The GDR/HC Workshops take place from noon to 1:00pm in Seminary Hall 101 on the designated dates, unless otherwise noted. Attendees are welcome to bring their lunches. These informal presentations and discussions aim to provide resources for navigating the PhD program itself (developing research skills, taking comprehensive examinations, writing the dissertation prospectus), for professional development (conference paper presentations, publishing, grant applications), and for engaging the job market (cv’s and application letters, the academic job market, jobs beyond the academy). The workshops are supported by the GDR and HC faculty and are open to all GDR and HC students. If you have any questions, please contact GDR Chair Virginia Burrus (vburrus@drew.edu).

1. **Research skills**. [Sept 11]. **Library Staff Room**. Ernie Rubinstein.

   Scholarly research has never been more richly resourced: there are more publications than ever, more methods of delivery, and more tools for sifting and sorting them. Yet the very richness of resources, together with the fast pace of growth and change, presents huge challenges, and we can all use periodic refreshing of our research skills, as well as a chance to get to know the particular resources of Drew’s library. Theological Librarian Ernie Rubinstein’s workshop is back again by popular demand!


   How should an academic *Curriculum vitae* be formatted? What should it include (and not include)? How does it differ from a *resume*? How long should an application letter be, and what tone should it strike? Come hear Dr. Johnson-DeBaufre’s list of “do’s and don’ts” and Dr. Ortega-Aponte’s reflections as one fairly recently on the job market.


   An academic conference paper needs to be well structured, cleanly argued, and clearly written, but its presentation also presents a range of challenges that including timing and pacing, vocal projection and eye contact, and even dress. Dr. Fewell and Dr. Simpson offer the reflections of experienced and skilled public speakers.

4. **Job interviews**. [Nov 8]. Traci West and Hannah Wells

   What kinds of questions should you expect in a job interview, and how should you best prepare your responses? How might you respond to questions that surprise you or seem inappropriate? What kinds of question might you ask your interviewers? How much research should you do? These topics and others are open for discussion, as the faculty share their experience and wisdom regarding interviewing. (Note: we strongly encourage
students interviewing for the first time to contact Virginia Burrus [GDR] or Jonathan Rose [History and Culture] to set up a mock interview before the event.)


Once comprehensive examinations are successfully completed, students must prepare a dissertation prospectus and bibliography. Dr. Burrus and Dr. Rubinstein will offer guidance on how to negotiate this crucial transition to the final stage of the program—the writing of the dissertation itself.

6. The academic job market. [Feb, TBA] Catherine Peyroux, Kenneth Ngwa, Jonathan Rose

This workshop will consider the range of academic jobs available, both in the U.S. and elsewhere—liberal arts colleges, research universities, theological schools, community colleges, institutions outside the U.S. Acknowledging both the challenges and the opportunities of the current moment, we will explore how academic job seekers can think most flexibly, broadly, and creatively about their own goals, gifts, and possibilities as teachers and scholars.

7. Jobs beyond the academy. [early March, TBA]

Increasingly, those with PhDs will do well to open themselves to needs and opportunities that lie beyond the traditional academic job market. For a program like the GDR, which encompasses a strong element of social and environmental activism and engagement with religious communities around the globe, this is a particularly significant and fruitful consideration.


Description, TBA


Four comprehensive examinations are proposed and taken in the twelve to fifteen months following coursework. The transition away from the classroom to independent study can be dramatic and, for some students, daunting. Dr. Burrus and Dr. Rubinstein will take you through the timeline and logistics of that process and also offer tips on how to get the most out of the exams while coping with some of the most common challenges.


When should PhD students start publishing? What are the range of publishing genres and venues? What is the protocol for sending journal articles and book manuscripts to publishers? Addressing these questions and others, these faculty members share their experience in publishing and editing.