Graduate Student Survey Report

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Authored by: Gillian Glass, Sydney Lines, Heidi Rennert, and Alyssa Sy de Jesus

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1. Context

The Public Humanities Hub Graduate Committee ran this survey from June 19 to July 3, 2020 for UBC-Vancouver graduate students, both masters and doctoral, in the humanities. We received 68 responses in total. For those who indicated interest, we held a draw for four random respondents, who each received a $25 gift certificate to a local Vancouver bookstore.

As graduate students ourselves, we initially designed and conducted this survey of humanities graduate students at UBC with the following objectives:

- Survey interest in careers both within and outside the academy;
- Survey student confidence in their skills and the transferability of those skills and experiences;
- Gain a better understanding of student preparedness for work both inside and outside the academy;
- Gauge anxieties and concerns about the precarity of the academic job market, which intensified at the start of the COVID-19 pandemic;
- Determine how best to develop Public Humanities Hub programming for graduate students in the humanities.

There is no clear data on how many graduate students worldwide in any discipline end up in academic jobs. If we consider McGill University as one of the latest case studies that does track graduate students, although focused solely on PhDs, the latest TRaCE McGill Report on PhD Pathways for graduates in *all* faculties at McGill University concludes that "of the 2,491 graduates that work in academia in a research/teaching capacity, 43% are in tenure-track jobs. Of the 4,624 graduates we have data on and who are employed, 23% have tenure-track jobs." More than *half* of those graduates are not in tenure-track positions.

The UBC PhD Career Outcomes Report, which tracked PhD graduates across all faculties between 2005 and 2013, found that just under 50% of humanities PhD graduates entered permanent-track positions (both research and teaching-intensive) in higher education. The remaining graduates are employed in non-permanent positions in higher education (temporary research, sessional and adjunct, and staff) or in the private, public, or non-profit sectors. These numbers echo those of the TRaCE McGill Report.

With a focus on UBC students, our research responds to anxieties expressed by graduate students in universities worldwide concerning graduate career pathways and the lack of clear career data for both masters and doctoral graduates. In particular, these numbers prompt us to think about the structure of graduate programs themselves and the support they provide for the diverse career realities that graduate students face. Our research is thus motivated by a desire to expand the ways in which graduate students in the humanities are trained, mentored, and

evaluated. In a December 30, 2018 blog post, Dr. Karen Kelsky of *The Professor Is In* illuminated the irony of "alternative" academic career prospects:

> At the start of every talk that I give on the academic and post-academic job market, I state that in a decades-long reality in which only 5-35% of PhDs (depending on field) will get tenure track jobs, the so-called 'non-academic' job should NOT be called 'Alt-Ac' or 'Post-Ac' or 'Non-Ac' — all of which continue to center the academic job as norm — and that the tenure track job should be considered the non-normative 'alternative.' (Kelsky, "Call it Real-Ac")

We conducted this survey in part to address a need in our own institution to re-frame academic career paths and portfolios to become more inclusive of research and scholarship beyond conventional forms.

An explanatory note on our terminology: for the purpose of this survey, we tried to phrase questions consistently. We described traditional academic work as "inside" the academy and nontraditional academic work as "outside" the academy. There are times when "alt-ac" or "alternative academic" are used in survey questions or in the analysis of survey results, and we provided a link to Suzanne Bowness' definition of that term in the beginning of the survey: "'Alternative academic' or 'alt-ac' is widely used to describe both the idea of a career beyond academe as well as positions outside the professoriate but inside the university, such as grant writing and fundraising. 'Post-academic' describes jobs outside university" (Bowness, "What's up with Alt-Ac Careers?"). As Karen Kelsky already noted, and as Gwynneth C. Malin of NYU's Center for the Humanities has expressed, these "alt" and "non" terms do not really work anymore, and we need to find a new way of talking about the variety of work humanities graduates do (Malin, "What Can You Do With A PhD in the Humanities?").

2. Demographics

We asked respondents a number of questions about demographics and research interests. An analysis of responses follows in the order given in the survey.
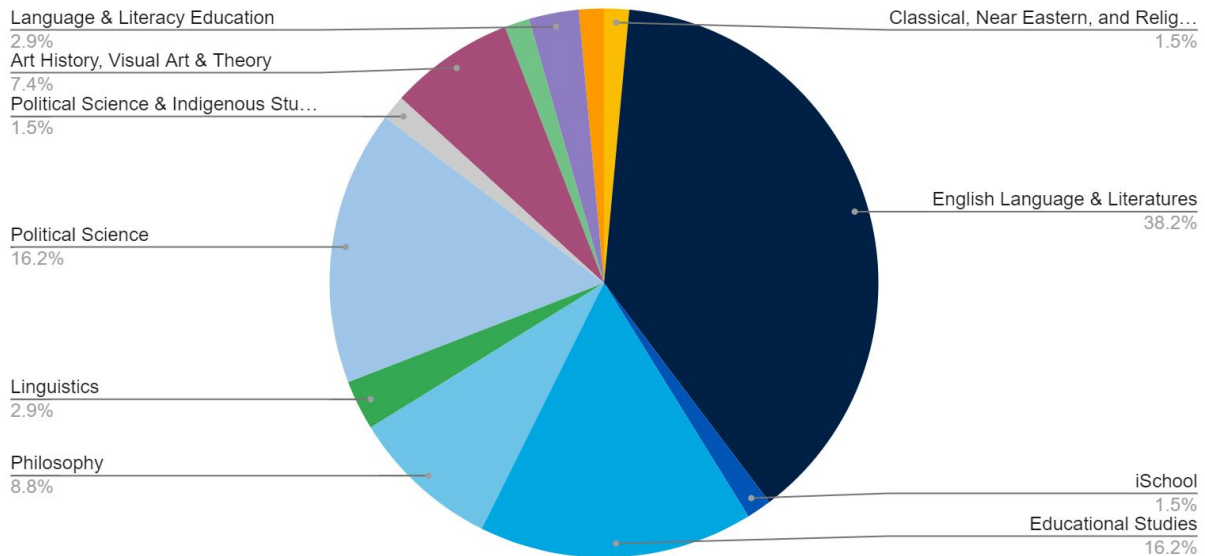
Q1. What type of graduate student are you?

Finishing Masters…
1.5%

Masters
47.1%
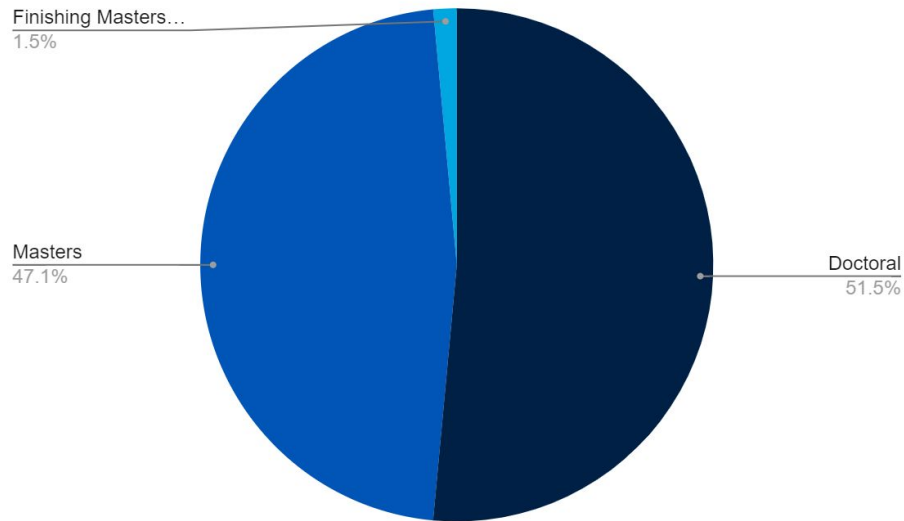
Doctoral
51.5%

Respondents were given the following options: "Masters", "Doctoral," or "Other." They were closely split between Masters students (47.1%) and Doctoral students (51.5%), with only one placing themselves in between (1.5%) by indicating they were a current Masters student who would be starting their PhD in the Fall. Our survey has a close-to-equal representation of MA and PhD students.

Q2. What department are you in?

Language & Literacy Education
2.9%

Art History, Visual Art & Theory
7.4%

Political Science & Indigenous Stu…
1.5%

Political Science
16.2%

Linguistics
2.9%

Philosophy
8.8%

Classical, Near Eastern, and Relig…
1.5%

English Language & Literatures
38.2%

iSchool
1.5%

Educational Studies
16.2%

Respondents were asked to identify the academic department to which they belong. All respondents are either from the Faculty of Arts or Education. There are none from Law.[1] Students in the English Language and Literatures Department were the most represented (38.2%). The next two largest groups were Political Science (16.2%) and Educational Studies (16.2%); then Philosophy (8.8%); Art History, Visual Art and Theory (7.4%); and Linguistics and Language and Literacy Education (2.9% each). History; French, Hispanic, and Italian Studies; Political Science and Indigenous Studies; Classical, Near Eastern, and Religious Studies; and iSchool each made up 1.5% of respondents.

The saturation of certain responses may reflect the communication practices of each department rather than graduate student interest in the Public Humanities Hub or the survey topic. The survey was sent to representatives of all departments in the Faculty of Arts, Faculty of Education, and Allard School of Law, but we are unable to confirm which departments forwarded the survey to their students. For future consideration, we will ask respondents to indicate where they heard about the survey.

Q3. What is your area of study?

We asked this as an open-ended question. Given the high percentage of English students represented in the survey, most areas of study were identified as time periods or genres of Western North American and European literature. Areas of study across faculties included topics in literary and media studies; race/postcolonial critique; Indigenous sovereignty and culture; gender and sexuality; science/tech emphasis; public policy; citizenship and migration; religion and antiquity; and health and disability. These answers demonstrate a sample of the current breadth and depth of the humanities at our institution and also how students are continuing to apply their research in more contemporary forms and intersections of human issues.

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[1] The Public Humanities Hub considers the Faculties of Arts and Education, and Allard School of Law as humanities disciplines. The survey was advertised and sent to units in all three of these faculties.

Q4. Do you identify as belonging to an equity-seeking group?
Equity-seeking groups can include, but are not limited to, Indigenous Peoples, women, people of colour, people with disabilities, and members of LGBTQ+ communities.

Prefer not to say
8.8%

No
16.2%

Yes
75.0%
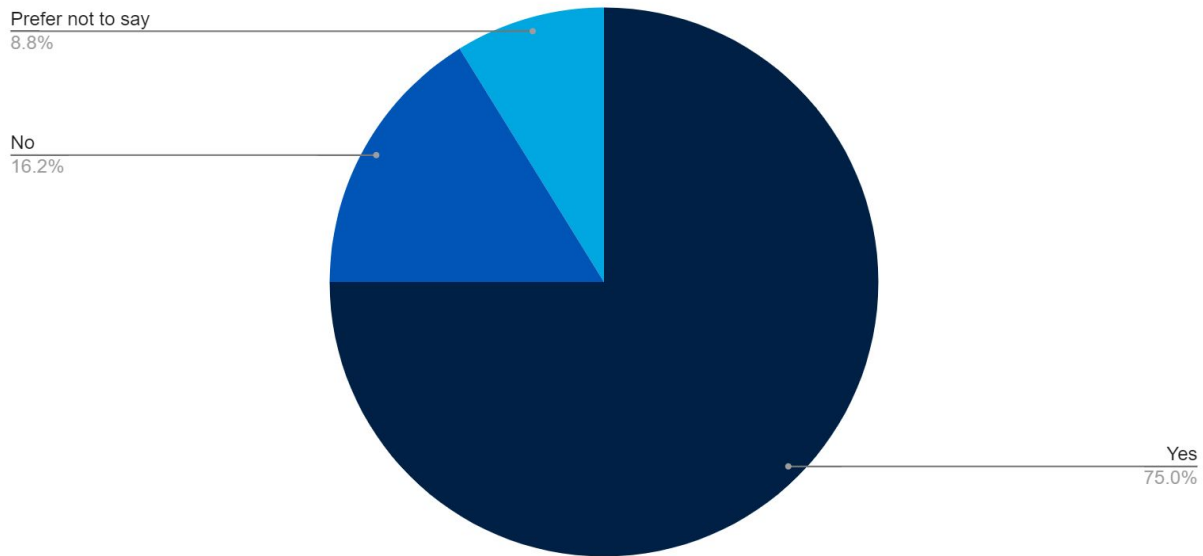
Survey-takers were given the option to answer "yes" even if they identified as belonging to a group we did not mention. A majority of respondents (75%) identified as belonging to at least one equity-seeking group. 16.2% said "No" and 8.8% said they would "Prefer not to say." These numbers tell us that a majority of graduate students who took our survey and who are interested in public scholarship and alternative-academic careers identify as belonging to an equity-seeking group.

Students were also asked to rate on a scale of 1 to 5 how "prepared they felt for a career outside of academia" (1 = "not prepared at all"; 5 = "well prepared"). Out of those who said they were interested in careers "both inside and outside the academy," 64% stated a preparedness level at 3 out of 5 or lower. This indicates that more than half of the students open to careers outside of academia do not feel prepared to apply for these jobs.

In future research, we will invite students to indicate which groups they identify with to better inform us about what types of programming and support appeals to which groups.

3. Analysis

Based on our findings, we divided our analysis into three general categories: **Career Prospects, Events and Offerings,** and **Professional Development. Career Prospects** discusses survey questions about respondents' sense of preparedness and outlook for careers

within the academy, outside the academy, or both, as well as the desirability of additional training or certification. **Events and Offerings** assesses respondents' interest in events about professional development or alt-ac offerings, such as networking mixers, alt-ac panels, or skills training workshops. **Professional Development** discusses how respondents reflect on their departmental support and their desire for more professional development opportunities throughout their program.

Altogether, we found that the vast majority of respondents (89.7%) are considering careers outside the academy after graduation. The majority of respondents also consistently reported interest in attending events related to professional development, alt-ac careers, or skills training. Respondents also voiced interest in opportunities to get involved with community-engaged work or public scholarship, offerings specifically within the purview of the Public Humanities Hub.

The results ultimately confirm several hypotheses outlined in our initial survey proposal: namely, graduate students do not expect academic careers after graduation, and they need more departmental support for career preparation, particularly in terms of greater transparency about career prospects and more professional development and skills training opportunities in support of pursuits of careers outside the academy. We therefore conclude our report with recommendations for departments seeking to provide more structural support for graduate students.

4. Career Prospects

We asked respondents about their career plans, sense of preparedness, and desire for careers within and/or outside the academy. These questions asked respondents to reflect on their career goals and outlook for work in the academy, what kinds of positions outside the academy interest them, and whether they would pursue additional training or certification after graduation. Respondents were also given the opportunity to raise specific concerns about finding careers after graduation.

Q1. Please choose the option that best describes your career outlook. Upon graduation you plan to:

only look for work in the academy
10.3%

only look for work outside the aca…
5.9%

look for work both inside and outsi…
83.8%
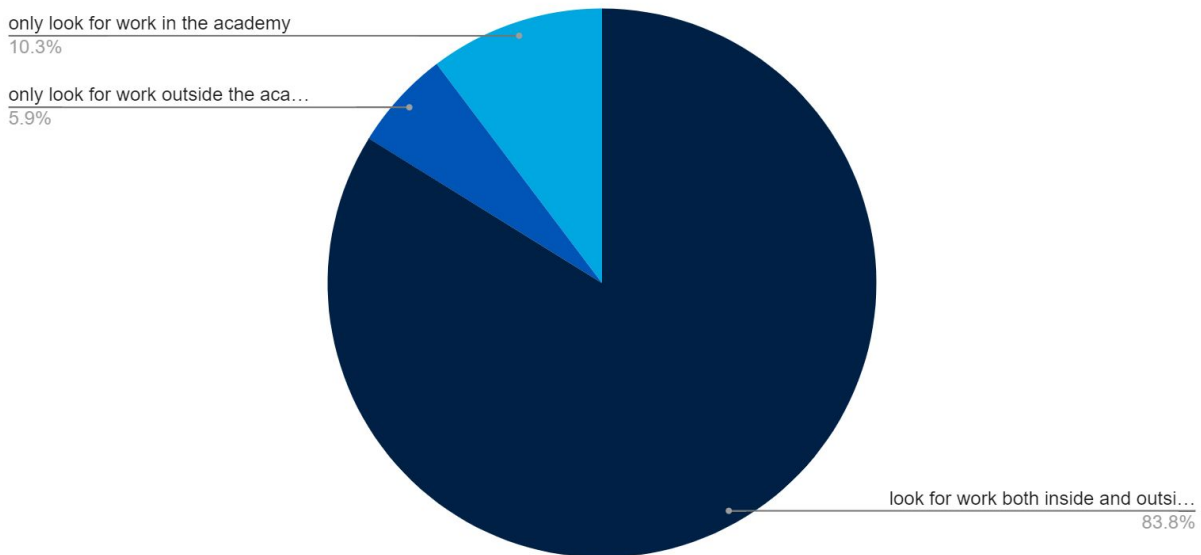
The majority of respondents (89.7%) expressed interest in looking for work outside the academy: 5.9% are looking for work only outside the academy and 83.8% are looking for work in both. Only 10.3% of respondents are looking for work solely inside the academy. Respondents who are looking exclusively for work in the academy came from English, Philosophy, and Art History. Those looking for work exclusively outside the academy came from English and Educational Studies. Those from remaining departments expressed interest in both. However, given the disproportionate representation of departments among respondents, there was no significant correlation between respondents' department or area of study and their career outlook.

When compared to respondents who did *not* identify as belonging to an equity-seeking group, only 7.8% of those who identified as belonging to an equity-seeking group were interested in careers "only inside the academy." 88% of those who identified as belonging to an equity-seeking group were interested in a career "inside and outside the academy" and 1.5% were interested in a career "only outside the academy." Students who belong to equity-seeking groups seem more likely to keep their options open in an already precarious job market; in other words, students who are considering alt-academic careers might do so out of necessity or to mitigate risk. Some respondents looking for jobs *both* inside *and* outside the academy said that their career-related anxiety was tied to "no prospects for getting a job at the university level" and "lack of job vacancies in academics." One such respondent also expressed that they "would like to prepare [themselves] for other options" because "[v]ery few of us will get tenured professorships [even when] 100% of us are trained for that career." Given that the majority of respondents who identified with an equity-seeking group were interested in careers outside the

academy, future survey questions could try to assess the levels of preparedness across specific equity-seeking groups.

Q2. When thinking of non-traditional or alt-ac career options, which of the following fields could you see yourself working in? Please check all that apply.
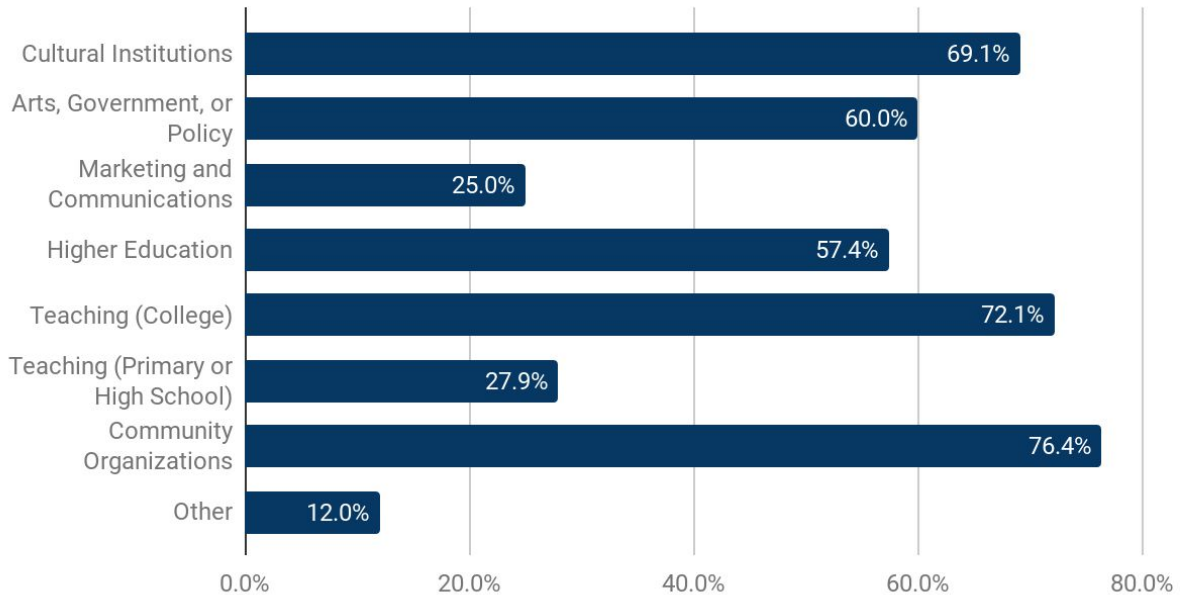
We asked respondents to select from a list of possible career fields that interested them. As given in the order they appeared in the survey, these fields are:

- working in cultural institutions (museums, art galleries, archives, and libraries);
- doing arts advocacy, policy, or governmental work (UNESCO, municipalities, policy centres);
- marketing and communications (organizational branding and storytelling in any field);
- higher education (in an administrative or staff role);
- teaching at a college level;
- teaching at a primary and high school level;
- working with community organizations (non-profits, foundations, and granting agencies).

Respondents had the option to indicate other fields of interest.

The most selected career option was working with community organizations (76.4%), closely followed by teaching at a college level (72.1%), working in cultural institutions (67.6%), and doing arts advocacy, policy, or governmental work (60%). Respondents seeking work only within the academy expressed most interest in working in cultural institutions (100%) and teaching at a college level (85%). Respondents looking for work only outside the academy expressed equal interest in working in cultural institutions and with community organizations

(75%). Marketing and communications received the lowest reported interest (25%). Respondents additionally noted interests in working in consulting, the tech industry, or for think tanks.

Respondents expressed more interest in working in higher education (72.1% teaching position or 57.4% administrative or staff role) over teaching primary or high school (27.9%). Given the anecdotal responses from respondents about working in careers with institutional affiliations or opportunities for intellectually-stimulating work, it is not surprising that of those who expressed interest in education-related fields, the majority preferred a higher education environment.

Q3. Would you be interested in getting additional training or certifications in any of the following? Check all that apply.
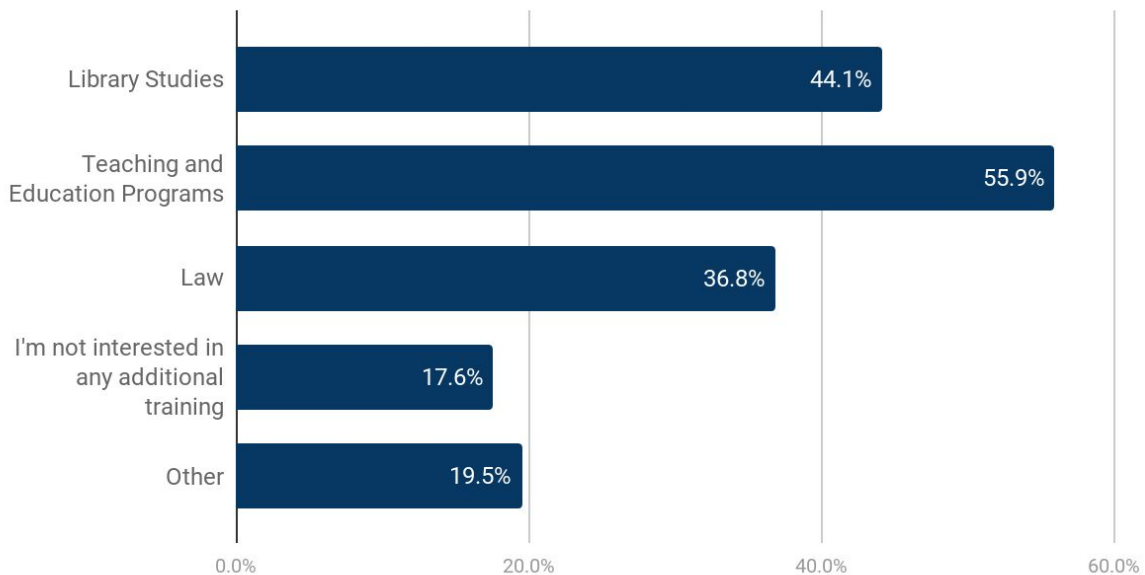
We asked respondents to select from a list any additional training or certifications that they would be interested in pursuing:

- library studies;
- teaching/education programs;
- and law

Only 17.6% were not looking for any additional training, while 82.4% expressed interest in one or more options. The majority of respondents were interested in seeking additional training in education and teaching programs (55.9%), followed by library studies (44.1%), and law (36.8%). Other training programs listed by respondents include seminary, community support work and human services, counselling, communications and marketing, medicine, and project management. 11% of respondents said they would consider additional training or certification for teaching jobs only. This emphasis on education-oriented careers raises further questions

about the kinds of skills with which respondents feel most equipped and how they might be imagining the transferability of these skills in other fields. That is, do respondents only feel prepared for teaching jobs?

Q4. How prepared do you currently feel for a career outside the academy?
(1=not prepared at all; 5=well prepared)

1
1.5%

2
20.6%

3
39.7%

4
25.0%

5
13.2%
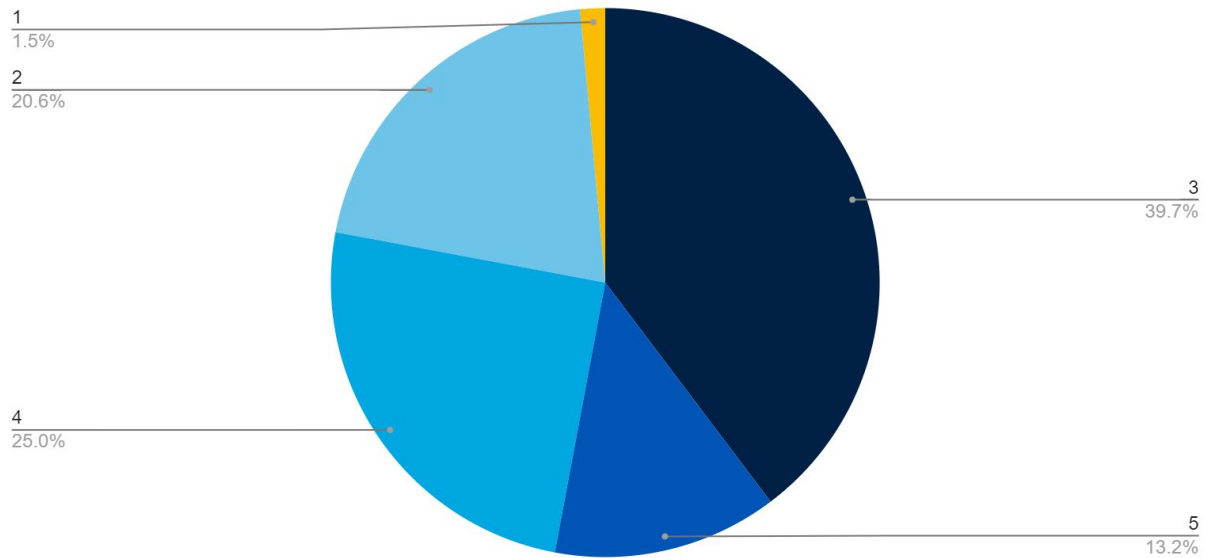
We asked respondents to rate their sense of career preparedness for work outside the academy on a scale of 1 to 5 (1 = "not prepared at all"; 5 = "well prepared"). The largest number of respondents rated their sense of career preparedness at a 3 (39.5%), followed by 4 (25%) and 2 (20.6%). Only 13.2% of students felt fully confident about career prospects, while only one respondent rated themselves as not prepared at all. Out of those who expressed interest in careers "both inside and outside the academy," 64% stated a preparedness level at 3 out of 5 or lower. This indicates that more than half of the students open to careers outside of academia do not feel fully prepared for these jobs. Given this response, we suspect that programming addressing skill transferability and experience in outside-academic and alt-academic work for humanities students would likely be desirable and well attended.

The sense of career preparedness amongst respondents showed no notable correlation to their interest in pursuing work either inside or outside the academy; though most respondents are interested in looking for work in both settings (83.8%), those seeking work exclusively inside (10.3%) or exclusively outside (5.9%) the academy reported a similar range of feelings about their preparedness.

Q5. What are your greatest career-related concerns right now about graduating? Please feel free to explain in as much detail as you wish.

Many of the concerns respondents raised about alt-ac careers stemmed from insecurities about the transferability of skills developed in academic programs and their value to outside workplaces. One respondent described the specific tension facing graduate students as being seen as both "over and under qualified for work outside the academy." This fear of being undervalued or mischaracterized was echoed by other respondents who similarly wondered how to "sell" themselves and their degree to prospective employers. Part of this concern was the uncertainty of translating skills and the academic CV into a competitive resume. Many jobs require previous industry experience that graduate students do not typically have, even though many respondents expressed that they felt that their academic training has equipped them with comparable skills. Moreover, because professional connections established in an academic context rarely translate to outside careers, graduates who no longer have institutional status must effectively "start over" to build a professional network. Other respondents feared that the MA or PhD itself would deter future employers; as one respondent described it, "I'm worried that I will effectively over-educate myself out of a job outside of academia."

Embedded in many of these concerns were varying attitudes about the desirability of careers outside the academy. Respondents looking for work in both academic and alt-ac fields noted a competitive academic job market as one of the motivating factors for pursuing non-academic careers. Many worried about the possibility of sustaining a "serious intellectual project" or "independent research" outside the academy without having professional status in or a relationship to a university. Other respondents similarly expressed the desire to find careers that were "meaningful," "fulfilling," "intellectually engaging," or could otherwise utilize the potential of their graduate degrees. 5.9% of respondents were interested only in work outside the academy. For future studies, we would ask how respondents might be prioritizing academic or alt-ac careers.

> *"I know I am not meant for a purely academic career and would be unhappy pursuing it. But I know I am also an academic at heart. So my biggest concern is finding meaningful but also gainful employment as an alt-ac. Learning how to better 'translate' the transferability of my skills and experience in both non-profit and corporate settings. I know my skills, experiences, and research are transferable towards the work I want to do and have done - and while it has been fulfilling to figure this out on my own, I would have felt better equipped with some support. I am also worried about losing the network of opportunities I've had being part of an institution."*

Other frequently voiced concerns were related to the current and long-term impacts of COVID-19 on both academic and alt-ac job markets. International respondents also noted the constraints for applying for work visas and permanent residencies after graduation that might limit their options and time spent searching for desirable jobs.

5. Events and Offerings

We asked respondents about the likelihood of their attending the following kinds of events or activities: alt-ac panels and speakers, a networking mixer, or humanities-centric training. They were also given an open submission box to suggest other kinds of offerings. An analysis of responses follows in the order given in the survey.

Q1. Alt-Ac Panels or Speakers
Panelists or individual speakers in alt-ac careers with humanities graduate degrees discuss how they found their alt-ac jobs, how they translated their humanities skills, and how they are still using their humanities training in the context of their careers outside the academy.

I would definitely attend an event li…
35.3%

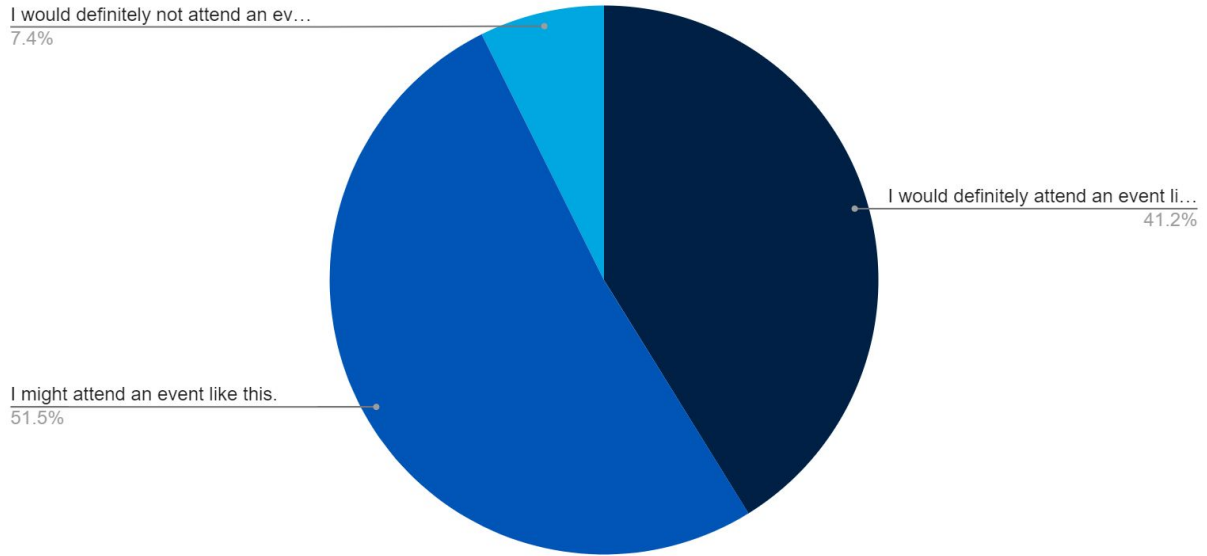I might attend an event like this.
64.7%
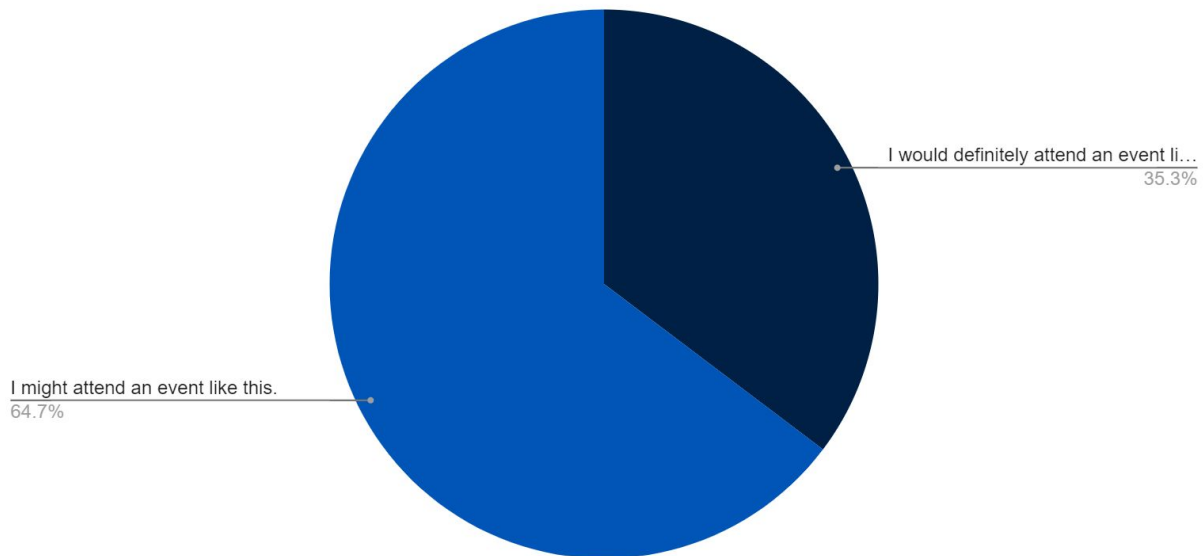
64.7% of respondents indicated this was an event they might attend and 35.3% indicated they would definitely attend. No respondents said they would definitely not attend this kind of event. 100% of respondents indicated some level of interest in this kind of event, suggesting a high desirability for alt-ac speakers and engagements.

Q2. Networking Mixer

Humanities graduate students, faculty members, and community organizations congregate in an end-of-year mixer event that features a humanities project showcase, hors d'oeuvres, and tables from community organizations with job advertisements and/or co-op opportunities.

I would definitely not attend an ev...
7.4%

I would definitely attend an event li...
41.2%

I might attend an event like this.
51.5%

51.5% of respondents indicated they might attend this kind of event and 41.2% indicated they would definitely attend. 7.4% of respondents said they would definitely not attend this kind of event. 92.7% of respondents indicated some level of interest in this kind of event, suggesting a high desirability for networking, project showcases, and job fair opportunities.

Q.3 Humanities Training

A series of skill-building workshops or presentations on topics such as translating your academic skills on your CV into an alt-ac job resume, interview skills, public speaking, building a website portfolio or LinkedIn page, and more.
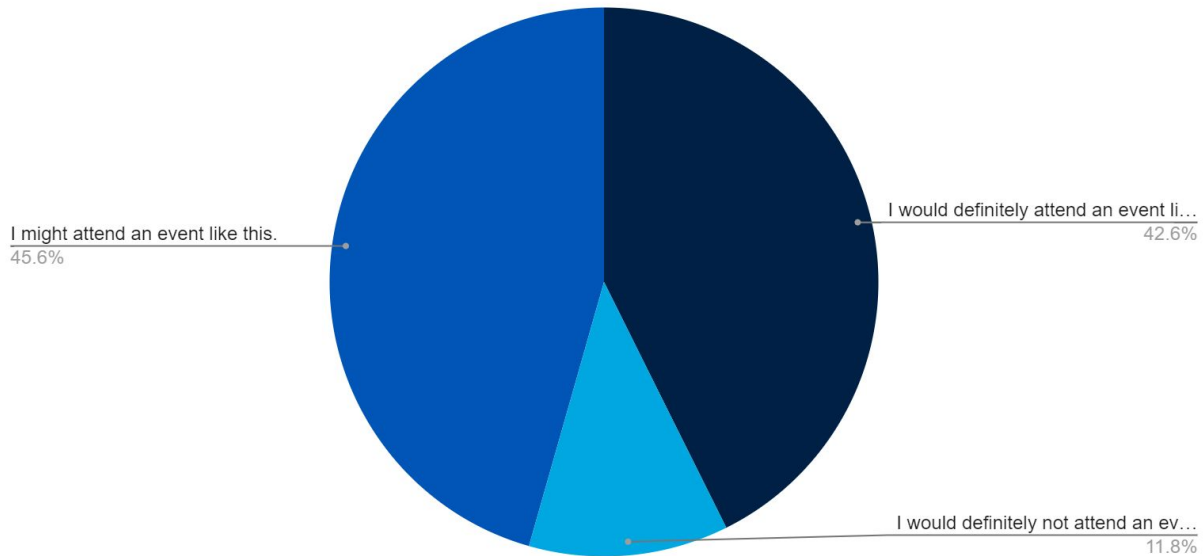

45.6% of respondents indicated they might attend this kind of event and 42.6% indicated they would definitely attend. 11.8% of respondents said they would definitely not attend this kind of event. 88.2% of respondents indicated some level of interest in this kind of event, suggesting a high desirability for humanities-centric training opportunities.

Q4. Suggested Offerings and Events

Are there other kinds of events or program offerings you would like to see? What kinds of skills or training do you need that you are not getting as part of your humanities degree program? Please explain in as much detail as you wish.

Respondents provided an array of suggestions for Public Humanities Hub events and offerings and for institutional changes. These fell within five primary categories:

- Public scholarship methods
- Skills and training
- Departmental support
- Work experience
- Networking opportunities

Analyses are organized under these five categories.

5.1 Public Scholarship Methods and Experiences

Several respondents indicated a desire to learn how to do community-engaged work, learn how to develop public scholarship methods, and learn from other scholars and/or activists currently doing this kind of work. There was also a focus on interdisciplinarity, "about what it means to different people to do scholarship that is really making a difference for the public good" and how to "[work] ethically and equitably with community through knowledge exchange." One respondent said they wanted "training in how to actually do community-engaged work (methods) and how to build community relationships." Several indicated the desire to learn how to translate their research into practice and to see public scholarship *already* in practice, requesting workshops that "give respondents an opportunity to develop public-facing content/experience that could then be used as proof/evidence of the usefulness of their skillset."

> *"I want to see more training in public humanities praxis where speakers can talk about the projects they've done, how they used their humanities skills to do it, how they built partnerships, etc."*

One respondent also expressed interest in learning more about "public-facing publications for graduate students" in particular.

5.2 Skills and Training

Survey results frequently express a desire for skills, training, and other kinds of professional development. In this section, responses fall into three further subcategories:

- Technical training
- Preparing for careers outside the academy
- Teaching-focused training

An analysis follows under each of these subcategories.

5.2.1 Technical Training

Respondents indicated significant interest in developing digital skill sets. While one respondent asked for more "tech training for the arts" in general, others identified specific programs and platforms. Multiple respondents requested seminars or workshops on building their own websites and social media presence to showcase their work for both academic and non-academic career paths. Another respondent specifically requested training on collaboration tools "such as Slack, Notion, Basecamp, etc." Others indicated they wanted more digital humanities training in areas like data analysis, website building, digital archives, and podcasts.

5.2.2 Career Preparation

Several respondents indicated an interest in receiving more transferable skills including "how to lead discussions, meetings, [and] write professional emails." Another respondent requested discussions about dealing with systemic inequities like sexism and racism that exist both within and outside the academy and about how to negotiate job terms as a marginalized person within those structures.

> *"What is a realistic expectation given gender/ethnicity inequalities? There are real limitations, and if we don't know what they are and how far we can 'actually' push, then we may over/under shoot and lose the job/opportunities."*

Respondents indicated they need more guidance on ways to market themselves to potential employers outside the academy, on how to actually search for jobs outside the academy, and on "how to make good alt-ac choices based on academic interests and skills." One respondent noted that most alt-ac panels comprise people still inside the academy in some way (in administration, library, or teaching roles), and they would like to see more emphasis on jobs outside the academy with pathways in communications, marketing, or strategy. Multiple respondents want to hear how industry representatives value humanities skills in their hiring practices and how to market those skills during the application process.

> *"I would appreciate the sort of panel where company or org. executives come in to speak to what they see as the strengths of humanities training."*

One respondent also asked for management courses that cross sectors and disciplines. These include event management, program management, and stakeholder engagement in social sector positions.

5.2.3 Teaching

One respondent indicated a desire for more training in online teaching, editing, or writing in general. Another respondent mentioned, "I would love some intensive language schools," though it is unclear whether the desire is to learn in an intensive language environment for the sake of learning a language or to learn in order to prepare for a teaching assignment, work abroad, or something else. Another respondent indicated they wanted to learn more about "indigenizing education," though this respondent also did not expand further.

5.3 Departmental Support & Advising

Several respondents indicated ways in which their programs and departments could better support them. While this is mostly outside the purview of the Public Humanities Hub, we include this in the report as reference for advising staff and leadership of humanities programs. In

general, throughout the survey responses, there is widespread anxiety about job prospects for humanities graduate students both in and outside of the academy. Respondents indicated that they would like more career preparation, advising, and counselling that is not limited solely to a traditional career in the academy and is also inclusive of more public scholarship or community-engaged work in the academy. Regarding career paths in the academy, respondents wanted more opportunities to learn how to incorporate public scholarship in their degree programs.

> *"Are there humanities scholars who have utilized public scholarship in their dissertations? I want to hear from them. Are there dissertation supervisors who can speak about supporting humanities students in their public scholarship projects and research? I'd like to hear from them, too."*

For careers outside the academy, respondents wanted opportunities early in their programs to learn about other options for using their humanities degrees outside the academy. Respondents indicated they would like program-specific "training within [their] program about what you can do with your degree not in academia, [and] speakers from my program who talk about how to navigate the job market after graduating." They also emphasized the importance of needing to hear from people beyond the professoriate.

> *"When professors are the only ones who talk about [careers outside the academy], it's not sufficient because they all are in academia. I'd like to hear from a wider variety of voices."*

Respondents also expressed an interest in learning more about career opportunities in a variety of sectors and emphasized the need to destigmatize supposed "non-academic" work.

> *"It would be good to see broader and more general support for alt-careers throughout your studies (not just near the end and not just as 'professional development' but for it to be more readily and socially acceptable - for your supervisors/career counsellors to be able to help you plan more readily and earlier)."*

One doctoral student in English was not interested in most Public Humanities Hub programming and wanted instead more "support for grad students to be professionalized as colleagues within their departments," stating that "[t]he increased emphasis in [their] program on preparing students for alt-ac jobs (in faculty hiring decisions, attitudes toward grad mentorship, etc. that presume that students will not stay in the academy) seems a little out of step with the fact that many students in [their] department are going on to academic jobs, TT or otherwise." We could not find statistics regarding how many English PhD students from UBC go on to academic jobs. In fact, on the English Department webpage "Careers for English Graduates," of the thirty-two sample alumni profiled, only two (6.25%) are working in the academy: one as Lecturer and the other as Associate Professor. This response also does not account for Masters students, whose

degrees are not terminal and who are even less likely to have traditional academic careers without a doctoral degree.

5.3.1 Work Experience

Multiple respondents indicated a desire to incorporate work experiences into their graduate degree programs in some way. A few respondents asked for internship opportunities. One respondent indicated interest in internship programs that are specifically outside the academy in order to gain work experience and networking opportunities.

5.3.2 Networking Opportunities

Interdisciplinarity and "discussion between people working in different fields" appeared as desirable in survey responses in multiple sections. These responses include network-building activities both in and outside the academy. Graduate students indicated interest in attending social events to network with each other and other humanities scholars to strengthen their institutional networks. However, there was also interest in developing skills to work on networking outside the academy as a form of career preparation.

> *"I would like to see how to market myself early in my career so that when I graduate I have a strong network."*

6. Professional Development

We asked about specific kinds of professional development opportunities that students would be interested in and offered an open submission form for students to share other professional development opportunities they would like to see. Respondents expressed a significant desire for professional development. An analysis of responses follows in the order given in the survey.

Q1. Would you be interested in meeting with, talking to, or learning from people who work at teaching-intensive institutions?

No
11.8%

Yes
88.2%
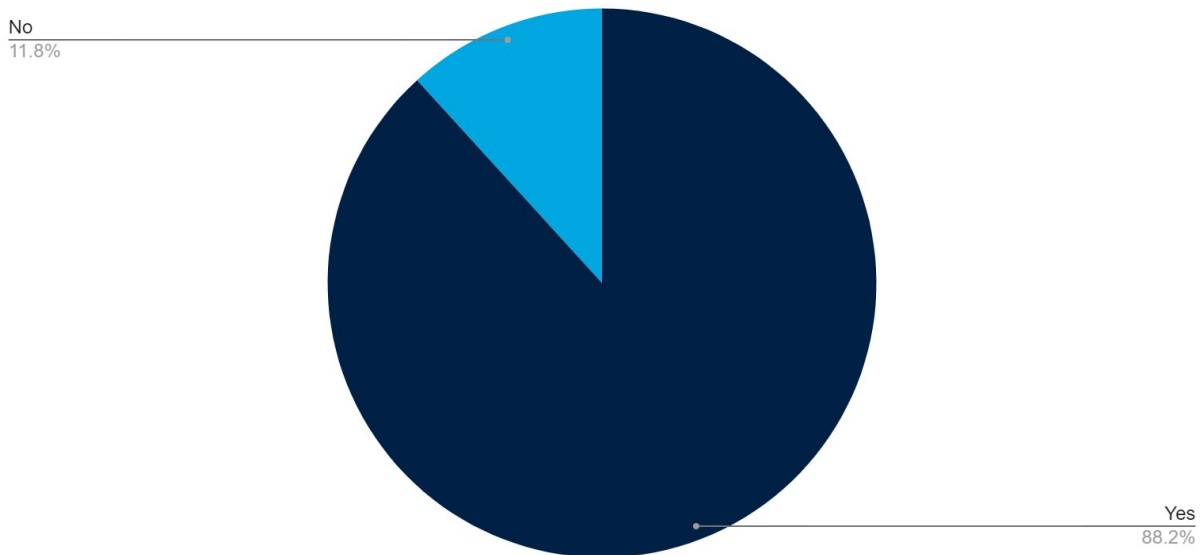
88.2% of respondents expressed an interest in hearing from professionals in teaching-intensive institutions. This could mean that current humanities graduate students are willing and even eager to be teaching-focused. It could also suggest that humanities graduate students are willing to seek any gainful employment options. It may even indicate what humanities graduate students define as "professional development." The teaching assistantship is one of the primary modes of traditional training beyond the conference presentations, publications and other forms of traditional professionalization opportunities encouraged and supported by humanities departments. Because we did not define professional development for respondents and did not ask them to define it for themselves, a definitive analysis is not possible based on this data. Future surveys or focus groups should ask humanities graduate students what professional development means to them. This is an important distinction we were unable to make in this survey—whether humanities graduate students indicate so much interest in working at teaching-intensive institutions because it is a genuine career interest to them or if it is the primary career path outside the tenure-track model they feel most prepared for based on the way humanities graduate students are currently professionalized by their departments.

Q2. Would you like to see more professional development support tailored to Arts graduate students?

No
1.5%
I am not a student in the Faculty o…
10.3%

Yes
88.2%
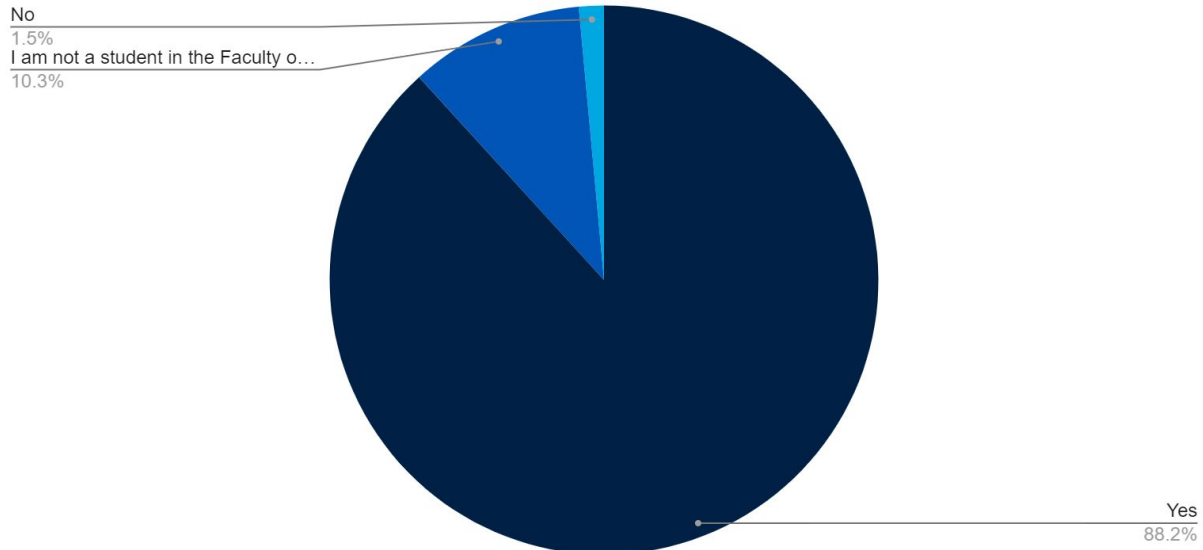
88.2% of survey respondents stated that they wished to see more Arts-specific professional development. This survey did not ask whether respondents were already aware of Arts-specific professional development and, if yes, what that professional development was. This response could thus speak to 1) a perceived lack of Arts-specific professional development, 2) a real lack of Arts-specific professional development, or 3) both. In any or all cases, this response speaks to a general feeling among humanities graduate students that the professional development offered at UBC does not speak to them—possibly because they are unaware of what is available, because it is tailored to other disciplines, or because it is too general. This set of results also speaks again to the issue of how "professional development" is defined in Arts. In future surveys or focus groups, we should ask respondents to define "professional development" for themselves and for their disciplines to gain a better understanding of what kind of professional development opportunities they feel they are missing.

Q3. The Faculty of Arts is considering expanding support for graduate students to apply for external funding for professional development, community engagement, or public scholarship work experiences. Would you be interested in designing and leading your own paid work experience during the course of your graduate studies? If so, please describe what you might like to do.
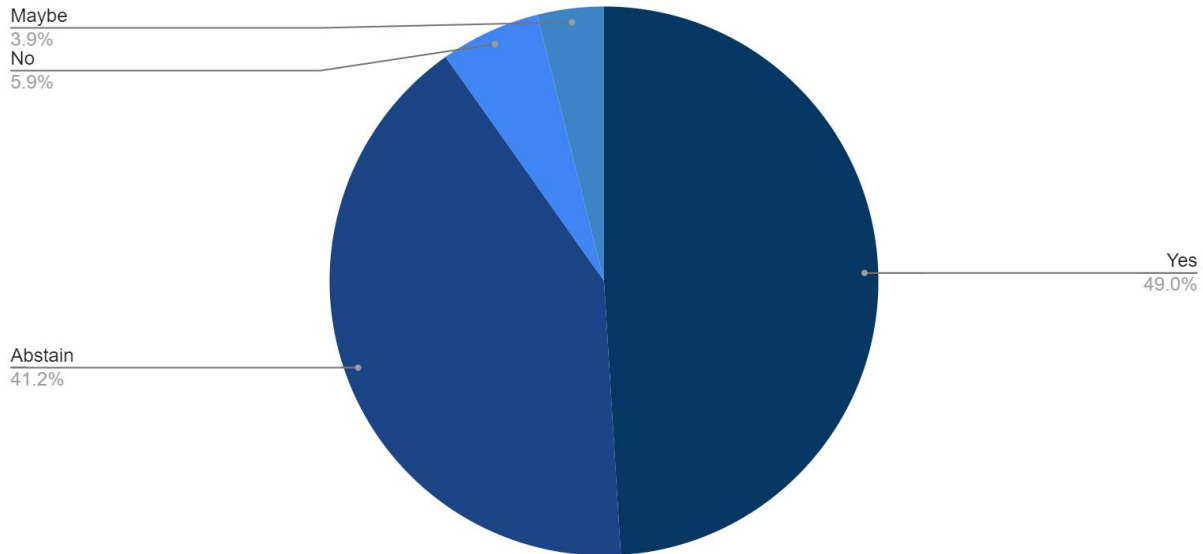
The first part of the question was to gauge interest in expanded, publicly-engaged professional development support for Arts graduate students. 49% of respondents said that they would be interested in this sort of opportunity. One student answered, "This is a great idea and is missing currently." This response speaks to a desire among humanities graduates to expand their work out of what we might call "traditional academia" into public scholarship and community engagement.

The second part of this question sought to determine in broad strokes what kinds of projects students had in mind. 58.3% of those who answered "yes" included a brief description of a project or an area of community or public life that interested them. Some proposals were linked to alt-ac fields regularly associated with the humanities (i.e. collaborating with museums and galleries, working in publishing, learning policy and working with government), while others proposed interdisciplinary projects between the humanities and STEM fields (like coding for digital humanities; or the intersection between machine learning, the tech industry, and the humanities). There were several responses that indicated a desire for this opportunity but not necessarily an idea of where to start or what kind of project to develop. All ideas demonstrate that humanities graduate students are eager to use their expertise in a variety of work environments outside the academy. A sample of project descriptions follows:

"I would be interested in working for a publishing house; and I would be interested in starting a podcast or a media distribution, or digital publishing platform. I might also be interested in 'tours' - historical docent work at museums, or sorting out the logistics and academic merit of overseas trips."

"I'd be interested in using my research and writing skills to contribute to communications and digital strategy, or to write copy for an agency serving a variety of clients. Project management would also be an area of interest."

"I might attempt a project that shows the intersection of art and design through the lens of cognition and human interaction in communal spaces in large cities like Vancouver. In terms of professional development, I would put the money towards workshops on events that deal with machine learning, artificial intelligence, cognitive science, etc. This would help develop my skills in the tech industry in an area that is booming (and in need of humanities scholars)."

Even though students expressed a desire for this kind of opportunity, some respondents shared concerns about their ability to undertake this kind of project during their graduate program. These apprehensions come from the need 1) to plan these kinds of projects and 2) to integrate this work into an already complicated balance of research, jobs, and personal time.

"If this were an option open to me, I would want to know before I even applied for my degree, so I could put the energy and research into crafting an experience that would be both viable and useful ahead of time. As such, I don't think this is something I could manage to plan on top of my current workload. I think it's a great idea though, and I think future students could really benefit from support like this."

This response demonstrates the way projects like this are still currently treated as ancillary to the degree program. If these kinds of professional projects were better integrated into the program itself, students would be better supported institutionally without feeling like they are doing work in supplement with their program requirements. It's an indication of what kind of work is valued and what counts as academic.

7. Recommendations

A number of patterns emerged across survey responses. What follows is a series of recommendations based on those responses as they pertain to possible departmental changes, offerings that fall within the purview of the Public Humanities Hub, and opportunities for further research in future studies. We also include, where possible, exemplars that attend in some way to some of the needs expressed in this survey and that may offer guidance for future changes.

7.1 Humanities Departments

These are particularly precarious times. The job prospects that graduate students now face are wholly unlike those that currently employed faculty may have faced when they were completing their graduate training. Humanities departments should, first and foremost, speak directly with their graduate student community—and listen to them—about their anxieties and concerns regarding academic job precarity and the prospects of utilizing their humanities training for work that goes beyond traditional academic careers.

> *"The academic job market has been dire for years, but humanities programs continue to train grad students in only the traditional methods. Very few of us will get tenured professorships, but 100% of us are trained for that career. I would like to prepare myself for other options because I do believe the PhD is valuable for work outside the academy. However, there still seems to be a lot of stigma from departments and the professors who lead them around alt-ac work, and I personally do not feel heard when I bring this to their attention. It is very frustrating, and I feel I will have to prepare myself for my own career with little departmental support. There needs to be another kind of track within humanities programs that allows for other kinds of humanities work. It sometimes feels as though humanities departments lamenting the death of humanities are engaging in a self-fulfilling prophecy in their limited imaginings of what the humanities can actually do."*

> *"I'm aware that it's very unlikely I'll get a job in academia, but all my 'training' so far has been geared to that very thing (professionalism classes, dissertation, especially) — I know I have transferable skills for alt-ac, but I don't see clearly what they are. So, I don't really know what all my options are—and this is quite terrifying. I have a slim idea that I'll apply for a post-doc, but also worry that this will be a waste of time. I guess I really don't know how I'm going to market myself post PhD."*

One respondent felt comfortable with their work experience and did not feel the need to rely on departmental support, but they expressed concern about their ability to "sustain a serious intellectual project outside of the university and while working a non-academic job." Others shared concerns about what it even looks like to work outside the academy with an advanced humanities degree. There is a real opportunity for departments to maintain a strong alumni network—not just tracking those who get tenure-track jobs, but also those working in nonprofits, for government, or in the private sector—to learn how alumni use their humanities degrees and sustain intellectual projects in new forms. Alumni working outside the academy could mentor students interested in pursuing non-traditional career tracks. There is an obvious disconnect between how humanities graduate students are trained and what their career options actually are, and departments could do more to figure out how to reframe humanities skill sets both within and outside the academy.

"My PhD is not supporting me to develop many skills that are relevant beyond academia."

"My ideal career would be staying in the academy and doing research, but I am concerned about the lack of available jobs. However, I feel as if I have little information on which job options there are outside the academy for graduate students, so I don't feel as if I have a good back-up plan. I also feel that the sharp divide between research done within the academy and information available to the public gives me little option to pursue any manner of independent research in the fields I love without professional attachment to any institution."

7.1.1 Curriculum-Based Public Scholarship and Pedagogy

Departments should be creative in re-thinking how scholarship is conducted, presented, and published (See Exemplars 1). Faculty could rethink their pedagogical practices in the classroom and incorporate public scholarship and community-engaged methods into assignments. Faculty, supervisors, and departmental leadership can encourage students to write about their areas of study or research interests in genres beyond the traditional academic paper (e.g. podcasts, op-eds, or as exhibits). These writing and research projects should be included in degree credits as options beyond traditional forms of publication. Degree programs should offer more opportunities for collaborative and publicly-engaged applied projects.

While many humanities departments offer lecture series, they should expand their event offerings to include workshops or seminars for skill development in public scholarship or publicly-engaged methods in their discipline—or simply start by including more public scholars in their lecture series. They should host roundtables with alumni to talk about their work experiences and how they utilize skills acquired in graduate programs. Departments should also reimagine their graduate methods courses to include methods in digital and public scholarship, community engagement, and knowledge exchange. Departments should partner with on-campus units that already offer these kinds of engagements. For example, the UBC Research Commons offers an ongoing Digital Scholarship skill-building series. Departments could reach out to The Centre for Community Engaged Learning (CCEL) and the Knowledge Exchange Unit to learn about offerings they already have for faculty and graduate students interested in community-engaged scholarship. This summer the Knowledge Exchange offered a summer institute on knowledge mobilization, and CCEL hosts a variety of synchronous and asynchronous workshops on aspects of community-engaged scholarship. Departments don't need to reinvent the wheel in this case—they just need to better advertise existing resources from which students and faculty may benefit. The lack of public scholarship opportunities in many humanities disciplines helps to further stigmatize community-engagement as service-oriented work rather than the scholarly activity it is.

7.1.2 Expanded Professional Development Opportunities

Departments should maintain strong ties with university career services/professional development groups and co-op programs. Maintaining these relationships will help supervisors tasked with providing guidance for non-traditional projects. Departments should create resources to help support both faculty who supervise non-traditional projects and students who may be working on public scholarship projects or with interests beyond the academy. Departments should, in turn, expand their funding for not only academic conference travel but other forms of professional development, skill-building, and networking opportunities. For example:

- Taking courses at the University of Victoria's Digital Humanities Summer Institute or at the Rare Book School
- Attending Georgetown University's summer program for a non-credit Certificate in the Engaged and Public Humanities
- Participating in practitioner-based conferences like the Canadian Museums Association, the American Library Association, or the Nonprofit Technology Conference

These established programs offer opportunities for professional development and skills-building for contexts both within and outside the academy.

In a December 1997 report from the Modern Language Association's Committee on Professional Employment, two PhDs working outside the academy anticipated many of the observations of our respondents.

> Both testified to the ways in which graduate-level research techniques and other strategies gained from learning and teaching at universities had prepared them for off-campus professional work. At the same time, both confided that they had had to develop entirely on their own the skills needed for a transition from the 'ivory tower' to the 'real world.' Therefore, besides making teacher training more flexible and variegated, graduate programs might need to offer at least a minimal introduction to strategies through which abilities developed by a higher education in the humanities can be translated into proficiencies useful for nonacademic careers. ("Careers Outside the Academy")

Twenty-three years later humanities departments are operating in largely the same way. This 1997 MLA report even illuminated how the discussion about "alternative" employment is a misnomer because graduates can and do find meaningful, intellectual work outside the academy, whether by choice or necessity. Clearly, none of these are new problems, but the academy has been slow to adapt and respond to them.

> From the perspective of such professionals . . . the definition of jobs outside the academy as 'alternative employment' is misleading. For work toward a doctorate, even when undertaken with the goal of a professorship in mind, can facilitate a broad spectrum of careers, most of which should not be dismissively defined as alternative although they may differ from jobs in higher education. The PhDs who do not find appropriate, tenure-track positions within a few years of earning their degrees can gain rewarding employment in nonacademic settings—and their institutions ought to help them do so. (ibid)

UBC humanities departments should be encouraged to maintain or develop relationships and/or partnerships with the Arts Co-op Program and the Public Scholars Initiative. These programs not only help graduate students to develop humanities skills in career contexts but they also expand funding opportunities for humanities graduate students beyond their departmental funding. Departments, in general, should leverage opportunities to work with existing programs that help to alleviate concerns graduate students have about career prospects and support students who want to gain experience in a work placement, internship, or other career-oriented opportunity.

EXEMPLARS 1

1.1 Graduate Program Requirements

The English Department at the University of Victoria is a notable example of a graduate program that has for several years successfully incorporated non-traditional opportunities and degree requirements for its graduate students. For instance, in addition to the MA Co-op program, the English MA allows students to pursue a special project as an alternative to the MA thesis or essay. According to the department's graduate handbook (Section 4.4), this project might be:

- a scholarly edition (print or digital) of a significant text or texts, especially those not otherwise available or accessible;
- a digital humanities project (e.g., tools, models, prototypes, or databases), accompanied by appropriate technical documentation and theoretical discussion;
- a finding aid and/or extensive annotated bibliography of archival materials

Incoming MA and PhD students enroll in the required research methods course English 500, through which they receive both the traditional offerings of a graduate research methods course as well as several skill-building seminars that introduce graduate students to the fundamentals of digital scholarship and digital humanities. Over the course of the semester, students gain first-hand experience with print and digital archives in Special Collections, TEI encoding, metadata entry, and basic theoretical foundations to DH scholarship. As a capstone

project, graduate students contribute to the course's *Moveable Type*, an ongoing Omeka digital exhibit comprising students' engagements with a selected text from UVic's Special Collections.

At Georgetown University, the Mellon-funded Connected Academics "Reinvent the PhD" task force has been actively working to reimagine program requirements and courses for humanities PhDs. In 2018, the task force submitted a proposal for a new humanities PhD program (currently under review). The project also provides $1,000 stipends for up to 8 new faculty courses per semester engaging with the topic of public intellectual work outside the university. They even include a list of sample syllabi and suggested readings for faculty to consult as they prepare to design their courses.

We recommend that humanities departments consider non-traditional models for dissertation and thesis projects. The CUNY Futures Initiative organized a 2014 panel for HASTAC to imagine new scholarly models for dissertations and theses (#remixthediss). Audience members contributed to a list of non-traditional dissertations and theses, which is still accessible. The video of the panel, "What is a Dissertation? New Models, New Methods, New Media," is available to watch on YouTube. A few sample projects are listed below:
- Nick Sousanis (PhD, Education, Columbia): *Unflattening*, a graphic novel
  - *Calgary Herald*, "University of Calgary's Nick Sousanis takes a scholarly approach to comic books in new book, *Unflattening*"
- Meghan Parker (MA, Education, Simon Fraser): *Art Teacher in Process*, a comic book
  - *SFU News*: "Autobiographical comic book thesis a Canadian first"
- Anna Williams (PhD, English, Iowa): *My Gothic Dissertation*, a podcast
  - *Iowa Now*, "English PhD Completes Groundbreaking Podcast Dissertation"
- A.D. Carson (PhD, Rhetorics, Communication & Information Design, Clemson): *Owning My Masters: The Rhetorics of Rhymes and Revolutions*, a hip hop album
  - *NPR* interview: "After Rapping His Dissertation, A.D. Carson Is UVa's New Hip-Hop Professor"
- Dwayne Dixon (PhD, Cultural Anthropology, Duke): *Endless Question: Youth Becomings and the Anti-Crisis of Kids in Global Japan*, a Scalar project
  - Repository document explaining the project (63 pages)
  - HASTAC interview: "Writing and Defending Your Digital Dissertation"

1.2 Graduate Courses

The UVic English department also offers experimental graduate courses that challenge the traditional parameters of a graduate humanities seminar. The strong DH base in the English department has allowed students to gain additional skills (such as coding, game design, or digital exhibitions) through course-work that can also be added to a resume or CV. In 2018, Dr. Jentery Sayers led a graduate seminar in video game design, through which students worked in teams to build a video game grounded in aesthetic and narrative theory. The

course equipped students not only with transferable skills in coding and design, but also foregrounded academic collaboration and public-facing scholarship in a humanities context.

The Public Humanities Hub has a list of individual public humanities courses and their syllabi on its [Resources](#) page for interested faculty. There are ample graduate courses and a range of humanities disciplines represented: art history, literature, history, religious studies, library studies, etc. This resource continues to expand as more courses are discovered. A number of universities have also publicized their public scholarship course listings:

- [Brown Center for Public Humanities and Cultural Heritage](#)
- [U Victoria (Digital Humanities)](#)
- [U Washington Simpson Center for the Humanities](#)
- [U Wisconsin-Madison Center for Humanities](#)
- [Virginia Tech](#)
- [Western (Public History)](#)

1.3 Experiential Learning

UVic's English department has successfully collaborated with UBC-O for several years in hosting humanities "Summer Field Courses" at the [Bamfield Marine Science Centre](#). These field schools situate literary texts in a place-based learning environment and draw on the expertise of scientists at the Centre and its partnerships with Indigenous communities. Previous course offerings include ["In Pursuit of the Whale"](#) and "Tongues in Trees: Literary Forests," which are co-led between UVic's Nicholas Bradley and UBC-O's Greg Garrard and cover texts from early-modern to nineteenth-century and contemporary Indigenous authors.

The [Ethnohistory Field School](#) is a partnership between "University of Victoria, the University of Saskatchewan, the Stó:lō Research and Resource Management Centre, Stó:lō Nation and the Stó:lō Tribal Council and is the only graduate ethnohistory field school in North America." Students live with indigenous families and work on projects that the Stó:lō community has identified as important to them.

The [John Nicholas Brown Center for Public Humanities and Cultural Heritage](#) offers summer and semester-long practicum experience for public humanities graduate students. These are individual experiences "limited only by students' imagination, logistics, and funding." The Center also offers funding to assist with travel and living costs associated with practicums.

Co-op programs offer full-time paid work experience to students registered at the university, so the work assignment becomes part of a student's academic program and can sometimes extend graduate funding. These can vary across institutions, but we have provided a sample below:

- [University of British Columbia](#) (iSchool; MPPGA; PhD, English, GRSJ, Germanic Studies, History, and Philosophy)
- [Brock University](#) (MA, History)
- [Northeastern](#) (MA, English)
- [Simon Fraser University](#) (MA, Philosophy)
- [University of Victoria](#) (MA and PhD, Humanities, Fine Arts, and Professional Writing)
- [Wilfrid Laurier University](#) (MA, Communication)

7.2 The Public Humanities Hub

We have organized our recommendations under **Programming, Research & Funding,** and **Future Research**. Following these recommendations is a table of exemplars ([See Exemplars 2](#)) for other programs, projects, and initiatives that work in similar ways to the Hub or share the Hub's goals. We have included these for inspiration about ways that the Public Humanities Hub can better include graduate students and attend to the needs and concerns they express in the survey.

7.2.1 Programming

Graduate students were asked a number of questions about specific programming types and offered feedback on programming they would like to see. In general, responses confirmed that the Public Humanities Hub should continue to offer workshops and seminars for skill development in public scholarship or publicly-engaged methods or circulate and promote workshops already offered by other UBC units ([See Exemplars 2](#)). A lengthy report on the responses and suggestions already exists in the [Events and Offerings](#) segment of this report, and we recommend reviewing that section for the specific requests made. However, low graduate student attendance at Public Humanities Hub events last year suggests that we need to review how Hub events are marketed and framed, to whom they seem catered, and what kind of public scholarship methods are represented in existing programming. The two most notable topic areas requested by graduate students were 1) career preparation for jobs outside the academy and 2) building partnerships and projects with community partners. These are two areas where the PHH has not yet provided programming.

7.2.2 Research & Funding

We recommend that the Public Humanities Hub create more explicit opportunities for graduate student participation and representation.

- The Hub could better integrate graduate students into working groups and research clusters to allow for better networking and more funded, scholarly opportunities. For instance, the [Jackman Institute for the Humanities](#) at the University of Toronto funds working groups that are required to have an equal number of faculty and graduate students.

- The Hub should build graduate student-specific programming to establish a network of interdisciplinary humanities grads who can further connect and work together.
- At present, the Hub offers no funding explicitly for graduate students. The Hub should evaluate and expand its current funding opportunities beyond faculty.

7.2.3 Future Research

If the Public Humanities Hub (or another unit) plans to conduct future research on this topic, we have a few recommendations. Survey responses suggest there were some questions and topics that could have been better clarified or that could have drilled down further.

- We used the term "professional development," but how do graduate students actually define "professional development?" What kind of professional development do they think their departments offer them? What kinds of professional development do they want or need? If students are thinking only in terms of publication, presentation, teaching, etc. is that because that's the way traditional humanities defines "professional development" for them in its offerings?
- We need more assessment of career preparedness for and interest in alt-ac work among equity-seeking groups. What kinds of skills and work experience do students develop in their graduate programs? How does their work within their graduate program shape their career outlooks? Moreover, how do various kinds of labour performed among equity-seeking groups shape their sense of preparedness for or belonging in the academy?
- What kinds of positions do graduate students feel most prepared for? How do they imagine the transferability of the skills developed in their programs? Do they feel best equipped for a teaching-related position, whether at a primary/secondary or college level? This is related to the first point about professional development.

EXEMPLARS 2

2.1 Redefining Humanities Graduate Education

There are a number of programs committed to reinventing or reimagining graduate education for humanities students.

The Simpson Center for the Humanities at U-Washington has received multiple Mellon grants for their "Reimagining the PhD and Reaching New Publics" program in both of its iterations. This effort is supported by multiple on-campus humanities departments "with the goal of reaching beyond academic professional spheres to new publics. It also emphasizes collaboration as a cross-institutional educational good and a scholarly and pedagogical practice that is transferable to other sectors." The Simpson Center provides support for

graduate students in the form of fellowships, collaborative project grants, symposia/ conference funding, and more.

[Georgetown University's "Reinvent the PhD"](#) program is part of the Connected Academics task force, another Mellon-funded program. This program aims "to create initiatives to help institutions, faculty, and graduate students reimagine and reinvent doctoral education in the humanities." Current graduate student-focused offerings include:

- Stipends for faculty to develop public scholarship-based graduate seminars
- A proposal for a new PhD program in Public Humanities
- A speaker series focused exclusively on speakers who can "share their experiences in preparing humanities PhDs for diverse careers"
- A 4-day summer seminar resulting in a non-credit graduate certificate in public humanities (open to all graduate students at Georgetown and beyond)

[The Futures Initiative](#), another Mellon-funded program, "advocates greater equity and innovation in higher education at every level of the university." It is a student-focused initiative with programs including graduate and postgraduate fellowships, a public speaker series, and a conference on "Graduate Work in the World."

[The Obermann Center for Advanced Studies](#) at U-Iowa, another Mellon-funded program, offers a variety of student-focused initiatives:

- [Graduate Institute on Engagement and the Academy](#) is a 3.5 day seminar for graduate students across campus to "explore how public engagement can enhance teaching, research, and creative work." Students selected to attend are "named Obermann Graduate Fellows and earn a $400 stipend at the end of the Institute."
- [Humanities and Public Life book series](#) in partnership with Iowa University Press: "Part exhibition, part documentary, part advice, and part reflection on failures, successes, and possible futures, our books capture the voices of faculty, students, community members, and organizational partners whose work serves the common good."
- [Humanities for the Public Good](#): An Integrative, Collaborative, Practice-Based Humanities PhD. Its goal is "to prepare students for diverse careers, specifically in the non-profit sector, public policy, government, libraries, cultural administration, technology, publishing, and institutional education and research."

The [UW-Madison Public Humanities](#) program offers Mellon-funded graduate fellowships in public humanities, Public Works Seminars, and a public humanities graduate certificate.

2.2 Graduate Cohort Models

In partnership with the *Montreal Gazette*, Concordia University developed a [Public Scholars Program](#) to create "opportunities for scholars to connect with the public . . . whether via social media, blogs, web sites, electronic publications, and public lectures, or through traditional scholarly journals and publications." Much like the [UBC Public Scholars Initiative](#), cohorts in Concordia's program comprise a wide range of disciplines beyond the humanities, but demonstrate innovative ways that graduate students (and doctoral students in particular) can utilize their skills to expand their professional networks beyond the academy and prepare themselves for jobs outside the academy. The [Mellon Public Scholars Program at UC-Davis](#) is also a cohort model consisting of doctoral and MFA students in the arts and humanities.

2.3 Humanities Collaborative Spaces

[The Maker Lab](#) in the Humanities at UVic, now called the [Praxis Studio](#), originally sought to "[combine] cultural criticism with experimental prototyping and electronics". As its original name suggested, "our design is anchored in blending a humanities research lab with a collaborative makerspace—a design that affords our team of students and faculty opportunities to build projects through various modes of knowing by doing." While similar in approach, the Praxis Studio now seeks to "identify pressing topics in media studies, articulate them as studio themes, research and write about them, prototype scenarios for them, and facilitate events to engage them." Current foci include experimental worldbuilding, AI, and literary audio.

[TRaCE McGill](#) is an ongoing data project spearheaded by public humanities scholar Paul Yachnin. TRaCE is a statistical database that tracks graduate students post-graduation, interviews them, collects data, and issues reports based on findings. The project also employs graduate student researchers in new iterations and phases of the project(s). The hope is that "the statistics and stories gathered by TRaCE McGill will enable evidence-based and forward-looking change in graduate programs across the Faculties."

[The Humanities Lab](#) at Arizona State University "is designed as an experimental space in which interdisciplinary faculty teams work with students from a variety of academic and cultural backgrounds to investigate grand social challenges, to construct researchable questions that delve deeply into those challenges, and to generate possible approaches to complex, 'wicked' issues like immigration, health, and climate change, for which there are no easy answers." This is a physical lab built in a humanities building where students have access to a workspace and supplies. The lab offers team-taught humanities courses focused specifically on a social issue, and students share their research in a more public-facing medium like an op-ed, video, exhibit, etc.

The [Michigan Humanities Collaboratory](#) is a place for "collaborative, multi-generational, transformational humanities scholarship for the academy and the world beyond." The collaboratory allows "humanities scholars to experiment with collaborative, team-based

approaches to humanities research, its communication to the broader public, and the training of the next generation of humanities scholars." They offer incubator grants and assistance with proposal development.

Part of the Institute of Humanities and Global Cultures, the Public Humanities Lab at U-Virginia hosts a number of community-based projects, events and workshops, working and research groups, reading groups, and an annual cohort of funded graduate students.

Colby College Humanities Labs are course-based labs focused on experiential learning. They also emphasize using the college and its environs as a lab by engaging with collections in the Colby Museum of Art, the library, or places elsewhere in Maine.

Digital Humanities Labs and Makerspaces: the labs listed below were created to provide infrastructure and assist in the development and support of digital scholarship in some way at their home institutions. These initiatives also assist in the development and support of humanities networks, skill-building, and scholarly collaboration.

- Humanities + Data Lab at U-Ottawa
- Digital Humanities Innovation Lab at Simon Fraser University
- MeTA Digital Humanities Lab at U-Victoria
- Price Lab for Digital Humanities at U-Pennsylvania

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