1. **Learning Goals**

This year we evaluated two institutional goals of the Graduate Center:

   a) “Oral and written communication skills, other skills and experience appropriate to the discipline as required for career success.”

      Graduates will demonstrate professional competence in the areas in which they intend to pursue employment: college or university teaching, museum or gallery curating or administration, or art publishing. For the chosen professional field, the graduate will demonstrate knowledge of major institutions and standard procedures.

   b) “A grounding in professional ethics.”

      Students will demonstrate knowledge of major ethical issues that arise in art historical professions.

2. **Data**

   Our data collection was multi-pronged:

   a) **Surveys.** We decided to send surveys to recent alumni (2014-19) regarding their professional careers. Of the 63 students who have graduated in that time, we were able to verify the professional careers of 52 students. The surveys asked about their current job title, the institution(s) for which they worked, and for how long their job was anticipated to last.

   b) **Professional Development Workshops and Practicums.** The doctoral faculty also reviewed our program-level offerings in terms of one-off workshops as well as semester-long practicums in Pedagogy, the Dissertation, Curatorial Careers, and the Careers in the Arts Workshop.

   c) **Teaching Observations and Conference Presentations.** We also reviewed our students’ teaching observations, as forwarded to us for GTFs at the CUNY campuses, as well as our students’ presentations at the major conference in the field, the College Art Association.

3. **Findings**
Our analysis suggested a number of areas in need of improvement:

a) **Job Placement.** While we weren’t able to verify every students’ career, we felt that with data for over eighty percent of them, our data in this area were relatively robust. We learned that about 40% of our recent graduates were assistant professors or postdocs, 24% were curators, an additional 24% worked in arts-related fields (art criticism, museum education, art galleries, etc.), and a final 12% had not yet found full-time employment, generally due to limitations on their ability to move outside the NYC region. Given the challenges in the academic job market in the humanities currently, we felt these were encouraging results overall, but could be better. So, too, could our tracking of alumni after they leave the program.

b) **Professional Development and Ethics Training.** With the Pedagogy Practicum now in its fifth year, the Dissertation Workshop in its fourth, the Curatorial Practicum in its third, and the first iteration of the Careers in the Arts Practicum, it is difficult to track the relationship between these courses and the long-term career success of our students. The improvements in teaching brought about by the Pedagogy Practicum have been made clear, however, by the Teaching Observations, while the Dissertation Workshop’s success has been visible in improved conference presentations (as well as greater recent success in our students’ external fellowship applications). One goal that suggests itself is to offer better professional development for students in careers outside academia and curation – as the Careers in the Arts course does – because a substantial proportion of students end up in other fields (or fail to find full-time jobs through concentrating too narrowly on the academic job market).

4. **Next Steps:**

**Alumni Outreach.** We will reach out to alumni on graduation for a continuing email and snail mail address, and continue contacting them on a yearly basis for updated professional information. This will help us gain a better sense of what our alumni do and how their careers evolve over time.

**Alt-ac Careers.** We will provide more extensive training, in the form of workshops and practicums, on careers outside academia, so that students unable or unwilling to pursue academic jobs are aware of the many alternatives in arts-related fields and can take advantage of New York’s resources for them. In particular, we aim to have at least one alt-ac workshop per term and to offer the Careers in the Arts practicum again, likely every two years.