began with a statement of what needs to be done and what has been done by institutions to improve the career education of faculty. The two models presented were promising and may be useful to others. The pressures for change are great but it is unlikely that faculty will receive the assistance which is needed except in a few institutions. If this be the case, State and Federal programs are needed—to be funded by the government where this is possible, but funded by faculty where this can be done either alone or in a collaborative effort.

Diversifying Administrative Culture

Space permits only a few suggestions of what could be done to diversify administrative culture. Before a chairperson takes office this person could be invited to visit with chairpersons on campus who have superior ability in *one facet of their work*. Some faculty as chairpersons are superior at taking care of detail. Others do an exceptionally fine job on personnel matters. Simply by talking with chairpersons or observing how they run a departmental meeting, a prospective chairperson can diversify her or his understandings of how a department can be managed. These internal studies need to be extended to observe other organizations at work. Depending on the nature of the department, visits could be arranged to surrounding organizations to talk with managers and possibly assist them in some facet of their work as managers. Finally, a prospective chairperson could be encouraged to talk with the dean to get a sense of what the dean expects, what strengths the chairperson has, and to work out a mutual plan that capitalizes on the strengths of all members of a department. The common failing is to underutilize the secretary and to fail to understand how important a secretary can be in departmental development. (Booth, 1975, 1978)

With time, the role of the chairperson will become less important and that of administration more important. In diversifying the experience of administrators, it is important to establish a preservice plan that gives prospective administrators a chance to examine other academic and external organizations to learn how they are managed and to give more breadth to the understanding of management. A low-cost program of visits or short internships is needed. It gives the person who is moving into academic administration a sounding board for testing policies with a broader network of colleagues than would be the case if the person moves into academic administration solely on the basis of academic experiences. We have given much attention to the need to diversify faculty culture. The need for diversification among administrators may be equally great.

Chapter IV

What's the Next Step?

Introduction

It is one thing for an outsider to suggest to graduate educators or faculty that change be implemented. It is another for this change to be carried out under the realistic conditions of life. We are not asserting that learning through nonacademic employment for graduate students is a simple affair. An internship may sound simple as a means for facilitating mutual learning. It is complex, indeed! We have to be clear as to who benefits and whether it is primarily an educational or a work experience. Whether the internship or work experience is designed as one facet of the education of a graduate student or of a faculty member, we have to be realistic about the possibility of building unreal expectations into one facet of life.

We need to be realistic, too, about the sources of action for individuals, organizations, and for society. The types of programs which we are proposing using nonacademic employment as a source of learning for graduate students and faculty are likely to occur naturally as a result of changes in society rather than as a response to altruism. In reality, there is fierce competition for scarce talent between organizations and institutions. In the real world it is competition which drives motives. If we are to put to work what we know about people and organizations, we need to see where self-interest can be harnessed.

Sources of Action

Self-Interest as a Spur in the Academic Disciplines. A substantial part of this monograph has been taken up with a report on how self-interest has been used as a means to create networks to link Ph.D.'s with jobs. We began with a brief review of how the humanities, hurting through diminished enrollments, have begun to pioneer with expanded curriculums (Public History was one example) and with activities to legitimate networking between graduate students and recent Ph.D.'s. The concern about survival has provided the spur within the academic disciplines and their professional organizations to begin to listen to society about its concerns, to organize to meet them through changed curriculums, and to work with Ph.D.'s to help them find jobs.

Students Act on Their Own. We found that Ph.D.'s can do a lot for themselves. Susan Hitchcock's experience, initiating informal discussions with recent Ph.D.'s who were glad to come back to campus and her work with a self-sustaining group of graduate students and Ph.D.'s, showed how much can be accomplished by students who are willing to act in their own interest. The key element here was someone who had broad experience within the group. Hitchcock had had successful experience in nonacademic employment and thus could provide internal leadership. Institutions may be able to intervene in the social organization of graduate education to encourage more diversity of contacts among graduate students. Whether this is through the provision of social activities, through the conscious pairing of graduate students in dormitories to enhance diversity, or through the organization of noncredit seminars or brown bag discussions, it is important to build on the diversity of graduate culture to enhance peer learning among graduate students. We should be sensitive to the limitations of faculty action to intervene in the careers of graduate students. After all, we live in a free society and no one has the right to tell others what to do. But a judicious monitoring of graduate student culture can help us understand when interventions are useful. At the University of Virginia, this apparently came when the students asked for a faculty member to work on issues of nonacademic employment and the department responded positively.

Incentives for Institutions. As suggested earlier, we need to be creative to learn how to reward departments and institutions that do an excellent job of integrating education and work for graduate students. Would it make sense to offer incentives, perhaps at the state level, to institutions that learn most about the careers of their students in school and afterwards and initiate policies that are designed to improve the fit between education and work? Would it be productive for a State System such as New York or California, which has already pioneered in offering retraining programs for faculty, to offer incentives to institutions to encourage new approaches to educating graduate students? A statewide

program of internships for graduate students and faculty is needed to assist faculty use nonacademic employment options as supplements to regular sabbaticals. Experience would tell us what form these programs should take. Our point here is that the leverage provided by State systems in their program planning and budgeting, and in their incentive awards, is needed to encourage institutions to educate graduate students and faculty along lines suggested in this monograph. Private foundations are also in a position to recognize institutions that are pioneering along the lines suggested here. Our earlier suggestion of "Consumers Report" on Graduate Education, supplementing reports now planned at the undergraduate level, would highlight institutional innovation and provide market pressures to encourage able students to attend departments and institutions that are creative in integrating education and work.

Can Self-Interest Create Coalitions that Identify and Develop Talent Early? We are trying to maintain traditional practices and find a way to place Ph.D.'s when they graduate. This is fine if students do not expect academic work on graduation. But it is unrealistic if we recognize the status-enhancement capacity of graduate education in the Arts and Science fields and the natural desire of students to move in a way that maintains rather than depreciates status.

We need a competence-based approach to graduate education that builds on the assessment strategies which Douglas Bray and his associates have pioneered at Bell Telephone. Using some of the ideas which the Army used in World War II to predict who would do well in combat, Bray and associates have been working for a lifetime on research that relates assessments of competence when people went to work as management trainees to their achievement at work. Bray could predict with about 60 percent efficiency who would be effective as a manager and who would not. Furthermore, he could spot cases where people entered an organization with a lot of potential where the organization's malfunctioning contributed to the deterioration of competence. This idea of assessing potentials for achievement has been used by the "Careers in Business" Program at New York University to help Ph.D.'s and A.B.D.'s assess their capacity to deal with challenge and to use this information to provide more insight into what people do well and where they can best use their talents.

Given the support that the competency-based movement in education now has, and the research which is now going on in this field (the National Institute of Education has close to a million dollars in research on the attributes of a competency-based educational program), could we not use self-interest as an incentive stimulus to bring together employers and universities to use assessment as a device to jointly identify students with distinctive combinations of value, motivation, and talent and work with them beginning as undergraduates to provide the balance between depth and breadth which will maximize student potential and the potential of students to work effectively in collaborating organizations? Could we not use competence-based examinations which are now being developed through grants to such organizations as Educational Testing Service and the American College Testing Service to identify types of students with unique capacities for achievement? The computer could be programmed to spot profiles of distinction. With the student's permission, names could be given to the coalition of employers and universities. Assessment centers would provide more than individual testing: briefings on future changes in the labor market and individualized education-work plans. People with a bent for the academic world might be given a purposefully intense exposure to nonacademic work sites. A person like the author who has an academic bent might be asked to work in a gas station, manage a shoe store, to balance academic with nonacademic experience. Employers would profit by being able to give prospective employees the diversity of experience within their organizations that would permit them to later work in a more specialized or managerial role with a gut feeling for the work. Universities would profit if students later became professors by contacts with nonacademic employment and the capacity to work in nonacademic employment if a tenured position were not available. Since the object of this program would be competence and adaptability, the participating graduate schools would be working with it to integrate nonacademic employment appropriately into their programs. More important, they would be encouraged to develop a lasting relationship with employers so that there would be collaboration in defining and assessing training outcomes. If students were working while attending graduate school there could be more emphasis on generic and intrinsic learning and less concern about employment as an outcome of graduate education.

The idea of a competency-based graduate program is worth developing as a continuation of our theme in this monograph of utilizing nonacademic employment as an educational resource. Whether it is as undergraduates, as graduate students, or as faculty, nonacademic employment can add a tonic to life and can help academics to see life in a broader perspective. Suitable integration of work and academic studies enriches undergraduate education, graduate education, and faculty careers. The competency-based idea promises that employers and educators will work together to make education and work count. It means that both will be open to change in what is taught and how. Better integration of education and work has long been the platform of the cooperative education movement. Most of these programs have been focussed in professional schools. New experiments are

needed that help us understand how they can play an equally productive role in the education of students in the liberal arts and in the academic disciplines.

Strengthening Academic and Professional Cultures. There is no reason for asserting the unique qualitative superiority of academic or professional culture. Both are useful. Both demand a high level of competence. They require the trained integration of intellect and power as was suggested in the introductory quotation from Hofstader. Times have changed and the academic disciplines are now more and more under attack. We must relate to the new era without exaggerating differences between the person of intellect and the person who works in professional or managerial capacities. The necessity to work outside academe can be a blessing in disguise if it leads to productive engagement and conflict between academic and nonacademic ideas. It is the continued tension between these two worlds that is precious for both. We do not intend to disappear nor will we be all powerful. Instead, the new labor market portends new opportunities to relate to nonacademic employment as a new constituency, as a source of education for graduate students and faculty, and as a way to extend the scope of the academic professions.

Information for Graduate Students and Faculty on Work

Graduate Students

Graduate students may want to follow Susan Hitchcock's suggestion and establish their own informal job-search and career planning "club." In doing so, the items listed may be helpful. (The writer would appreciate any information which you may have on good information for graduate students.)

A General Guide: Zambrano, Ana L. and Entine, Alan. *A Guide to Career Alternatives for Academics*. (Change Magazine Press, New Rochelle, New York. 1976.)

Finding Government Work. James P. McGregor, Government Job-Hunting in Washington, *Political Science*, Fall, 1978, p. 492–498.

A Guide for Job Candidates and Department Chairmen in English and Foreign Languages, Modern Language Association, New York City, (62 Fifth Avenue, New York, N.Y. 10011), 1978.

Hitchcock, Susan T. *Branching Out: Advice for Graduate Students Considering Careers Beyond College Teaching*. Office of Career Planning and Placement, University of Virginia, Charlotteville, Virginia.

The College Placement Council in Bethlehem, Pennsylvania 18001 is a good source of information. They have a new paperback out on careers as managers. It is by Richard Thain, entitled *The Managers*

Students in English or the Foreign Lanugages may wish to read: *Employment and the Profession*, a special joint issue of the A.D.E. and A.D.F.L. Bulletins published in September 1976 by the Modern Language Association. It contains a collection of articles on various facets of work. The book was edited by Richard Brod, Elizabeth Cowan, and Neal Woodruff.

Information for Faculty on Work.

Internships: The National Center for Public Service Internships programs may have information that can be helpful on graduate, postgraduate and mid-career professional internships. It has a directory that is available for $6.00 to non-members. Write to the National Center, 1735 Eye St., N.W., Suite 601, Washington, D.C. 20006.

Faculty who are advising graduate students about internships should investigate possibilities for graduate students to work in civil service at the Federal level and gain seniority credits. This is possible when students work for six months. For information, write the Office of Personnel Management.

Fellowships: Each year there are 75 or more faculty fellowships or "I.P.A.'s" which are arranged through IPA "mobility program coordinators" in Washington agencies. For information, please write the Office of Faculty Fellows and Personnel Mobility, Bureau of Intergovernmental Personnel Programs, Office of Personnel Management, 1900 E. Street, N.W., Washington, D.C. 20415. The telephone number is 202-254-7316. The American Council on Education, 1 Dupont Circle, N.W., Washington, D.C. may have helpful information on fellowships. Please write to their Office of Leadership Development. The Council is inaugerating a three-month internship for academic administrators in Washington, D. C.

Questionnaires on *graduate student reactions to their departmental programs* can be obtained by writing Educational Testing Service, Princeton, New Jersey and requesting background information from Mary Jo Clark in their Higher Education Division.

Information to present to students to help them understand how business works, is available from the American Historical Association. A report on "Careers for Historians" may be of special interest as it reports on what a department has done on its own. Several publications by Robert W. Pomeroy III may be of interest, too. They are good to give students who are thinking of business careers. These are available from the American Historical Association.

How Does One Make an Internship Work Out (so people learn)?

The College Work Study Program may be a valuable learning opportunity for your students. In many universities the office running the program is so busy that it has difficulty explaining to students what they can learn in work-study jobs. Syracuse University has produced an excellent brochure showing the range of work available. Their 1978 brochure may be of special interest.

FIPSE has funded a program at Virginia State College, Petersburg, Virginia, to learn how to provide assistance to the administrators of Work-Study programs so that they can make the program of real educational value to students. Tom Little of Virginia State University can provide details.

Organizing discussions with employers to develop plans for collaboration and internship programs:

See Kenneth Hoyt, *Refining the Concept of Collaboration in Career Education*, August 1978, published by the U.S. Office of Education Government Printing Office.

Also see a pamphlet on *Faculty/Management Forum, a Guide for Planning and Operating a Corporate/College Project*, published by the Council on Corporate College Communications, Suite 700, One Dupont Circle, N.W., Washington, D.C. N.W. 20036.

See J. Dudley Dawson, "Learning Objectives and Educational Outcomes in Cooperative Education," *Journal of Cooperative Education*, (November 1975), 12–32.

Also see J. Dudley Dawson, "New Directions for Cooperative Education," *Journal of Cooperative Education*, 7, (November 1970), 1–12.

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