

Survey: Employers' Perceptions: Career Prep in Humanities



Employer Perceptions of Career Preparation through Humanities Graduate Programs

Conducted by the [Scholarly Communication Institute](#)

Dear Colleague,

We are pleased to invite you to participate in a survey assessing career preparation provided by humanities graduate programs. It will take approximately 5-10 minutes to complete the questionnaire.

This survey targets the employers of people on alternative academic career paths (that is, people with graduate training in the humanities and allied fields working beyond the professoriate). Humanities scholars come from a wide array of backgrounds and embark on a variety of careers in areas like libraries, museums, archives, higher education and humanities administration, publishing, research and technology, and more. Data from the survey will contribute to SCI-facilitated recommendations on graduate curricula and programs (largely in a North American context). The survey, report, and anonymized data will all be made available on [#Alt-Academy](#).

We are eager to learn your opinions and to advance the conversation about alternative academic career paths from anecdote to data. Your participation in this study is completely voluntary and confidential. If you feel uncomfortable answering any questions, you can leave them blank, and you can withdraw from the survey at any point.

Survey responses will be strictly confidential and data from this research will be reported only in the aggregate. Your information will be coded and anonymized. If you have questions at any time about the survey or our procedures, you may contact Dr. Katina Rogers at katina.rogers@virginia.edu. Your participation indicates your acceptance of these terms.

Thank you very much for your time and support.

How many employees with graduate training in the humanities ("alternative academic employees") have you employed or supervised (now or in the past)?

-- Select --

What is the highest level of schooling completed by these employees? (Select all that apply.)

- PhD
- ABD
- MA
- MLS/MIS/MLIS
- Other

Are the education levels that you specified in the previous question customary for employees in similar positions (at your institution or elsewhere)?

	Yes, this educational background is customary	No, employees have a wide range of educational/training backgrounds	No, most employees have a different educational/training background	I don't know
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PhD XTR	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ABD XTR	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MA <u>XTR</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MLS/MIS/MLIS <u>XTR</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other <u>XTR</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are degree/training requirements for new hires set by your institution?

- Yes
 - No
-

How do these requirements affect your hiring practices?

- I would probably consider DIFFERENT candidates if these requirements were not in place.
 - I would probably consider THE SAME candidates, even if the requirements were not in place.
-

Did you/your department specifically recruit candidates with graduate humanities training?

-- Select --

In general, how important was this training to your/your department's hiring decisions?

-- Select --

If you were to hire someone for the same or a similar position today, would you seek someone with advanced graduate humanities training?

- Absolutely
 - Probably
 - Neutral
 - Probably not
 - Absolutely not
-

During interviews, how well are typical alternative academic candidates able to articulate the value of their graduate training to the position?

- Very well (demonstrate clear understanding of specific ways that graduate training would be useful to the position)
 - Moderately well (express value of graduate training relative to position, but with some hesitation or in general terms)
 - Not very well (show some difficulty articulating the value of graduate training relative to the position)
 - Not well at all (unable to express value of graduate training relative to position)
 - N/A (I did not participate in the interview process)
-

Do you conduct regular performance reviews?

- Yes
 - No
-

In your experience as an evaluator, how would you rate the typical OVERALL performance of employees with advanced humanities graduate training?

-- Select --

How would you rate the typical performance of alternative academic employees in their FIRST YEAR of employment?

-- Select --

How important are the following competencies for the typical roles in which you employ alternative academics?

	Not important at all	Not very important	Important	Very Important
Content knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oral communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Editing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analytical skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaboration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Project management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrative skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Persuasive skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpersonal/office culture skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (optional; please specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate the employee's skills in the following areas, which you marked "important" or "very important":

	Needs Improvement	Adequate	Good	Excellent
Content knowledge <u>XTR</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research skills <u>XTR</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oral communication <u>XTR</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing <u>XTR</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Editing <u>XTR</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analytical skills <u>XTR</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaboration <u>XTR</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Project management <u>XTR</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical skills <u>XTR</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Management <u>XTR</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership <u>XTR</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrative skills <u>XTR</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Persuasive skills <u>XTR</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpersonal/office culture skills <u>XTR</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (from previous question) <u>XTR</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Relative to employees without humanities graduate training, the overall performance of alternative academic employees tends to be:

- Much stronger
- Somewhat stronger
- About the same
- Somewhat weaker
- Much weaker

Do you provide training and development to your employees?

- Yes, regularly
- Yes, as needed
- No

Is the amount of training provided based on a fixed dollar amount/time?

- Yes, fixed dollar amount
- Yes, fixed amount of time
- Depends on employee's role/salary/time with company/other factors
- No, there is no fixed amount
- No training is provided

In what areas have your alternative employee needed training? In what areas do you expect training will be needed in the future?

	Training has been provided	Training has been recommended	Training will likely be needed in the future	No training needed (employee strength)	No training needed (not required by position)
Content knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oral communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Editing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analytical skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaboration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Project management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrative skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Persuasive skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpersonal/office culture skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (optional; please specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What types of training formats have you recommended?

- Corporate training courses
- University courses
- Workshops
- Online training/webinars
- Mentorship
- Self-directed training
- Books or other reference resources
- Other

Relative to employees without humanities graduate training, alternative academic employees tend to need:

- Substantially less training
- Slightly less training
- The same amount of training
- Slightly more training

- Substantially more training
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Please comment on your perception of the value of the PhD in your workplace.

Do you have any recommendations for improving career preparation in humanities graduate programs, or do you have any other comments you wish to make?

May we contact you for follow-up? (This information will remain completely private, and will never be shared.)

- Yes, by email
 - Yes, by phone
 - No
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