

Faculty of Arts graduate Student Forum

Meeting 1: Wednesday 7 May, 2025

Minutes taken by Linah Tan (Student Life)

Topic 1: Careers in Arts (Joanna to lead)

Question 1: How has your experience been navigating a career in the arts?

a: What events and resources do you find useful in the Faculty/ University to assist your career advancement?

Question 2: What mentoring services would you like to be available for graduate students?

Question 3: Does your capstone subject assist with your career goals?

a: What role does a thesis capstone have in this?

b: What role does an internship have in this?

Student: I worked for eight years before starting my current degree. As an international student, I'd really want to get into the working life in Australia, the obvious way is through internships (which we have through capstone), but I have heard from other Faculties, they have faculty-sourced internships. Arts does not have companies that they really engage with, the faculty should be the first stop for us as a source to be able to reach out and give us a chance to increase our opportunity for internships

As an international student, I'm aware that if I need a career in Aus, I have to start at the entry level, even though I have career experience in my country. Is there a way for me to apply for 'middle positions' when I finish? I feel we have no experience/guidance about how to do this and we don't have many opportunities to do so.

Student: second semester of my graduate study, I don't have any work experience other than internships in my own country, maybe faculties could provide more guidance on how to provide for internships in Australia we do not know much information about employment in Australia, how to apply for jobs etc

Student: I am in my first semester in public policy and need more assistance in which capstone to choose as there are positives and drawbacks in different ones. Some mentoring on how to choose a good capstone that is linked to my future would be

helpful

Beth Driscoll: What about ways other than internships to connect with potential employers e.g. panel talk, networking events other – would this be useful or not useful?

Student: Last month there was an employment forum but it was connected to roles in engineering, IT, it would be great to have one for Arts or more diverse type of events

GSA student rep: matchmaking across faculties would be very helpful to help students connect and share

Student: Intl student, we don't know/have this information about who to approach for internships, I have an internship but it doesn't align with my goals/capstone. Students should know what kind of benefits come from joining certain organisations.

Student: I asked a few students for feedback on the last career expo, they all reported all the companies were not looking to hire international students. It would be great if companies were there who were more open to working with international students

Student: I have international experience back home, deciding to change careers. I'm looking for an unpaid internship before beginning my capstone. I looked at a few companies and they all want Australian/PR – I just want experience, but it's hard to find these

Topic 2: Subject content (Joanna to lead)

Question 1: Is your subject content and reading lists diverse and inclusive?

Question 2: Is your subject content and reading lists too Eurocentric?

Undergrad student: So far my subjects and readings are diverse, but the theory is still very Eurocentric. I understand this as I study anthropology, but it's still very focused in those areas

Student: Generally, the readings relevant, but it depends on the subject taught. It can be confusing when there's a long list of readings, and some are recommended and some are not, it can be hard to find a balance

Student: I found the required readings helpful, but I do reach out to my friends to share their reading lists and PPTs to help with the understanding. Some subjects have a different focus compared to what the readings are

GSA Rep: I had a supervisor set up an oceanic readings group to share and discuss readings which was a good way to learn about other viewpoints

Student: It is also beneficial in some subjects where the lecturer invites students to choose and share their own readings in the class beside the required readings, adding flexibility and diversity to the subject content.

Topic 3: Intercultural Experiences (Joanna to lead)

Question 1: What is your intercultural experience like in the classroom and outside the classroom (such as in overseas programs)?

Question 2: How can the Faculty of Arts provide an intercultural experience in the classroom; practicums, internships, languages etc.?

Question 3: How can the Faculty of Arts provide an intercultural experience on campus?

Student: I think it depends on the topic of the subject and the opportunities people have to share vs subjects that are more theory-based. I did a short-term program language subject, which is great but it depends on the institution. Languages are more interpersonal but it also depends on the level you are engaging with.

Student: In addition to studying arts, do we have opportunities for language exchange programs? I always check our emails/websites, it would be great to have this information on those sources. E.g. I love Korean culture so if I could meet someone from that culture that would be great

Student: Clubs and societies are a great way to do this and it would be more social and less formal based

John Hajek: We run language cafes during open days, but we emphasize students to join clubs as they provide a great support outside of our classroom, do take them up!

Andrew Rosser: In AI, we focus more on the language itself but the clubs let you talk to each other and have more social aspects

Student: We do have a Language Exchange Club, it's a great initiative but not everyone knows this club exists. If I didn't have friends that joined the club, I wouldn't have known about it. Maybe in the newsletter or orientation, some of these specific activities could be made known to students. The newsletter is the one that reaches all the students and goes directly to Arts students so this would be a good way to highlight the activities.

Student: I'm a domestic student and I'd love to interact more with other peers but working part-time is hard when I work and is normally when the events are on. I'd appreciate some diverse times/days, maybe extra ones and social events that run outside of work hours where I could meet others.

Topic 4: Using Artificial Intelligence (Joanna to lead)

Question 1: How are graduate students using AI; brainstorming, translating etc.?

Question 2: What do you like/dislike about using AI?

Question 3: Are you aware of the rules around using AI in the Faculty of Arts?

GSA Rep: On the 12th of May, there is a session/talk on Ethics and AI, it should be in the newsletter. I wrote a piece on this, my concern is that it is growing algorithmically compared to other sectors. The way that we are using AI, it's a shortcut device that is not useful for critical thinking skills.

Student: As English isn't my first language, some aspects of understanding information can be hard. I use AI to help me explain and understand which I find really helpful. The things I am using it to help with are when I am using some readings, or some parts of essays.

Student: It's helpful for international students, it can be helpful to use for paraphrasing but maybe we need to know about the rules and know the university can be strict on AI. But we understand it's really helpful for international students, it is difficult not to use it.

GSA Rep: I Recommend using Spark AI for confidentiality reasons

Student: A teacher recommended us to use AI to write prompts, this highlighted the difference between what you can do vs what the AI can do, this helped me understand the difference between AI and myself and also how to perform in work interviews.

Student: Prompt engineering – similar to learning how to use search engines and taught us how to use this service more efficiently

Student: I'd like to know from a lecturers perspective – the approach to AI can differ and the use of AI can be different – how do they feel about AI?

Beth Driscoll: Our key concern is to make sure that the students meet the key learning requirements and skills that are useful and whether the students meet the assessment criteria to do so.

Student: I am afraid of using AI as it would affect my marks, I want to know from lecturers, whether this would affect my marks and getting clear feedback about this would be helpful.

Student: I found as long as you normally declare your use of AI in your work or have a discussion with your tutor, most lecturers are fine with it, but it does depend on your assessments.

Beth Driscoll: Definitely seek clarity about it.