Pre-workshop Reflection Questions

- Who is involved in your planning process for career and professional development activities?

- Who offers career and professional development programs?

- Who should be involved and who currently isn’t?
Fostering Career and Professional Development: Mentoring Across the Student, Faculty, and Institutional Divides

Judith Stoddart, Ph.D., Associate Dean
Henry Campa, III, Ph.D., Associate Dean
Debra Stewart, “Professional Development for Graduate Students: Reflections on the Demands, the Resources, and the Skills”

“For more than a decade graduate students have been telling us that . . . graduate schools should make available professional development opportunities for careers both inside and outside of academe. . . . we are also increasingly hearing that graduate schools are under considerable stress to reduce ‘nonessential’ activities in their offices. Juxtaposing these two realities leads me this year to think through the question of whether or not professional development, beyond core preparation in the discipline, is a wise expenditure of resources in times when all of our graduate schools are being asked to do more with less.”
Mentoring across the divide

- Gaining credibility: assessing the need

- Creating partnerships: understanding people as valuable resources

- Creating a common understanding: defining some fundamental skills involved in career and professional development
Assessing the needs: Data

Professional Socialization for the PhD: An Exploration of Career and Professional Development Preparedness and Readiness for PhD Candidates

Students surveyed from 119 programs in 2006; 668 responded

- Career goals of graduate students **change** over time:

<table>
<thead>
<tr>
<th>Questions</th>
<th>Enrolled 1-2 yrs vs. Enrolled &gt;3 yrs</th>
<th>$P$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very interested in career research in an academic setting</td>
<td></td>
<td>$P = 0.015$</td>
</tr>
<tr>
<td>Very interested in career teaching at a research university</td>
<td></td>
<td>$P = 0.026$</td>
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<tr>
<td>Not interested at all or Somewhat interested in careers working in govt.</td>
<td></td>
<td>$P = 0.039$</td>
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</table>
• Skill preparation for academic and non-academic careers was inadequate for many students:

<table>
<thead>
<tr>
<th>Types of skills (e.g)</th>
<th>% of respondents IMPORTANCE</th>
<th>% of respondents PREPARATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do independent research</td>
<td>95</td>
<td>95</td>
</tr>
<tr>
<td>Publish and present research</td>
<td>95</td>
<td>93</td>
</tr>
<tr>
<td>Lead a research project</td>
<td>93</td>
<td>85</td>
</tr>
<tr>
<td>Collaborate in teams</td>
<td>94</td>
<td>77</td>
</tr>
<tr>
<td>Teach a large lecture</td>
<td>80</td>
<td>60</td>
</tr>
<tr>
<td>Teach a lab</td>
<td>58</td>
<td>50</td>
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</table>
Incoming/first Year Graduate Students

-M.S. and Ph.D. graduate students

-Surveyed – 2nd Semester (1st year) at MSU in 2007 & 2009; 2009 data reported

-158 domestic, 127 international students responded

-students responded across 12 colleges

Reflect: What are the implications of these data for student career and professional development or mentoring?
Department orientation was adequate for my needs.

Investments by depts.; Do students know what they don’t know?
Incoming/first Year Graduate Students – Plans?

2009

~21% of both Internl & Dom are “Unsure”

I am most interested in pursuing the Ph.D. as a path to_____ (what type of position)

(Nunez, unpublished)
2009

Needs?
2009
Getting the word out, depts and other channels

I have seen announcements about career planning workshops from the Graduate School

(Nunez, unpublished)
Incoming/first Year Graduate Students-Planning!

**IMPLICATIONS?**

2009

Investing early!
Making the most of your graduate school experience.
What the Research Tells Us: The Scholarship of PREP

- <50% of doctoral recipients will find employment as tenure-track faculty in a college or university. Most will work in institutions that do not grant Ph.Ds.

- Studies of doctoral education and early career faculty show that students need information about career choices, teaching, mentoring, and more congruence between doctoral education and the realities of faculty life.

- ~ 75% of Ph.Ds will work in environments where other competencies are more important than research.

- Surveyed MSU doctoral students after 3 years in their programs do not feel well prepared in skills other than research.
MSU Career and Professional Development Programs
(Planning, Resilience, Engagement, Professionalism)

PREP Goals

• Broaden awareness of professional expectations in graduate education
• Prepare students to plan and manage their own careers
• Promote graduate student retention and completion
• Provide students with a competitive edge in securing professional positions
Professional Development
The process of socialization and integration into a professional context, and the continued process of learning and growth throughout a career

Transferable Skills
Practical abilities that are fundamental to success in graduate school and in a range of professional contexts, from academia to industry, corporations, agencies, and government
Important Transferable Skills

Research, Scholarship, and Creative Activities

Leadership

Ethics and Integrity

Collaboration

Communication

Balance and Resilience

(Plan Your Work & Work Your Plan; Helm, Mason, Stoddart, and Campa, 2010)
(http://grad.msu.edu/prep/docs/planyourwork.pdf)
Graduate student tasks & responsibilities?
<table>
<thead>
<tr>
<th>P</th>
<th>PLANNING</th>
<th>R</th>
<th>RESILIENCE</th>
<th>E</th>
<th>ENGAGEMENT</th>
<th>P</th>
<th>PROFESSIONALISM</th>
</tr>
</thead>
</table>
| **EARLY STAGE** | Financial planning  
  Setting expectations  
  Identifying career goals | Developing support systems  
  Creating a wellness plan | Professional networking  
  Choosing an advisor  
  Identifying transferable skills | Developing teaching skills  
  Research ethics training |
| **MID STAGE** | Preparing for comprehensive exams  
  Preparing for the job search or postdoc  
  Developing professional standards for integrity in research | Conflict resolution  
  Stress management | Funding your research  
  Working with committees  
  Acquiring transferable skills | Project planning  
  Creating your teaching portfolio |
| **LATE STAGE** | Writing the dissertation  
  Conducting the job search  
  Finding a postdoc position | Managing the research program  
  Sustaining support networks | Choosing the academic path  
  Choosing the nonacademic path  
  Writing a postdoc grant | Negotiating the job search  
  Translating transferable skills for the next career stage |
<table>
<thead>
<tr>
<th></th>
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<th>Engagement</th>
<th>Professionalism</th>
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<td><strong>EARLY</strong></td>
<td></td>
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<tr>
<td><strong>STAGE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>MID</strong></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td><strong>STAGE</strong></td>
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<tr>
<td><strong>LATE</strong></td>
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<tr>
<td><strong>STAGE</strong></td>
<td></td>
<td></td>
<td></td>
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</table>
Assessing the needs: graduate programs

- Surveys not necessarily the best measure
  - Do know they what resources are available?
  - Do they know what their students need?
- Do we know what programs need?

Bridging potential gaps is our responsibility

December 2013
We found---Faculty and administrators love data!

What our data tell us about professional development:

How often do you:

Attend professional conferences

<table>
<thead>
<tr>
<th></th>
<th>CANR</th>
<th>CAL</th>
<th>CAS</th>
<th>CED</th>
<th>EGR</th>
<th>CNS</th>
<th>SSC</th>
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</thead>
<tbody>
<tr>
<td>never/seldom</td>
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<td>25.0</td>
<td>33.3</td>
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<td>50.0</td>
<td>12.5</td>
<td>33.0</td>
<td>52.9</td>
</tr>
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</table>

Network with professionals outside your department

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Talk to your advisor about expectations for promotion and tenure

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<th>EGR</th>
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<td>50.0</td>
<td>75.0</td>
<td>100</td>
<td>83.3</td>
<td>76.5</td>
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<tr>
<td>Sometimes</td>
<td>18.8</td>
<td>25.0</td>
<td>33.3</td>
<td>15.0</td>
<td>0</td>
<td>0</td>
<td>17.6</td>
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<tr>
<td>always/often</td>
<td>37.5</td>
<td>25.0</td>
<td>16.7</td>
<td>10.0</td>
<td>0</td>
<td>16.7</td>
<td>5.9</td>
</tr>
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</table>
Mentoring across the divide

• Gaining credibility: assessing the need

• Creating partnerships: people are your greatest resources
New Graduate School / Chittenden Hall

Includes offices for:
- Grad Dean and staff
- Council of Graduate Students
- Postdoc Association
- Ph.D. Career Services
- Grad Life and Wellness

December 2013
Discussion

• Who *should* be involved in career and professional development activities and programs on your campus and isn’t?

• What are the barriers to involving those groups?

• What are some strategies for overcoming the barriers?
People/partners are a MAJOR resource for career and professional development!
Partners for Professional Development & Mentoring

32 full-day or evening programs from Sept 2004 to December 2013

118 Individual Partners Assisted with 32 Programs

- University Administrators
  27 individuals
  (9 different inst.)

- Non-academics
  15 individuals
  (NGOs, agencies, industry)

- Faculty
  48 individuals
  (22 depts.
  7 different inst.)

- University Staff
  15 individuals

- Doctoral Students
  & Post-docs
  9 individuals

- Univ. Administrators/
  Faculty
  4 individuals

Interaction Among Partners
Mentoring across the divide

- Gaining credibility: assessing the need

- Creating partnerships: understanding people as valuable resources

- Creating a common understanding: defining some fundamental skills involved in career and professional development
EXPLORE professional development resources
ASSESS your professional skills
CREATE your career and professional development plan
USE professional development tools
BUILD professional portfolios

Visit Career Success @ careersuccess.msu.edu
Transferable Skills - What do students need?

What do employers want?
Offices and Policies at MSU organized by Matrix categories

**Early (Planning)**

Financial Planning:
- Benefits: www.hr.msu.edu/benefits/index.htm
- Controller's Office: www.ctir.msu.edu/
- Controller's Office eForms: login.msu.edu/?App=CTIR_JVE
- Credit Union: www.msufcu.org/
- Electronic Payroll Forms: epayroll.msu.edu
- Financial Aid: www.finaid.msu.edu/
- Payroll Office: www.ctir.msu.edu/copayroll/
- Volunteer Income Tax Assistance: www.vita.msu.edu/
- Graduate Assistants, Professorial Assistants, and Undergraduate Assistants: www.hr.msu.edu/hiring/studentemployment/gradassst/
- Human Resources: www.hr.msu.edu/

**Setting Expectations:**

- Bylaws (University Bylaws): trustees.msu.edu/bylaws/
- Bylaws for Academic Governance: acadgov.msu.edu/bylaws/index-1.html
- Calendars: www.msu.edu/calendars.htm
- Boldness by Design: boldnessbydesign.msu.edu/
- University Committee on Academic Policy: ucap.msu.edu
- ID Office: idoffice.msu.edu/
- Academic Bylaws: acadgov.msu.edu/bylaws/index-1.html
- Academic Calendar: www.reg.msu.edu/RO/Info/Calendar/Academic.asp
- Academic Governance: acadgov.msu.edu/
- Computer Training: train.msu.edu

**Identifying Career Goals:**

- Ph.D. Career Services: careersuccess.msu.edu/phdcareers

**Early (Resilience)**

**Developing support systems:**

- Associations (Student): studentlife.msu.edu/current_students/rsp/orgs.htm
- CATA Bus Services: www.cata.org/
- Diversity and Inclusion at MSU: inclusivity.msu.edu/
- Family Resource Center: www.frc.msu.edu
- Women's Resource Center: wrc.msu.edu/
- Sexual Assault and Relationship Violence Prevention Program: www.studentlife.msu.edu/current_students/srv/srv.htm
Outcomes: Workshop Data-Pre- vs. Post-

Securing Academic Positions at 2- and 4-Year Institutions
(September, 2013, participants were from 8 colleges)

I understand the academic interview process and the possible challenges that may occur during interviews.

I understand the differences in expectations for faculty members at different types of academic institutions (e.g., research intensive vs. liberal arts vs. community college).
University Graduate Certification in College Teaching Program

<table>
<thead>
<tr>
<th>years</th>
<th>participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998 - 2008</td>
<td>42</td>
</tr>
<tr>
<td>2009 (pilot)</td>
<td>20</td>
</tr>
<tr>
<td>2010 - 2013 (institute)</td>
<td>335</td>
</tr>
</tbody>
</table>

Improved visibility and coordination of program
Results: Career Success google analytics

August 1, 2011 through May 12, 2013
• 8700 unique visitors (65% first time)
• over 700 saved accounts
• avg. visit 5:48 minutes

September 1, 2013 through September 30, 2013
• 776 unique visitors (55% first time)
• 1254 visits with 4810 page views
• avg. visit 3:38 minutes
Lessons learned

• Needs
  • quantitative and qualitative
  • analyze and plan

• Resources
  • create partnerships
  • share mentoring responsibilities

• Skills
  • create common language
  • campus-wide framework
Final workshop discussion and reflection

What might be useful on your campus?

What might be different?
The Graduate School

Questions?

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