

Speaker 1 ([00:10](#)):

Welcome to the study religion podcast. My name is Erica Bennett and I'm a current student in the religion and culture master's program at the university of Alabama. As I finish up my last year of grad school, I have tried to prepare myself for a life outside of the academic system. I do not plan to go into a PhD program at the time being. So I have started to redescribe the skills I have gained during my master's program to better reflect what my future employees would look for. I've changed my CV to a resume. I'm looking into job search websites to understand how to describe those skills I already have. And I'm talking with professionals outside of academia to understand what will be expected of me. I am in a position of privilege compared to many of my fellow humanities graduates, many students in the humanities go into a PhD program only to be wholly unprepared for the job market after they receive their degree, whether they wanna be professors in a field with only one tenure track position open nationwide, or they wanna transition into a non-academic career path, but have little to no understanding of that job market.

Speaker 1 ([01:29](#)):

What is the job market really like for recent graduates? How can students be more prepared for a life after college? How can already existing institutions tweak their approaches to further help? Not only those becoming professors, but all of their graduates. And is it still advantageous to get a doctoral degree in the humanities in this special four part series? I will be talking with recent UA graduate. Jacob Barrett about his worries on starting a PhD program. We will be listening to interviews by variety of voices in the academic community to help flush out the issues. Higher education has figure out what students, faculty, and institutions can do to remedy these problems and how to better prepare for jobs outside of academia.

Speaker 2 ([02:28](#)):

Hi Jacob.

Speaker 3 ([02:30](#)):

Hi.

Speaker 2 ([02:31](#)):

So I see. You're all moved in.

Speaker 3 ([02:35](#)):

Yes, I got here a couple weeks ago. Um, I start classes soon. So life in chapel hill is starting.

Speaker 2 ([02:44](#)):

Yeah. So you're starting classes for your PhD program in religious studies at the university of North Carolina chapel hill, right?

Speaker 3 ([02:52](#)):

Yes. And I'm excited. Um, but a little nervous mm-hmm, <affirmative>, you know, I, I've gotten lots of advice from different, um, faculty about going into academia and continuing education in a PhD program. And I keep seeing stuff all over Twitter that has me worried about kind of what comes after a PhD program with the state of the academic job market. So I have seen tweet after tweet, um, from

people who just completed their PhDs, who can't find jobs in the field and even outside of academia, um, they're struggling to find jobs. So I'm a little worried I'll fall in the same boat. And I just wanna be prepared for whatever that looks like, um, when I get to the end of my program. So I wanna know what's going on, what's happening with graduate programs. Um, and if there's anything I can do to prepare for succeeding in the future now.

Speaker 2 ([03:47](#)):

Yeah, that sounds super worrisome, Jacob, but I bet people would be willing to talk to us to explain what they've been tweeting about. Is there any tweets in particular that cause some worry?

Speaker 3 ([03:59](#)):

Yeah. I saw one the other day, um, from Bradley's summer.

Speaker 1 ([04:03](#)):

Okay. Tweets, I need help those of you with PhDs who are not in academia, but have jobs which require slash utilize your PhD skills. Can you tell me here or DM one, how you found it two, how you got it and three, where should I be looking bonus for? Maybe let me know if you hear of anything.

Speaker 2 ([04:26](#)):

Yeah. I saw that tweet too, pretty much. He was saying something about trying to find a job outside of the PhD and how can he use his PhD skills to find jobs outside of academia? Well, why don't I call it Bradley,

Speaker 4 ([04:42](#)):

Uh, Dr. Bradley J summer

Speaker 2 ([04:44](#)):

And have a discussion with him about the Tweed and about where he is after his PhD program. And maybe that will give you a little less worry.

Speaker 3 ([04:56](#)):

Oh my gosh. Yes, Erica, please. Thank you so much. I love you.

Speaker 4 ([05:06](#)):

I'm sure. The tweet in question has been explained enough, but, um, I can't remember what specific job I had been just rejected from. There was, there was a job that I had applied for. I interviewed a couple of times, felt fairly confident about my chances and then got that sort of universal email of, you know, you were great, you were grand, you were wonderful. Uh, but we're going with somebody else with X, Y, Z reasons or whatever. Yeah. Um, and I was kind of frustrated because at that point I had been, I had only graduated in may of last year, but I had really functionally been on the job market since about February, March of the year before, once my dissertation was essentially done. And especially once I had defended, my advisor told me to go ahead and start applying for things, because if anyone asked, he would say, Brad is on track to graduate.

Speaker 4 ([06:02](#)):

He, you know, for all intents and purposes, he's a PhD now. Yeah. Um, and when I got sort of thrust into the, the job market, especially after graduation, this ramped up, um, I knew for a while that I probably wasn't gonna be going into academia because of the way academia is right now. And I'm sure we'll get into more of that in a little bit. But I had applied for a few academic things, couple posts, I think one full time, but not tenure track teaching job, but by and large everything else I had applied for, and this is still the case now has been outside of academia, whether it's like kind of academia adjacent. Yeah. Like working for a, like a nonprofit higher ed sort of organization, or really, uh, you know, not, not in academia. And the problem is that I had no pre uh, prior training or preparation or understanding of like what that world is actually like.

Speaker 4 ([07:06](#)):

And so not that I'm having success, you know, if success is being defined as having a job right now, then I'm not successful and no one's successful until they get a job. Uh, but if you measure success by getting a little bit better at the process and getting more feedback and more, more callbacks and stuff, I've been more successful. But early on, I was having very little success because I know that you don't just send a CV to a non-academic job. They do not want yeah. For anyone listening do not send an eight page CV to a non-academic job. They are not going to read it. Um, I, I, I will not use any profanity, but they will not be happy, uh, if you do that. Uh, but I also just kind of thought that if I took my CV and sort of had a, a truncated hit the high points version and then a cover letter that was just like, Hey, look at me, I'm great grand and wonderful.

Speaker 4 ([07:58](#)):

And I have these abilities and this education that I would have a lot more success and I wasn't really having success. Um, and when I, when I posted that tweet, the frustration was, I feel like I'm doing a lot of the things that I've been told to do. Cuz at that point I had been networking a little bit more. Yeah. But I still wasn't really getting a lot of practical success. You know, I was getting some interviews, not a ton. Um, I had been offered two things that I had to turn down because they simply didn't pay enough. You know, I won't, I won't say the job or the company, but \$31,000 to work in the Washington DC area is just simply not enough money. Yeah. That's, that's, that's just totally not tenable for anybody. Um, so that, that was the, that was the frustration behind the tweet.

Speaker 4 ([08:47](#)):

And that was the rationale for the tweet, you know? Like how did you find what you found? Because yeah, there are so many opportunities out there for folks coming out of grad school, whether you're coming out with a PhD, a master's of some variety, a law degree, and maybe you don't wanna practice, you know, law like a law office or whatever. There's a lot of options, but where to find them is really, really hard, especially if you are in certain kinds of fields. Uh, but then I also wanted to ask, you know, like there are a lot of things that you do when you're in grad school that you don't realize have I hate to use the real world because it makes it sound like academia is not the real world kind of isn't, but there's a lot of things you do in grad school that have real world applications, but you don't know how to articulate them into the real world.

Speaker 4 ([09:34](#)):

You only know how to describe them in the academic context. Yeah. So the, the tweet was trying to basically get people who successfully were able to make that transition, whether it was right out of grad school or maybe they had worked for a while doing something in academia or whatever to figure out,

how did you find the job that you have, or maybe, maybe the first job that you got? Um, what kind of skills did you have, where did you, you know, how do you, how do you look for these jobs? Who do you talk to? Because I don't think that enough, I mean, enough is kind of putting it lightly. I don't think really anything is being done to help graduate students, um, or even recent grads in certain disciplines, especially get into the jobs that are available, which are more than not, not academia.

Speaker 2 ([10:22](#)):

What I'm hearing you saying is most of the, the tweet is kind, kind of coming from this frustration of knowing you have the skills, having this frustration, lack of resources, um, kind of leads you to this open forum, like Twitter, trying your best to just get this right. Is that, that's kind of why I'm hearing you say of

Speaker 4 ([10:40](#)):

Like, exactly like even how to, to speak the same language. So like, let me give you an example. There was a job that I applied for, and again, I won't name the names of any of these places cuz you know, whatever, I don't owe any of these places, anything cuz they turned to be down, but I'll, I'll take the high road. Um, there was this job I applied for, uh, it was a research analyst research, something or other, uh, that's another thing that we can get into the titles of jobs, disaster piece. Uh, but it was a research heavy job at like a, a sort of active think tank. Um, and it was in an area of my expertise. It was in like labor and urban policy. So it was kind of a perfect mesh and they wanted somebody with advanced degree experience. And so I think it required a master's in like four years of postgraduate experience or uh, like corresponding kind of other education.

Speaker 4 ([11:36](#)):

So like a PhD or a law degree, something to that effect. And so I figured applying for this job, I could just be like, well I have a PhD in history, specializing in these things, I wrote a dissertation, blah, blah, blah. And I got, um, a preliminary interview, which is something that happens a lot for these industry jobs where it's not an interview with the company, but it might be an interview with like the HR department or maybe like a subcontracted HR department, which a lot of companies will subcontract that out, which is nonsense. That's a thing. And like one of the first questions they asked me was so why is a history professor applying for this research heavy position? And I was really taken aback by it because I was like, well, I'm not a professor. I just graduated and you can see, I, I haven't been a professor.

Speaker 4 ([12:26](#)):

Um, but I, I answered the question. I was like, well, you know, a PhD's a research degree. And they were like, in what way can you explain that? And I was, I was really taken aback because they weren't asking me to see if I could answer the question. I think this person truly didn't realize that a PhD was a research degree and that a dissertation is an original research project. It's the equivalent of writing, you know, a book which we know like people, people in grad school know academics know that, but I don't think everybody knows that. So like even just translating the academic experience into the nonacademic world has been really, really tricky. Um, and learning how to take academic experience a and translate it into something that makes sense in the nonacademic world has been something that I've had to learn. And it's only in the last couple, two, three months that I can finally speak the correct verbiage to, to get people to understand what I'm saying

Speaker 2 ([13:23](#)):

With these frustrations that are happening now. Um, when you were going through school grad school, going through PhD, um, did you expect, were you preparing for these struggles afterwards? How, when you were in it, when you were fully in the academic system, were you prepared for the job market that you were shot into?

Speaker 4 ([13:46](#)):

So yes and no. Um, I knew that it was going to be a tough academic job market and I had known that for a while, you know, I'm, I'm 32 years old, so I've, I've lived through several, once in a generation economic collapses at this point. Yeah. And I knew that there weren't gonna be a ton of academic jobs, even once I decided to go for my master's let alone my PhD. At that point I knew I probably was gonna do something else. I didn't know exactly what but I, I wanted, I knew it was probably not gonna be academia, at least probably not off the bat. Um, so I had started preparing in sort of subtle ways. Like I got really involved in a higher education, nonprofit that's organized for and, and, and organized by graduate and professional students. And through that, I met a lot of people, specifically people who work in like other higher education, nonprofit organizations.

Speaker 4 ([14:38](#)):

Um, and I networked a little bit doing that and I kind of leaned on those people a lot, the closer I got to graduation being like, Hey, so, and so I'm gonna graduate probably in a year of what are some things that I can do, who are some people I should talk to? What are some organizations I should consider, et cetera. Um, and that was, that was helpful to a certain degree. Um, but I also wasn't prepared because, um, I don't know how much you can accurately say the pandemic affected the job market, but I know it's a lot, uh, I don't think anybody, I, I, I, in hindsight regret the two year master program, I should have just tried to go to grad, uh, PhD program straight out, cause I could have graduated before the pandemic, but you know, that is what it is. Um, but I kind of knew, but a lot of the stuff that I thought about, um, the, the non-academic career track stuff was right, but it also wasn't right. And a lot of it is stuff that I had to find out on my own.

Speaker 2 ([15:37](#)):

Did your program prepare you for this job market or what did you do to prepare for this?

Speaker 4 ([15:43](#)):

My, um, my program was a traditional program in the sense that it was like two years of coursework, doctoral exams, you know, read all these books, memorize, 'em write all of this stuff about 'em prospectus. And then your B D you're just researching and writing your dissertation. Um, my cohort was I think the last or second to last cohort that had that, um, a year or two after I did my exams, um, Carnegie Mellon's history department rebranded and it restructured their program. So it's no longer geared so heavily towards, uh, the exams, the exam system, cuz the exam system is really a, you know, if you're going into academia, I don't know exactly what they have now. It's some kind of like portfolio project that encompasses a lot of things. But at the time they weren't really doing anything systemically or even on a one-to-one basis to really help us go into nonacademic careers.

Speaker 4 ([16:43](#)):

The people who are, who were in our program, who got non-academic jobs. I'm trying to think the four or five that I can think of either like knew somebody from like before they were in grad school or I think like a couple of them just sort of stumbled into it. Like, you know, during the course of doing their

dissertation, they just connected with somebody who was like, Hey, you're great. When you graduate, you wanna come work here. And, and then they did, um, systemically the department didn't have anything in place. The university absolutely had nothing in place if you weren't a um, if you weren't a grad student in like robotics machine learning engineering, uh, et cetera, there were like no viable career placement services for you. There's people you can call, but they didn't really have a whole lot of advice other than go on. Indeed.

Speaker 2 ([17:38](#)):

Do you think academics as a whole are preparing students, um, for a life outside the academic system?

Speaker 4 ([17:45](#)):

No. Yes. Um, cat, categorically, no. Now academia as a whole, I should say technically is a yes. Uh, but let me, let me caveat that in the, in the way that academics love to go, well, it's not always this <laugh>, there are disciplines within academia where there are resources for, uh, students who are transitioning out of their programs, whether it's because they're graduating or maybe they just were able to get hired with their existing credentials. Um, most professional degree programs already have had things built into that. So like, you know, if anyone listening is a lawyer or is a medical doctor or knows somebody who is, or even like, I have a lot of friends who have MBAs, those programs have those kinds of things structured in them. You know, if you're a law student yeah. In the summer between two L and three L year two and year three, you go and work for a summer at a firm, you get some experience.

Speaker 4 ([18:40](#)):

If you do well, you probably get an offer to work for them after you graduate and pass the bar. If nothing else, maybe you can get a recommendation from them for somewhere else, med school, they have that whole placement system. Yeah. Uh, public policy students, MBA students. There's a lot of interning that can be done. So we'll tho those programs are a little bit different. I think it's also getting to be a little bit more different in some of like the newer tech based graduate programs again. Yeah. Being at a, a really tech heavy school, the robotics, the computer science, a lot of the engineering students. Um, there would be job fairs on campus where a lot of those aforementioned tech companies would come and they would set up booths like a high school science fair. And you would just walk around and talk to those recruiters and they would try and get you to, you know, come work for Facebook for a year after you graduate.

Speaker 4 ([19:35](#)):

And after a year you'll get a job offer and you'll make, you know, hefty six figures and you'll be, you'll be in like Flynn. You'll be good. Um, that is overwhelmingly not the case in a lot of the sort of like traditional quote unquote discipline. So, uh, history, religious studies, economics, physics, math, you know, literature, languages, there's still this sort of like larger. And then now this is where academia and the real world do sort of clash internally. Everyone knows that we're not getting hired into academic jobs unless you are a PhD student at like an Ivy league school or one of like the three or four schools that are like directly beneath the Ivy league in your respective field. You're probably not going into a full tenure track academic job. Uh, and everybody in academia knows that, but people outside of academia, I don't think realize that as much mm-hmm <affirmative>, which I think is why I got that question from that HR person about why a history professor was applying for a job.

Speaker 4 ([20:37](#)):

Yeah. They're sort of the conflation of PhD with professor. Whereas, you know, one's a degree, one is a job title and they generally overlap, but they're not synonyms. Yeah. So I, I think that a lot of people, especially people who are in the hiring industry, whether they're formally HR people, or maybe they're like the head hiring person on the hiring committee for a job, don't realize that, um, a lot of people with, with graduate degrees are not going to academia, but have a lot of easily transferable skills. Yeah. You know, I, I think a lot of people look at somebody with a PhD in, um, engineering, or maybe even a PhD in like a hard science, like physics or something and might say, oh, well, there's a very clear industry, you know, position for something like that. Yeah. Uh, I don't know that people look at history or religion or languages and go, oh, well, there's a clear industry for that.

Speaker 4 ([21:35](#)):

Like, there's not a, there's not a history factory that I can go work at and make the history. There's not like, you know, there's not some super prestigious, you know, government lab where I go down into the archives and just sit and muse about things like ow and, you know, looking over ancient scrolls. So there's, there's a, there's a bit of a clash between the, the internal, like knowing of what's going on with, within academia and the sort of external, I don't wanna call it like a Mirage, but like there's sort of a, a misunderstood, external expectation of what, what graduate students are doing when they graduate. Yeah. Both I think are partly to blame, but if I'm gonna be completely honest, I think the larger share of the blame falls on academia because I think it's, I think it's great. And I think it's, you know, amazing when, um, specifically like senior tenure track faculty will, will go online, uh, on Twitter or what have you, and, you know, lament the decline of academia and oh no, the discipline is, is going to cease two exist.

Speaker 4 ([22:44](#)):

Oh no, this is terrible. Mm-hmm <affirmative>. And it's like, wow, man, if only you were the person in charge who could make the changes to make this happen. If, if only, yeah. If only I was a 70 year old tenured professor with all kinds of clout and authority and only if only I was the department head and could make these changes. Um, I think a lot of the blame is in academia. Now, some of that bla, uh, some of that blame is internal to like departments. Some of it is also at the university level. Yeah. You know, I, I do think that a, a non insignificant number of like university president, uh, chancellors, what have you, um, still labor under this pretense PhDs are just walking into academic jobs. Full-time academic jobs. Yeah. Um, but I would say that academia is absolutely not doing enough to help us transition into the jobs that are available.

Speaker 4 ([23:35](#)):

And also, frankly, I think at this point, the jobs that we want, I mean, I, I, I mean, even when there are full-time tenure track, job postings, a lot of people, people, you know, just in my experience, don't want to apply for them. They do because you need to have a job. Yeah. But there's almost a sort of sense of relief. It's like, oh, whew, I didn't have to go be a professor at that university. And, you know, labor for years to try and actually get tenure and then not even make a whole lot of money or maybe have to move to a state that, you know, socially and politically might not be the best situation for me. So there's a lot of problems within academia, uh, around the issue of graduate students, getting jobs.

Speaker 2 ([24:17](#)):

What would be one piece of advice that you wish you had heard before entering your PhD or even your graduate school?

Speaker 4 ([24:26](#)):

I wish somebody would have told me, not in like a scare tactic way, but in like a practical way to that. I probably wasn't gonna go into academia. I knew, but it's one thing to have your suspicions. And it's another thing to have somebody like tell you Brad, eye contact, you are not going into academia. You know? Um, that's, that's one thing, but one, one other thing kind of related to advice. Um, and I was on a, I, I did a podcast the other day where I talked about this and I've, I've said this on online before I, and I sort of alluded to this when I was talking about, you know, advice versus, you know, sort of being, being mean about it. I am never going to yell at somebody who wants to go to grad school. Like I have no problem with being blunt and telling people like, look, it's a really hard market right now.

Speaker 4 ([25:17](#)):

You, you probably won't go into academia if you do. It'll probably be as an adjunct or maybe a non-tenure sort of full-time year to year contract job. Um, I would also be blunt and say, if you're going to go into, you know, a PhD program specifically, um, start talking to people now start looking into the kinds of jobs that you think you might wanna do now, you know, um, try and maybe contact people who did graduate from your program that you're going into and see where they ended up and how, but one thing I would never do is tell somebody to just flat out, not go to grad school. If they have the opportunity, now I'm not gonna make an assessment on somebody's ability to go to grad school in terms of like, do they have the time, the money, the funding, cetera, cetera, cetera.

Speaker 4 ([26:10](#)):

But I get annoyed when, when people will just flat out say, don't go to grad school, don't go to grad school drop outta your program. Uh, because like a lot of the times the people that are saying that are people who have like, you know, tenure track jobs who went to like Harvard, you know, their parents were professors. And it's like, you know, how, how dare you tell somebody to not pursue an education, especially if you're somebody who is first gen, uh, or if you are, you know, going into a field where maybe there's, you know, a history of marginalization of certain communities, like if you're a woman or a person of color, or, you know, like I'm, I'm a, I'm a queer person. Who's like, you know, first one of the first people in my family to go to grad school, like how dare you tell somebody to not get an education?

Speaker 4 ([26:55](#)):

So the people who, the people who phrase it that way to, to use the parlance of the youth can miss me with that nonsense. Uh, I have no time for that argument. I think it's disingenuous. I think it's hypocritical. And if that's the advice that somebody has for somebody, they probably shouldn't be in academia because they're clearly part of the problem. But I would definitely tell students, you know, reach out to people who, you know, of, whether it's somebody, you know, personally, like I mentioned, somebody who was in your program who went into a nonacademic job, or, you know, I can, I can only speak for myself, but I know that there are a lot of people on Twitter, like me, who aren't in academia, who probably aren't going into academia or are definitively not in academia. Um, who'd be happy to give you advice on where to look.

Speaker 4 ([27:46](#)):

Yeah. You know, I've, I have no problem giving people directions on how to, you know, look for non-academic jobs, the kind of job titles you should look for, the kind of organizations you should look for that I think is way more constructive. You know, I, I don't wanna, I, I hate when people fall into the trap of blaming the students, cuz it's not the student's problem, you know? Yeah. I, I, I see this a lot on, on

social media or even every now and then in some like poorly constructed, New York times think piece where someone will be like, well, academia should be taking fewer students since there's fewer academic jobs. And it's like, well, that's also not it because yeah, there's fewer academic jobs for sure. But there's not fewer places for those people to go. They just don't know how to get to those places.

Speaker 4 ([28:36](#)):

Like yeah. Rather than say, Hey Alabama, don't take as many students say, well, Hey Alabama, here are some resources that you can implement into your program top down systemically. Yeah. To help your students go into the places where they are likely to get hired. Here's how to help them develop the networks that they need, the skill sets that they need. And here's how to help them translate their university experience into real world experience. Yeah. I think that's a way better use of time than going well, you know, you shouldn't go to grad school. I'll, I'll never, never tell somebody to not go to school. I also think that there is sort of a pressure if you're, um, if you're a grad student getting a PhD specifically, I think that's sort of a pressure from family and friends in particular, if you are first gen to go into academia, you know, it, it took God, God bless my parents, but it, it, it took them several months of me telling them, like, I am probably not going to be a professor, but didn't you go to school to be a professor?

Speaker 4 ([29:37](#)):

Not really. I went to school to get this degree and get this skill set. It can be a professor, but like, it doesn't have to be a professor. I think sometimes there's a lot of pressure to want to go into academia when you've been in academia, because mm-hmm, <affirmative>, it's really easy to sort of get like retroactive. Um, uh, what is it? Um, oh, imposter syndrome. Mm-hmm, <affirmative> where like you and I both have PhDs, you have a, a really super fancy job as a professor at such and such university. And I'm, you know, uh, an analyst for a research company, there's sort of a social pressure to be like, well, I'm not as, I'm not as PhD ish as she is. I, my PhD is not being used as much as hers is cuz I'm not in academia. I think sometimes people put that sort of pressure on themselves. And I think sometimes people in our social circles who don't know what it's like, yeah. Can also put that pressure on you. So I think, I think that's part of the problem too, is that there needs to be less of a, I don't wanna call it a stigma because it's an elite degree that not everybody gets. Um, but I think there's a sort of assumption about what you can and can't do with a PhD. Yeah. And I think that that's a conversation that more people need to have.

Speaker 2 ([30:50](#)):

So me and Bradley pretty much as you listen to, we really talked about his journey outside of getting his PhD. We talked about how prepared he felt while in his PhD for the job market he was entering. Um, and then we kind of talked about what skills or what opportunities he wished he had had in the PhD program to better prepare him for his life. Now, um, it was mostly an overview of where institutions are falling flat and helping their students succeed.

Speaker 3 ([31:30](#)):

Yeah. I really liked, um, what he had to say about, um, kind of the breakdown between like individual support he received and the institutional support that was there. Like, it sounds like he, um, the faculty that he was working with and kind of his network, um, that he had built were giving him really good advice. Um, but one of the bigger problems that he saw and experienced was that there wasn't this like institutional level of support from the university.

Speaker 2 ([32:02](#)):

Yeah. I think, uh, talking with Bradley really helped understand why he tweeted his tweet and probably why lots of people in academia are tweeting, uh, about the job market. Um, it's kind of mostly out of frustration and almost desperation for help. Uh, he's looking, he was looking for any help he could get. And Twitter was kind of like the last ditch effort. I think after talking with Bradley, we kind of understand the base issues that are facing human's graduates.

Speaker 3 ([32:36](#)):

I think it'd be really interesting to see what someone on the faculty side of that who might be like trying to offer that sort of individual support to make up for the lack of institutional support. I think it'd be interesting to see what someone like that has to say about this problem.

Speaker 2 ([32:51](#)):

Yeah, definitely. Maybe we can look back on Twitter. I saw that there was a ton of responses to Bradley's original tweet and I see one in particular, Pamela Gilbert.

Speaker 5 ([33:04](#)):

Uh, well, my name is Pamela Gilbert

Speaker 2 ([33:06](#)):

Responded a few separate times, so maybe we can talk with her.

Speaker 5 ([33:10](#)):

You know, one thing that's, that's always been a kind of problem in the academy is that, um,

Speaker 1 ([33:16](#)):

Next time on this special series of the study religion podcast, we listen to Pamela Gilbert, an English professor at the university of Florida to understand what faculty are doing to aid their students and what she has experienced in her years in the academy regarding the job market. The study religion podcast is a production of the department of religious studies at the university of Alabama. This episode was made with the help of Bradley summer, Jacob Barrett and Erica Bennet follow the department of religious studies on Twitter and [instagram@studyreligiononfacebookatfacebook.com slash R E L UA](#). If you enjoyed this episode, please subscribe to our podcast on SoundCloud, Spotify, or apple podcast and give us a rating and review.