**Grad/Postdoc Career Resources at UC Davis**

**(Humanities & Social Sciences)**

**Overview**

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| --- | --- | --- | --- | --- |
| **Individual Departments/**  **Grad Programs**  (Varies by grad program) | **Office of Graduate Studies** | **Internship & Career Center (ICC)** | **UC Davis Humanities Institute (DHI)** | **Institute for Social Sciences (ISS)** |
| Teaching and research assistantships | GradPathways | Career workshops | PhD Unlimited workshop series and Facebook group | Employs GSRs – Provides alt-ac, non-ac skills training |
| Individual or group mentoring by faculty | Professors for the Future | Job and internship fairs | Mellon Public Scholars |  |
| Career workshops | IGPS (Interdisciplinary Graduate & Professional Student Symposium) | Individual career assessment | Humanists@Work affiliate |  |
| Job search committees | Versatile PhD | Individual & group career advising | Employs GSRs – Provides alt-ac, non-ac skills training |  |
| Service work | Other Career Programs | Alumni placement info |  |  |
| **UCD Extension** | **Staff Development & Professional Services** | **Center for Educational Effectiveness** | **GSA** | **Postdoctoral Scholars Association** |
| Courses offered on professional skills and other topics | Courses offered on professional skills, technology, career training, leadership, and more. | Teaching consultations & analytics, advising | IGPS (Interdisciplinary Graduate & Professional Student Symposium) | Seminars |
|  | Eligibility varies based on your employment status with UCD | Teaching workshops | Sacramento Graduate Student Resource Fair | Networking events |
|  |  | Resources for teaching at UCD and beyond |  | Research symposia |
|  |  |  |  | Mentoring |
|  |  |  |  | Career advising (via ICC) |

**UC Davis Graduate Career Survey Results**

Conducted October 20–28, 2016

Overall Response Count: 97

PhD Stage (95):

Years 1-2 – 9%

Years 3-4 – 35%

Years 5 or more – 48%

Not a PhD student – 8%

Department Affiliation (79):

English (27)

History (10)

Cultural Studies (10)

Spanish & Portuguese (8)

Anthropology (5)

Sociology (5)

Comparative Literature (3)

Music (3)

Geography (2)

Performance Studies (2)

International Agriculture (1)

Linguistics (1)

Plant Sciences/Ecology (1)

Philosophy (1)

Career Sought (97):

Tenure Track – 69%

Alt-Ac – 53%

Non-Profit – 25%

Government – 20%

Corporate – 18%

Entrepreneurship – 8%

Possibly Any of These – 28%

Other – 6%

Familiarity with UCD Grad Career Resources (96):

I feel very familiar – 10%

I feel somewhat familiar – 45%

I feel unfamiliar – 41%

I did not know there were resources – 4%

Do you think there are adequate grad career resources at UCD? (95):

Yes – 10%

No – 25%

Adequate but not enough – 36%

I am not familiar with the resources – 29%

Desired job search resources (95):

Casual, small job search groups – 57%

Career events specifically for grads – 58%

Individual career advising – 61%

Events within departments/grad programs – 78%

Online repository of resources – 68%

Specific job placement data – 71%

Networking events with alumni – 46%

Networking events with employers – 59%

Other – 8%

Groups you’d be likely to join (91):

Informal, general job search group – 50%

Tenure track job search group – 41%

General career preparation group – 48%

Academic labor politics group – 26%

Other type of group – 6%

I am not likely to join a group at this time – 19%

“Thinking about my career after grad school makes me feel” (95):

Excited – 40%

Scared – 53%

I try not to think about it – 39%

Confused or uncertain – 55%

Doomed – 19%

Do you feel prepared for a job outside of academia? (96):

I feel prepared – 19%

I feel somewhat prepared – 43%

I don’t feel prepared at all – 29%

I am not pursuing a job outside academia – 9%

How supported to you feel to pursue a job outside academia? (92):

I feel supported by my department – 36%

I feel supported by my institution – 28%

I feel supported by my peers – 54%

I do not feel supported by my department – 37%

I do not feel supported by my institution – 24%

I do not feel supported by my peers – 14%

I am not pursuing a career outside academia – 15%

Where do you currently receive career mentoring? (92):

My department – 40%

On-campus resources – 24%

Friends and other peers – 64%

Faculty – 52%

Online resources – 40%

Resources off campus – 24%

Other – 7%

**Selected Responses To Narrative Questions**

1. If you would like to see other types of resources offered for your career preparation, describe them here:

* I would like to have one-on-one support for application documents with a career counselor who has experience as a PhD that has secured an academic position, who has been through the academic job application and interviewing experience, and/or has experience on an academic search committee.
* Mentor program, matching students with postdocs/professors/employers
* I think the more personal the resource the better. A huge repository of data and resources to go through is daunting and I don't think it is the best approach. Most jobs today are found through who you know. I think the career center needs more and better counselors (not graduate student peer mentors) who know what opportunities are out there and can assist you personally with your goals.
* A "GSR fair" to find out about paid work opportunities at UCD - these have been my best "alt-ac" preparation
* Cross-departmental career preparation, since some of us are graduating from one program but looking for jobs in another field or discipline.
* Mentorship with advanced grads in similar fields; allows ideas on funding, resources, conferences, pathways, careers, etc. and broadens network and increases community.
* Roundtable of Hum PhDs talking about jobs in places OTHER THAN museums and nonprofits... I know many HArCs PhDs that have gotten jobs in tech and other STEM companies, but have not yet seen any of those folks represented at alt-ac roundtables, networking events, or talks. Given how interested many companies are in hiring Hum folks nowadays, I feel like this is a big disservice to grad students who think their options are otherwise limited to lower-paying Humanities-oriented fields.
* I've seen notices for many valuable programs, but they rarely seem available to students who have moved away from campus. For history students, moving away is often required for research and fellowships. If talks could be recorded and shared, or materials posted online, it would be really helpful.
* More non-academic orientation of my grad program, instead of pretending we all (or oven a majority) will be on tenure-track. Also, visits by various gov agencies, non-profit, and for-profit orgs who are looking for staff/offer paid internships. Need more fellowships and grants for grad students, and funding to bridge the gap right after finishing to getting a job.

1. If you would like another type of group or community, describe that group here:

* I think people on the job market are already pressed for time and don't really need a support group but rather support from our mentors and the university, support from the people who have been through the process and can provide educated information about the process and most effectively prepare us to obtain jobs.
* Structured groups facilitated by a career professional that includes people looking for work within the same type of field (alt-ac and tenure-track work).
* Could also be groups based on content interest (i.e. folks who work on race, gender, etc.) to think about alt-at, non-ac jobs.
* Because maintaining and participating in groups can take up a lot of time, the in-person groups should be small, personalized, and composed of committed members, whereas a larger online community could be more conversation and resource focused.
* Group for graduate students dealing with mental health issues

1. What kinds of mentorship are not being addressed currently in your graduate program?

* My graduate program has general workshops or alumni meetings occasionally, but they do not provide enough direct, regular contact with students asking them about the process, answering questions about it, or helping them specifically with their materials.
* My personal experience has been that there are a lot of resources out there that are general. However, with the academic landscape changing so quickly (such as new majors/degrees, more people with PhDs than ever before) I think that having a community of people with similar experiences and interests would be beneficial. And, within that community an opportunity to offer one-on-one or small group mentorship. The reason why I say this is because I've gone to a few seminars/workshops directed to grad students. I'm glad they are out there; however I stopped going because I felt like they were speaking to too wide of a group, rather than it feeling like it was applicable to people in my situation. PhD programs can be incredibly isolating and I think that the availability of community as mentorship (that allows for one-on-one or small group), rather than workshops with strangers, would be attractive to me.
* Career opportunities. Emails are sent around about jobs but never posted in one place. What I have learned from older students here is you really have to go it alone in terms of finding a career.
* How to transfer research/writing skills to not-for-profit work, journalism, or immersive field research.
* Jobs outside of academia are not high publicized/celebrated in my dept
* The entire degree structure is formatted toward an academic career path; attempts to suggest integrating other types of career prep have been stonewalled. Even if those changes were made, the faculty would not likely be the best instructors since each and every one of them did, in fact, choose the academic path and therefore have a natural bias against nonacademic careers.
* Mentorship is very dependent right now on your advisor, and while some advisors are great research advisors, it doesn't help if they don't mentor my career. So, maybe the department can do something at the level of department?
* Prospectus writing, fellowships/funding, fieldwork methodology, publication
* Small peer-group, intentional planning organized from the top. Whether we like it or not, grad students don't always take the initiative they should, and so some mandated provocation from above (as part of our training) somewhere between the first year seminar and last year job-market group would be good.
* We don't have anyone who can talk to us about alt-ac careers -- how could they? They are career professors.
* Alumni mentorship program with an alumni of the program
* Preparation for academic jobs, especially at research schools, was great. I could have used more prep on applying to liberal arts schools and public teaching schools. I also had no information on what I might do with my degree outside of academia.
* I would like to see more resources and opportunities to do academic and non-academic work/internships/research with funding over the summer. I'd also like to talk one-on-one with different faculty to get a more holistic sense of what job preparation looks like (rather than solely with my advisor).

1. What could your department or program do to improve mentorship for its graduate students?

* Provide workshops, invite different people who have pursued careers within academia and outside of the field, and have them talk about where, when, and how did they hear about the job.
* It would be great if there was a system in place that allowed for cohorts to continue to meet up every quarter. Right now our department is very independently driven. Once a student is done with coursework students are typically on their own - which can be isolating and daunting for students who seek guidance in prepping for quals, submitting/preparing papers to send to journals, and writing a dissertation.
* Have seminars on finding a job, how to network within our field, how to take our degree and use it to its best potential. Make it one person's priority to do this, like a committee. Have a job board that is updated for students regularly instead of forwarding random emails about job openings.
* Invite people with PhDs who work in non-academic careers to give talks about their research and work (and market it just like a talk/lecture).
* Become more open about the statistics for graduate student outcomes. Track where students go and where students might like to go post-graduation. Mentors need to be informed of other paths so that they can better council students who would like to know or could benefit from knowing about these resources. Many of the things I've learned are also very field/department/niche specific and thus small groups from people all over the campus might be more of a bonding experience than any practical dissemination of information.
* A department faculty point person on professional development. A hub for resources and "safe spaces", who would know what's available. Not necessarily someone who would have to carry the emotional load of dozens of panicky grad students, but at least someone who can take a neutral/open stance toward different careers.
* Actually listen to what graduate students need from faculty, and then work together to provide that as best as they can. Dispel the stigma against avoiding the tenure track and grads using their research to pivot into a different kind of career. Enable and encourage faculty to be more accessible, encourage work groups and build stronger community and a collegial department culture. Dispel elitism, isolation, and competition. Celebrate graduate students' professional achievements, no matter what form they may take.
* It could stop all this alt-ac nonsense and get more serious about preparation for tenure track jobs, which means devoting money towards graduate students in the form of travel funds and grants, fellowships, and other resources to give more people more quarters without the burden of teaching or GSRing.
* Allow internships with non-campus-based companies to satisfy degree requirements (specifically, satisfying the electives or independent study requirements). Highlight the possibilities of nonacademic careers from the first day in the program. Track the jobs of graduates, and bring some of the people back who did not get academic positions rather than shunning them. So much critical information I have received from mentors has been ad hoc, rather than organized in any useful way. It's the same for other individuals in my program, meaning that the breadth and depth of mentorship we receive varies to a ridiculous degree from person to person. We have a grad student guide written by grad students in my department; a guide, or even a contribution to the existing guide, by faculty should be common practice across programs.
* The department needs to set up systems in place for academic and non-academia jobs. If they can have courses etc. for making us teach effectively, they can at least have groups to get us ready for the job market in and outside academia.
* Push for more mentorship (not just advising).
* Offer seminars/workshops about how to prepare for the job search
* Make resources more readily available.
* Have faculty who do some work outside academia help to get internships for students or help network
* Most grad students long to get to know their professors better, but feel awkward or intimidated to do so. This is especially true when we are only able to take one or two courses with them in our entire program. Having casual get-togethers in which there are specific activities to break those awkward barriers would help facilitate closer relationships and better communication.
* The "content" seems to be here, but it feels very segregated (i.e., I can think of only one or two prof in my department who actively "mentor" when it comes to alt-ac or non-ac, without any sense of implicit condescension)
* Stop actively scaring us and be more helpful--we all know it's a very, very tough job market, but help instead of "it's almost impossible to get a job" would be far more productive.
* Start early in terms of prep for all kinds of jobs (i.e publish early, gain extra skills and networks early, etc. ) Also take a more hands-on approach. They are investing in us, and from what I've seen, there is a casual aspect to this and letting folks "find their own way" or decide. I'm in favor of being pushed a little harder; not pushed in any particular way but pushed to be using the PhD to DO something. It should be training us for something; the worst is when folks go back to "square one" after realizing that an academic career is not for them, and even abandon to some extent the work they have done.
* Maybe for a committee (with faculty members of different fields in the department) particularly for mentoring student career
* Maybe try to group together with other departments in the humanities to reach out to alumni who work outside of academia, try to hear their stories, get tips, etc.
* More info on what people who don't find a "prestigious" position end up doing
* Take us seriously as professionals and don't try to subtly sweet talk us (so transparent!) into accepting an alt ac fate. Pay back our cheap labor with a serious endorsement of us as thinkers and professionals.
* Connect us with the alumni of our program
* Hire a discipline specific career counselor with experience in and out of the academy
* Treat it as an integral part of the community instead of a nominal hoop for faculty and graduate students to jump through (with the exception of the relationships forged in kairotic spaces of academia, which I do not have access to because I lack the cultural capital. Please ask my white, middle-class cohort-mates whose parents went to college for more information on that.).
* My department could focus more on the public value of our work than it does. Understandably, the faculty are focused on our academic discipline, but that is not the realistic goal for some people in my program, and they can feel marginalized because they sense their non-academic goals make them less desirable mentees. I'm not sure this is entirely true but the department could do more to articulate its acceptance of different career tracks.
* Honestly, I'm not sure. I wish that there were more information about options other than careers in higher ed, but no one in the department is really qualified to tell me about that. Knowing that there were an even remotely palatable way out of academia if I couldn't find a faculty position would be nice.
* Because we are a small program, we have a problem with consistency. Career workshops are left up to those who are interested/on the market, so if no one asks, then these programs don't happen.
* Invite prospective employers to visit with graduate students to learn about career opportunities outside the academy. Create an alt-ac alumni network dedicated to helping students design their graduate school activities (internships, disciplinary focus, coursework outside their own department, professional associations, and conferences) to jobs with immediate openings and opportunities. There must be more focus on job placement for NON-STEM students. They are the easiest to place. Stop only going for the low hanging fruit and help the rest of us in the social sciences and humanities who feel as though the university has virtually abandoned us in terms of non-academic employment. There are many successful people with graduate degrees in the social sciences or humanities. Why do we only see career events for stem students? The institution looks better as a whole when we pay attention to the whole institution.
* Be more transparent with their experiences.
* Encourage inclusion of mentors outside of academia or on other academic career tracks
* Acknowledge and address the prevalence of mental health issues in graduate students