



Career Mentoring for Masters Students:

# *Pressures, Pain Points, and Possibilities*

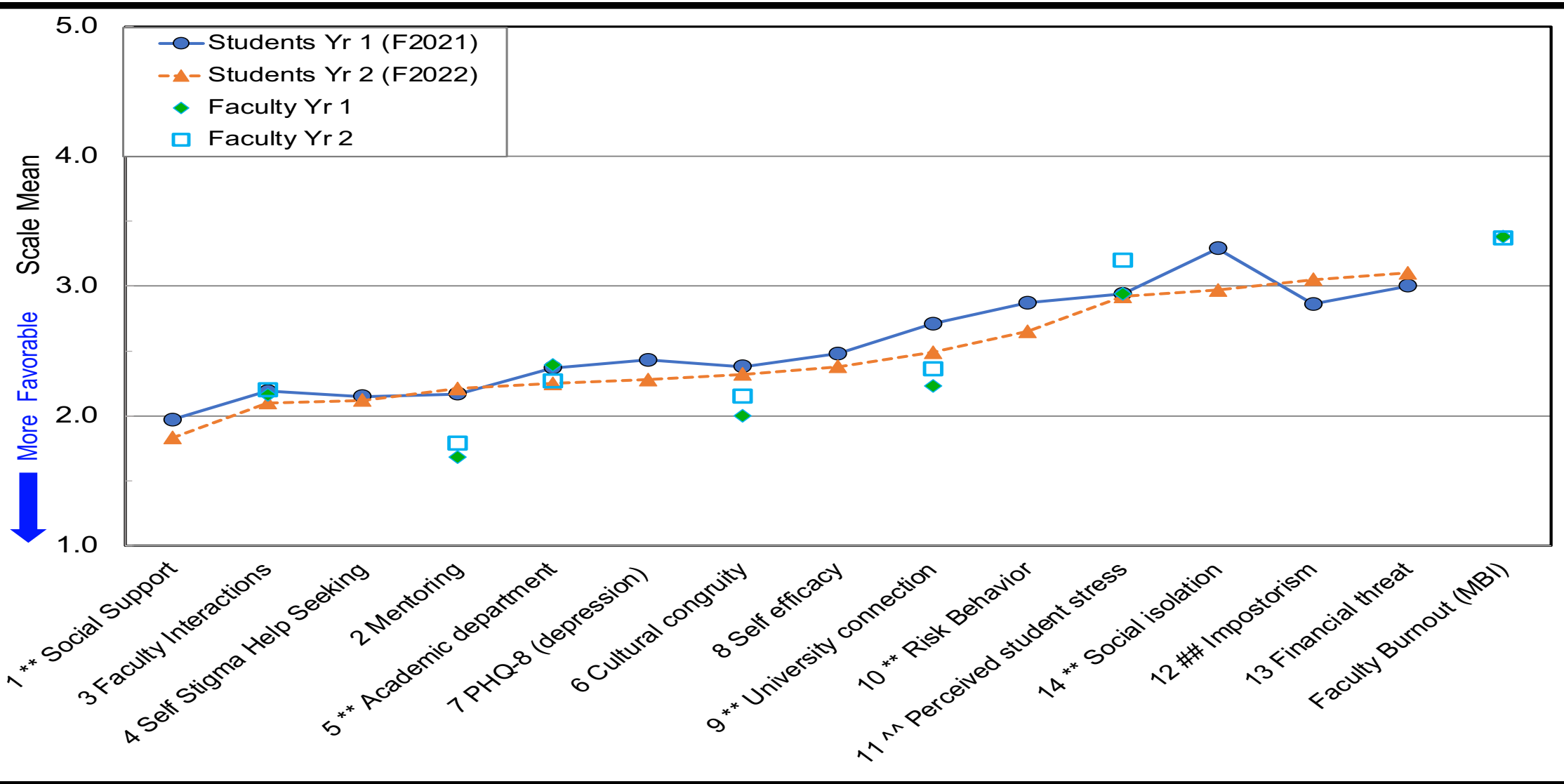
*Ashby Kinch, Dean, Graduate School*

# University of Montana Graduate School

- R-1 institution as of 2022
- Enrollment: approximately 2500 non-law graduate students
- Approximately 800 distance students
- 15% of our students are enrolled in a PhD program
- About 70% of our in-person students are Masters students
- And about 40% of our Masters students are in non-law professional programs (Accounting MBA, MSBA, MPA, Public Health, Social Work)

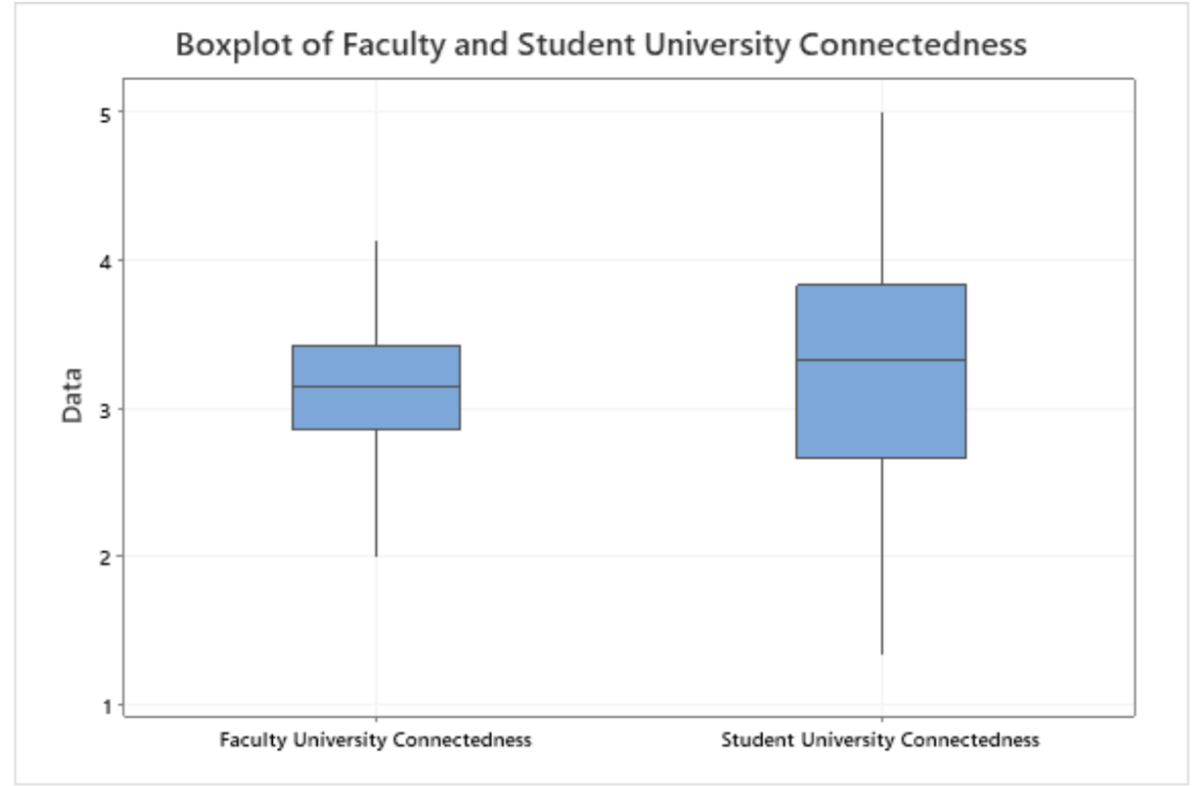
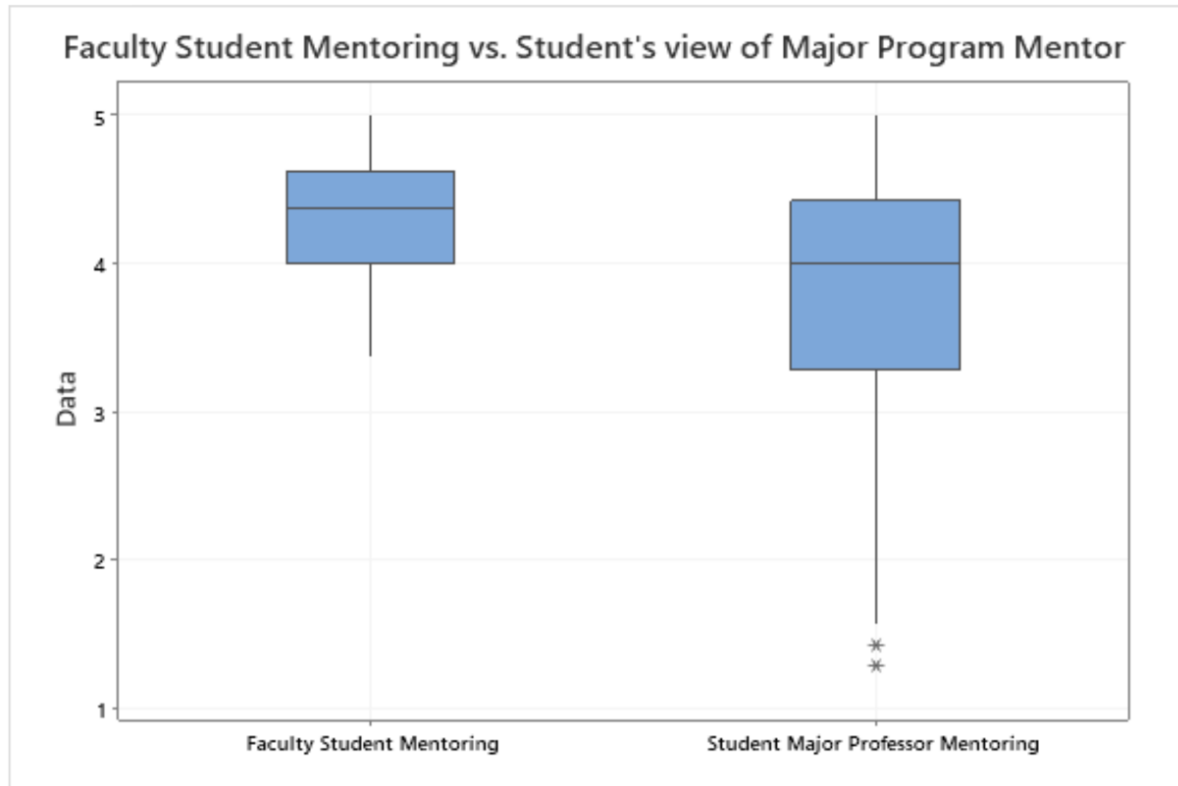
# M-HOPES: Mental Health Opportunities for Professional Empowerment in STEM (M-HOPES)

- 3-year collaborative grant between University of Montana, Montana Tech, and Montana State University-Billings
- Two Key Goals:
  - Build a set of innovative, inclusive, experiences that enable diverse STEM graduate students to acquire skills for positive mental health and resilience
  - Provide innovative professional development for STEM faculty advisors to support graduate-student mental health and transform the department's culture
- **Mentoring for Mental Health:** a holistic mentoring training focused on preparing faculty to address the mental health challenges of their students
  - Communication and referral strategies
  - Destigmatization
  - De-escalation



\* Normalized scales: 1 (good) to 5 (bad). \* Student N~300, ~70% female. Faculty N~90, ~65% male.  
 Numbers on scales are Year 1 ranking \* Statistically significant changes Year 1 to 2 (P < 0.05)  
 \*\* Significantly improved ## Significantly worsened ^^ Faculty view of student stress heightened

# The Faculty Component: Mental Health / Career Mentoring





# Data About Student Career Stress, Mental Health

- **M-HOPES Survey:** in the open response section, we asked students questions about their anxieties, concerns, stressors (N = 407)
  - 34% reported insufficient career preparation
  - 19% reported insufficient professional development opportunities
- **TA Orientation Survey:** After evaluating the training they had just completed, we asked general questions about what kinds of professional development opportunities they were interested in (N = 303; 208 = masters students)
  - Predictably, given the target audience and context, 47% mentioned pedagogy, BUT
  - 24% mentioned support for CV / Resume development
  - 27% mentioned some form of career prep support
    - interview prep, networking, job search support

# Possibilities: Pivots in Major National STEM Funders (NSF / NIH)

- **NIH / NSF initiatives in business and workforce development**
  - **Innovation-CORPS (I-Corps):** NIH incubation of technology transfer and entrepreneurship training for research scientists (Small Business Innovation Research / Tech Transfer programs)
  - **S-STEM Program (NSF)** seeks to fund students from low income backgrounds to “contribute to the American innovation economy with their STEM knowledge” with focus on “the pursuit of degrees in areas where rewarding jobs are available after graduation with an undergraduate or graduate degree.”
  - **NSF shift toward innovation, economic impact, workforce development**
    - **New Directorate for Technology, Innovation, and Partnerships**
    - **Regional Innovation Engines** seeks to stimulate an innovation economy, especially in areas of the country that have suffered job loss (de-industrialization) or have not been integrated into the new economy
- **Similar trends in humanities organizations going back a decade or more:**
  - **Alt-Ac movement:** re-tooling PhDs, re-skilling for non-academic employment
  - **Next Generation Humanities (NEH), Versatile PhD, Humanities Unbound**



# Trends and Questions to consider for discussion

- **Pressure to justify degree outcomes at both bacc and master's level: what data, context, and support do we marshal to argue for importance of masters?**
- **Upward pressure on credentialing: shift to masters as a “distinguishing” credential (still a small % of the population: 15% or less)**
- **Demographic declines in bacc degrees will likely reach masters level in 2031**
- **How well are research-based masters degrees as currently constituted aligned with workforce development initiatives? How do you encourage programs to develop “professional” tracks within their master's programs?**
- **Though a lot of attention has been paid to the role of 2-year programs in “re-training” initiatives,” what role can masters degree recipients play in the “innovation” workforce ecosystem?**
- **How do we motivate faculty, who are often experiencing burnout, to engage in “yet another” form of mentoring support beyond their expertise?**

# *Thank you!*

Thanks to the M-HOPES Team:

M-Tech: Beverly Hartline, Scott Risser and Sue Schraeder

MSU-B: Sarah Keller and Jana Marcette

UM: Jayna Mumbauer, Annie Belcourt, Bryan Cochran,  
Holly Schleicher, Anna Sala, Maggie Brock, Patrick Hanni



**Career Mentoring for Master's Students  
at Saint Mary's College of California**

***Council of Graduate Schools  
December 7, 2023***

S. Marshall Perry, Ph.D.  
Vice Provost, Academic Innovation

# Fall 2023 Facts

- About 800 graduate students, out of 2800 total
- 26 graduate and professional studies programs
- #4 position in the Best Regional Universities on the West Coast category for 2023–24
- Top 6% in the U.S. for highest earning potential according to Payscale
- One of 40 Colleges that Change Lives (<https://ctcl.org/>)
- Top 25% of U.S. colleges and universities, according to WSJ
- Hispanic Serving Institution





## Career Exploration

- [What Can I Do With This Major?](#)
- [Candid Career](#)
- [Focus2Career](#)



## Career Tool Kit

- [Cover Letter](#)
- [Job Search Organizer](#)
- [Resume Templates](#)



## Internship & Job Search

- [Handshake](#)
- [Glassdoor](#)
- [Indeed](#)
- [LinkedIn](#)
- [Parker Dewey](#)
- [The Forage](#)
- [WayUp](#)
- [USAJobs](#)



## Workshop Series

- [Session #1 Recording](#)
- [Session #1 Content Folder](#)
- [Session #2 Recording](#)
- [Session #2 Content Folder](#)
- [Session #3 Recording](#)
- [Session #3 Content Folder](#)



## Interview Preparation

- [Standout](#)



## Connect with Alums

- [Gael Connect](#)

# Career Mentoring for Master's Students

Combination of institutional, school, and programmatic approaches

- Job training presentations that covers job search, career planning and assessments using career testing, job engine searching, LinkedIn reviews, resume and cover letter reviews, interviewing skills and techniques.
- Career mentoring occurs in field placements and internships. The mentoring comes from the faculty advisor, field supervisor, and a staff coordinator.
- Schools have advisory boards encourage events in conjunction with current students
- Several programs have culminating projects that have a central career mentoring component, such as theses that employ participant action research and professional portfolio presentations.

# Career Mentoring for Master's Students

## School of Economics and Business Administration (SEBA)

- MS in Business Analytics and MS in Management students have mentors on their Advisory Boards
- MS in Business Analytics and MBA Career Fair with SEBA alumni
- Career development 1:1 coaching and workshops
- Quarterly 1:1 Executive coaching required for Executive MBA students
- Leadership development programming
- SEBA Alumni networking through LinkedIn, special events and programs

# Career Mentoring for Master's Students

- Career mentoring is a major component of advising in MFA in Creative Writing. Mentorship is woven into the curriculum through formal coursework like Writer in the World, Tutorial and Thesis classes, but also through informal advising tailored to the students' goals and life stage. Students receive guidance on the literary publishing landscape, finding time and funding to write, and landing the right post-graduate opportunities.
- MA in General Counseling, MA in School Psychology students, and MA in Forensic Psychology students complete a year-long practical fieldwork experience that is accompanied by a professional development year-long course series. In the course, they receive mentoring that focuses on coping with and being successful in their field placement, developing practical skills, and developing skills that will help them with job searches and interview processes. Moreover, professional development is woven into all coursework and is a component of faculty advising sessions.



# Career Mentoring for Master's Students

- For MA in Kinesiology, a new portfolio requirement has replaced comprehensive exams as the capstone experience for students, exams were the final project up until this academic year. An internship course has been reworked to continue to support the student's professional development towards their final Portfolio, so the internship course has career mentoring, and is more guided towards their end goal, rather than just another requirement of the degree. Contents of the portfolio may include professional work products, creative work, applicable coursework examples, writing samples, or highlights of special projects, volunteer work, or works in progress.

# Career Mentoring for Master's Students

- For the PSM in Biotech, the program director meets one-on-one with students once a semester to assess their next steps with respect to their career. She talks with them about their career plans and helps them work on CVs and cover letters. She also provides interview prep sessions with the students once they got called for a Zoom and/or in-person interview. Students have resume building and mock interviews in their introduction to Biotech class during their first semester. The students are also required to take a career seminar where speakers talk about different career paths and offer a networking space. They also talk about skills they need in Biotech during these sessions. The director also sends out information about networking events in the Bay area and peruse through job sites to send them interesting jobs that fit their skills.

# Career Mentoring for Master's Students

We have great things happening in Career Mentoring for Master's students at SMC but...

- *Are there equity concerns?*
- *Can we scale up good practices?*
- *Are we keeping track of career outcome data after students finish?*
- *Are we using that information to inform program improvements?*



# Career Mentoring Master's Students

Building Alumni Connections

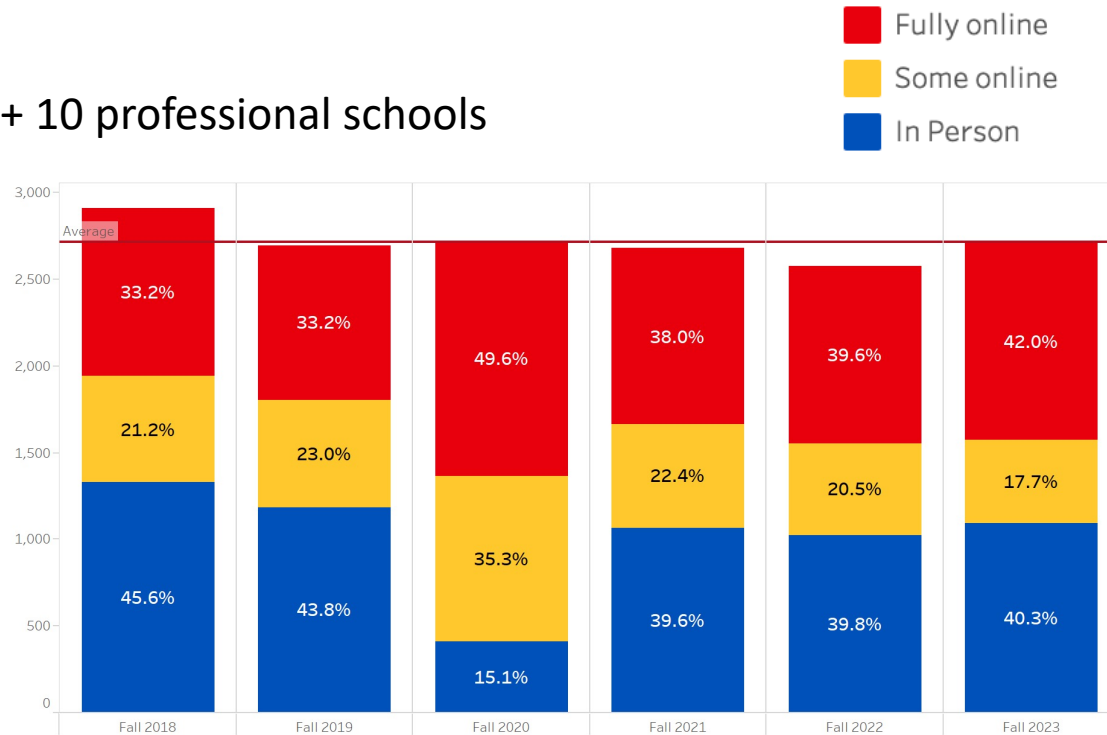
Jennifer Roberts

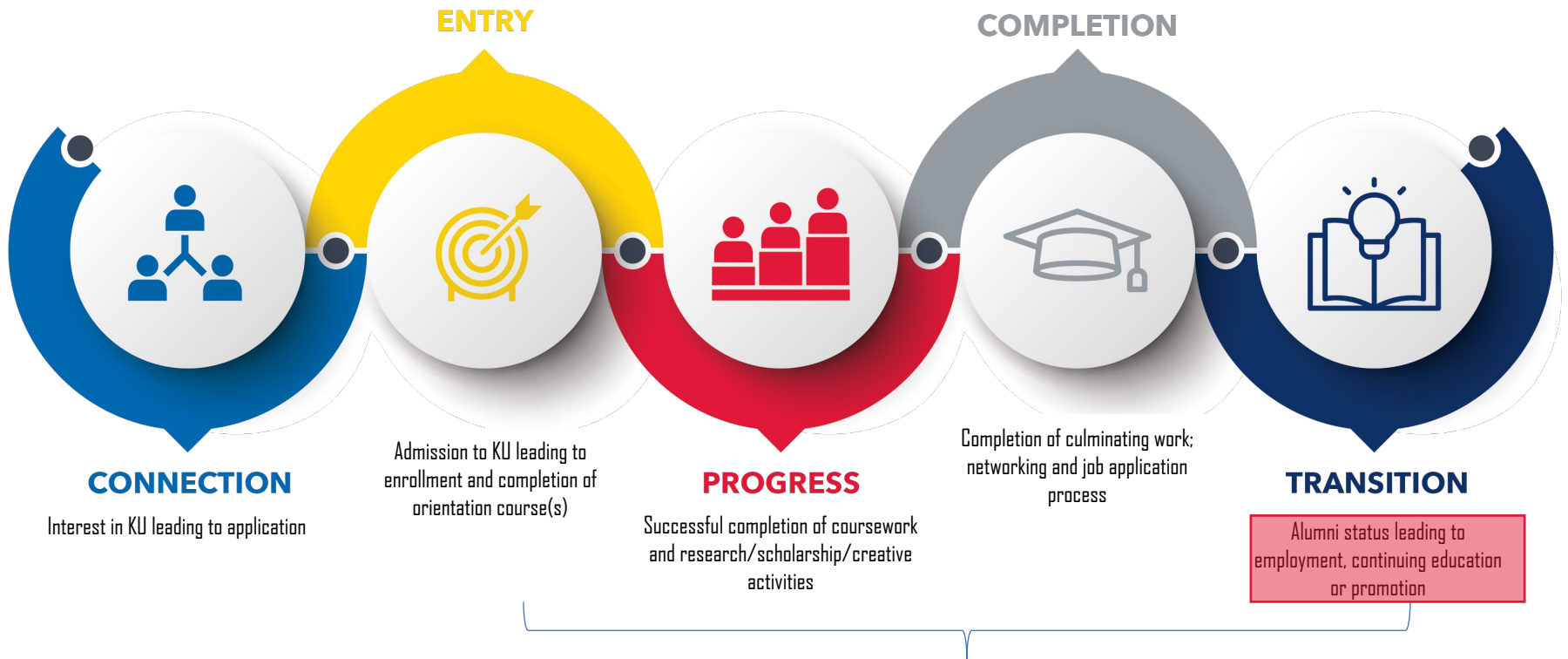
Senior Vice Provost for Academic Affairs and Graduate Studies

University of Kansas

- Research-intensive institution
- College of Liberal Arts & Sciences + 10 professional schools
- Lawrence campus, three other KS locations, and Jayhawk Global
- 38% Doctoral; 62% Masters

- Masters Students
  - F23 Headcount=2861
  - 54% Full time; 46% Part time
  - 38% international + URM
  - 44% men; 56% women





Completion by Design (2018). Loss momentum framework. Retrieved from [Completion By Design](#)

The **Jayhawk Career Network** gives students and alumni access to career resources, jobs, programming, events and connections at every stage of their career

**Continuing Education** Curate existing learning opportunities from KU campus partners including KU Edwards Campus and professional schools



**KU Mentoring**  
Mentor matching program for students and alumni to create connections, provide professional insight and opportunities



**Industry Engagement**  
"One KU" approach to industry partnerships with KU Endowment, Research, Career Centers

**Career Success & Outcomes**  
Highlight success stories of Jayhawks across varied industries and professions



**Professional Development**  
Career content for all KU Alumni including webinars, hands on workshops and housed in a content library

- Since 2018 ~9000 current members
- Over 30 affinity groups
- 1300 graduate alumni are registered mentors
- 780 current graduate students are use the platform
- Student connection:
  - Orientation
  - Biweekly newsletters
  - Career workshops
- Current outcomes:
  - 85% of Masters students report satisfaction with ability to develop a professional network (2022)
  - 75% of Masters students are employed in field (1-5 yrs after graduation.



**KU MENTORING+**

Networking+Opportunity+Community




**ALUMNI  
ASSOCIATION**

**The University of Kansas**

**KU** THE UNIVERSITY OF  
**KANSAS**



- 
- Nicole Reiz, Office of Graduate Studies
  - Howard Graham, KU Alumni Association