

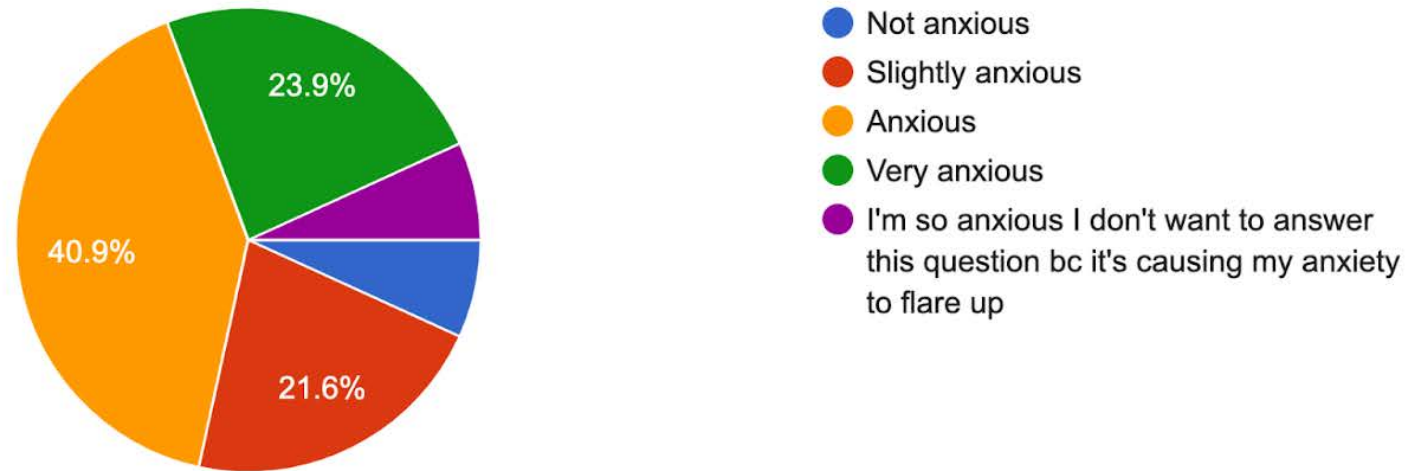
2024 Graduate Student Survey for Arts and Humanities



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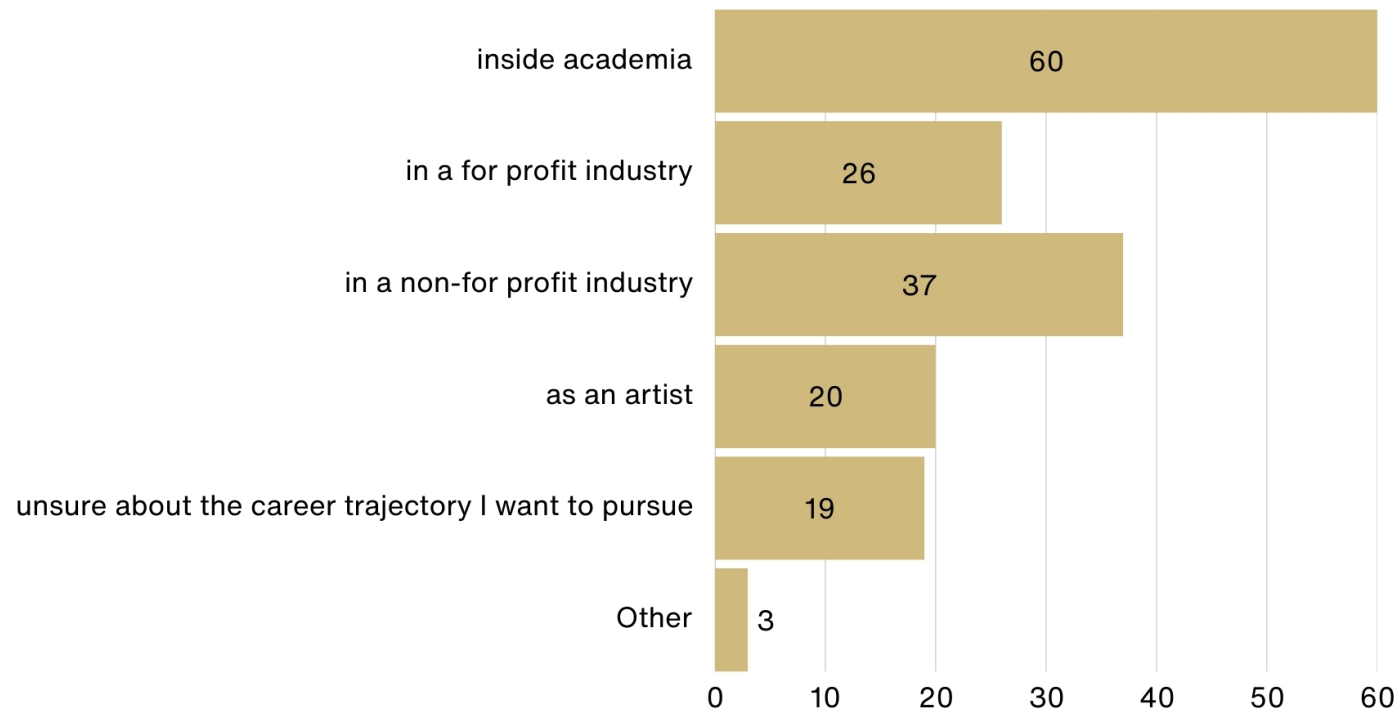
1) How anxious are you about career prospects after you graduate

88 responses



2024 Graduate Student Survey for Arts and Humanities

2) Click all that apply. I want to pursue a career in....



FALL 2024 ARTS AND HUMANITIES GRADUATE SURVEY RESULTS

[88 answers have been submitted as is, but we have edited for clarity and to redact information that could identify students by departments/colleges]

QUESTION #3: *Please share suggestions for how the powers-that-be at CU Boulder (think administrators) can address questions #1 (How anxious are you about career prospects after you graduate) and #2 (series of drop-down options about career trajectories students anticipate pursuing after they graduate)*

CAREER

I saw an online interview last year in which a scholar discussed how her work helps tech nerds understand the ramifications of their algorithms. While critical methodologies are needed, my sense is that they tend to keep academics inside academia. I want to think more about how people with advanced Humanities degrees can come alongside those with different backgrounds and expertise. Hearing more narratives from people who have done it successfully would be great.

A centralized database of career opportunities and resources could streamline the job search process for students.

Institutions should offer more structured pathways and support for students pursuing careers outside academia, such as creating graduate clusters or networks for students interested in non-academic careers in the arts, humanities, and other fields.

Administrators should be more proactive in connecting students with career resources, such as job postings, job fairs, and professional development opportunities.

Universities should work towards providing more transparent, accessible, and streamlined support for all types of graduate students, particularly those pursuing non-academic career paths.

Programs should be structured to better support students' individual career goals, especially for those not pursuing academic programs. Respecting the diverse career paths students choose—whether academic or non-academic—should be a priority within.

I think the DEPT REDACTED graduate program is doing a great job helping me. Resources about career opportunities in specific disciplines.

Support students interested in non-academic careers by providing career services. Having events with professionals in different careers.

Connect writers with thesis novels to publishers/agents?

Provide Career information services for each department. Networking conferences can be intimidating, especially for new students, but getting connected to people working in your career in a more casual setting might be a good thing. Students could also be prompted to submit questions for the panel ahead of time so presenters can prepare, and everyone gets a chance to anonymously ask about their concerns.

It seems like there is a significant difference from program to program across [arts and humanities departments] on work preparedness programming/support. Some schools have done a great job of giving us examples and folks to connect with in a variety of applications/industries. Is it time availability of faculty, networks available to them, support, or culture within the dept? I don't know, but they are a good example. My unknown is more about my spouse not being clear on some life choices still so where we live will determine if I have access to a higher ed career- which I have high confidence in if I want it. Not tenure track- so more options ;)

More workshops, funding, and invited speakers specifically focused on non-academic and alt-academic careers in arts, humanities, and social justice.

Events bringing professionals from various industries into university spaces could help broaden students' awareness of potential career paths.

Sometimes I wonder if I should have pursued a business degree instead of an arts degree. Departmental focus should not be exclusively on preparing students for academic careers but also on providing resources and training for non-academic opportunities.

Developing specific support for students pursuing non-academic careers, including networking opportunities and resume workshops.

This is a complicated situation. I co-chair a nonprofit arts organization that I've been involved with for over a decade (currently figuring out how to get compensated for my role). I have extensive teaching experience in a variety of settings, including schools, nonprofits, and community organizations. I share a studio space with my partner, where we actively support other artists by making equipment accessible, as well as creating our own work. I am managing a chronic health condition that requires me to have health insurance. When I look at job opportunities in the arts, the pay is typically lower than what I earn in my current service industry job. Adjunct teaching is not a viable option for me due to the lack of health insurance. I am also hesitant to relocate, as I've spent years building strong community connections. This seems to contradict advice I've received to apply for positions without considering location. What I feel I need is more knowledge in business administration and entrepreneurial finance. Right now, it seems like my best option post-school might be to return to my current job, as it provides health insurance and some flexibility to continue my work with the nonprofit, teaching, and creating art. Ideally, I would like to work for a nonprofit focused on social justice issues, but that requires waiting

for the right opportunity to open up. The balance between work and personal passions is my main struggle.

I really hope the University can provide more support/activities for international students.

Department-specific career development, such as more fellowships, could help students focus on research and improve competitiveness on the job market.

Career mentorship, including job search strategies and interview prep, tailored to various fields would be beneficial. More support for graduate students in terms of practical career outcomes and opportunities within their specific fields.

Graduate students should receive better guidance on how to apply their skills in different job markets and how to tailor their resumes for non-academic roles.

I really hope the university can provide more support/activities for international students and their study and career.

Continue working to ensure the survival of the humanities in some capacity! Also, any workshops about the field of academia with tips for success and staying in it would be great!

FINANCES

Reducing teaching loads for graduate students (particularly in departments with high teaching requirements) would allow more time for research and career preparation.

Practice what you preach - CU can spend less money organizing support programs for grads and instead hire some adjuncts as full- time professors.

Better funding for humanities departments, especially when it comes to funding graduate students and creating academic job openings.

More scholarships, dissertation fellowships, prizes, etc.

Providing more funding for conference travel, research trips, and fellowships would support graduate student professional development while providing us with time to write and publish articles before going on the job market.

Increased stipends and financial support for graduate students, particularly those who are teaching assistants or working on- campus jobs, would ease financial anxiety and allow for more focus on education.

It's crucial that funding opportunities, such as travel grants and conference funding, be more accessible and reliable.

Lack of functional grants (e.g., CHA travel grants not available) can impede students' ability to pursue essential academic and professional development opportunities.

Financial anxiety is a significant barrier for many students, making it difficult to focus on education or career development. Ensuring that students are adequately compensated in on-campus roles is vital for their mental well-being.

For some students, a dedicated fund for travel expenses related to job interviews and auditions would be extremely helpful.

Administrative support for graduate students should include offering fellowships and financial support that enables them to focus on academic and professional growth rather than the constant pressure of financial survival.

Conference funding should be made more available and equitable, ensuring students can attend conferences without financial burden.

The lack of support for students to attend conferences while faculty have unrestricted access to such funding feels inequitable.

There should be reimbursement for travel related to performing at conferences, recognizing that both presentations and performances hold equal value in academic careers.

Some students feel that the university should reflect on its investment choices, particularly in relation to companies that profit from violence or unethical practices.

Continuous mentoring and grant opportunities for students after graduating.

MENTAL AND EMOTIONAL HEALTH/WELLBEING

Graduate students in rigorous programs often struggle with anxiety, particularly when facing an uncertain job market or when academic demands are overwhelming. Providing more resources to address mental health and work-life balance is essential.

Departments should better support students' emotional and mental health by offering mentorship, career guidance, and mental health resources to cope with the stresses of graduate school and the uncertainty of the job market.

OTHER

Many students express concern over the broader political landscape and its potential impact on academic freedom, professional prospects, and the future of education, particularly with the current political climate and its effect on higher education and the arts.

Training for advisors. I was failed by my advisor.

Departments should continue advocating for the protection of marginalized fields, like Ethnic Studies, to ensure that students can pursue their academic and professional interests in a supportive environment.

Create an Artist Accelerator Program, to both improve their ability to speak about their works and strengthen their concepts.

Consistency regarding graduate students, between faculty advisors on campus.

Publication and writing classes specific for departments. Teaching and pedagogy classes FOR CREDIT in each department. Preferably required in the first year, especially for departments with large swaths of grad students teaching.

There is a need for more collaboration with other universities.

I would like to have guidance specifically to international students. What options do I have? When should I start preparing?

Continue working to ensure the survival of the humanities in some capacity! Also, any workshops about the field of academia with tips for succeeding and staying in it would be great!

I appreciate the opportunity to express these thoughts in this survey.