Pre-workshop Reflection Questions

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- 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"

GradEdge

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

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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:

Questions	Enrolled 1-2 yrs vs. Enrolled >3 yrs	*P*
Very interested in career research in an academic setting		*P = 0.015*
Very interested in career teaching at a research university		*P = 0.026*
Not interested at all or *Somewhat interested* in careers working in govt.		*P = 0.039*

(Helm, Campa, Moretto, 2012)

Assessing the needs: Data (continued)

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- Skill preparation for academic and non-academic careers was inadequate for many students:

Types of skills (e.g)	% of respondents IMPORTANCE	% of respondents PREPARATION
Do independent research	95	95
Publish and present research	95	93
Lead a research project	93	85
Collaborate in teams	94	77
Teach a large lecture	80	60
Teach a lab	58	50

(Helm, Campa, Moretto, 2012)

Incoming/first Year Graduate Students

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-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?

(Nunez, unpublished)

Incoming/first Year Graduate Students-Orientation

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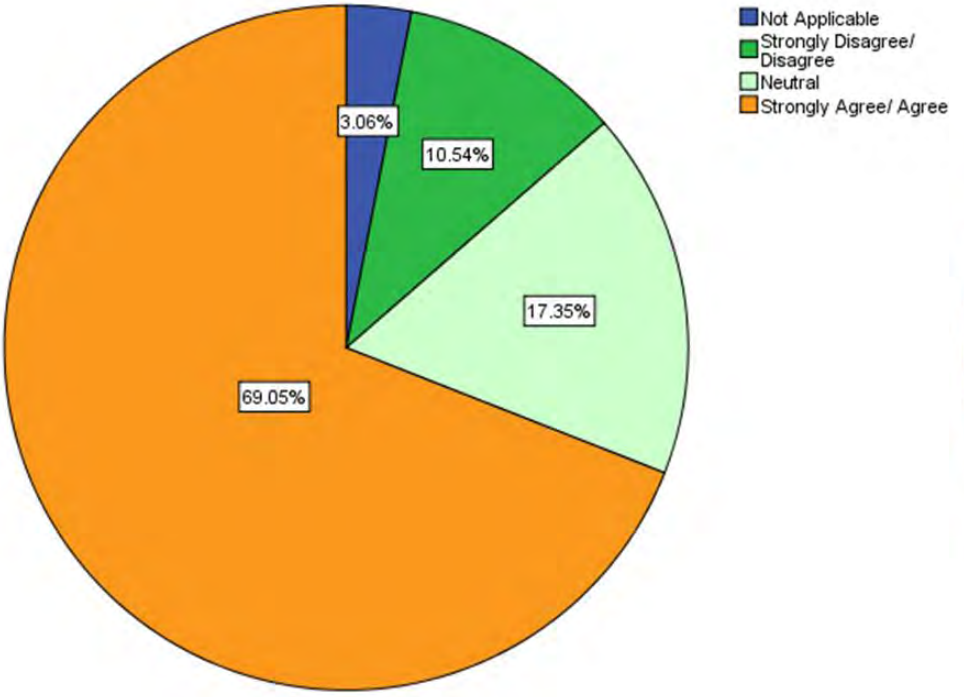
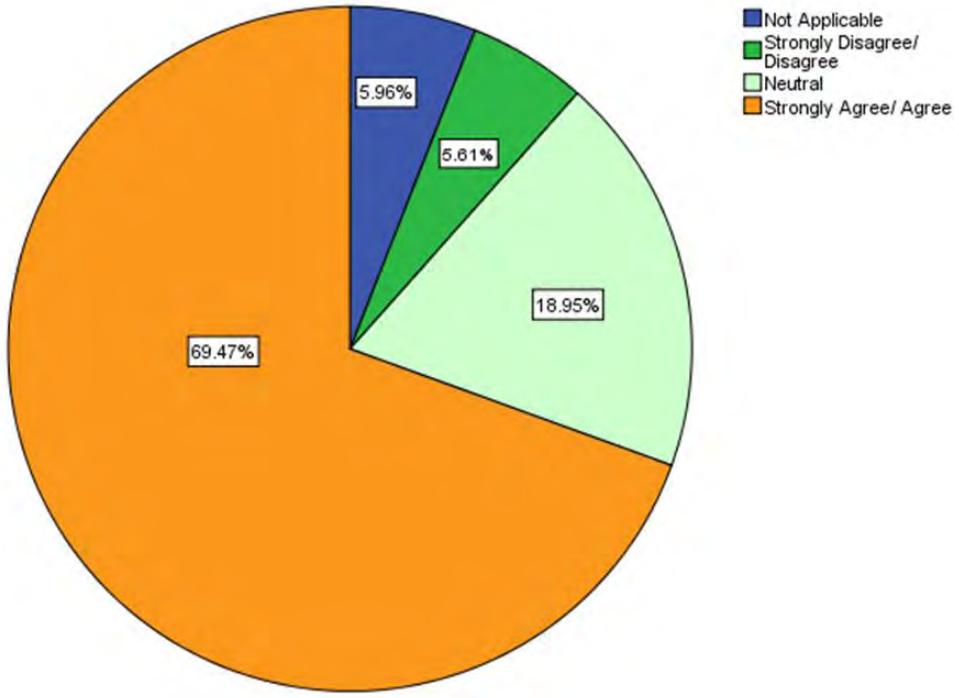
Department orientation was adequate for my needs.

2007



2009



Investments by depts.; Do students know what they don't know?

(Nunez, unpublished)

Incoming/first Year Graduate Students – Plans?

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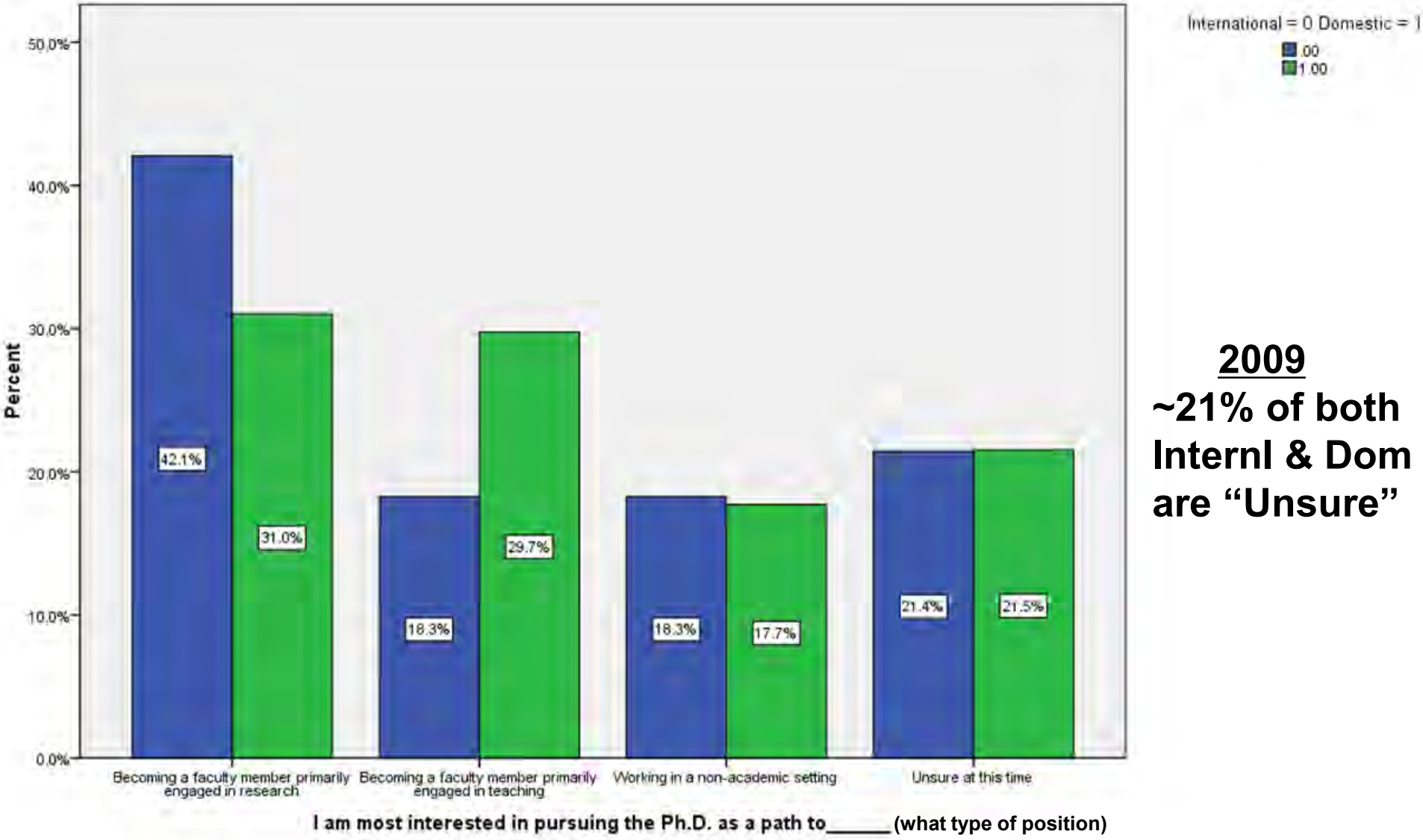

2009

~21% of both Internl & Dom are "Unsure"

(Nunez, unpublished)

Incoming/first Year Graduate Students-Dept. info

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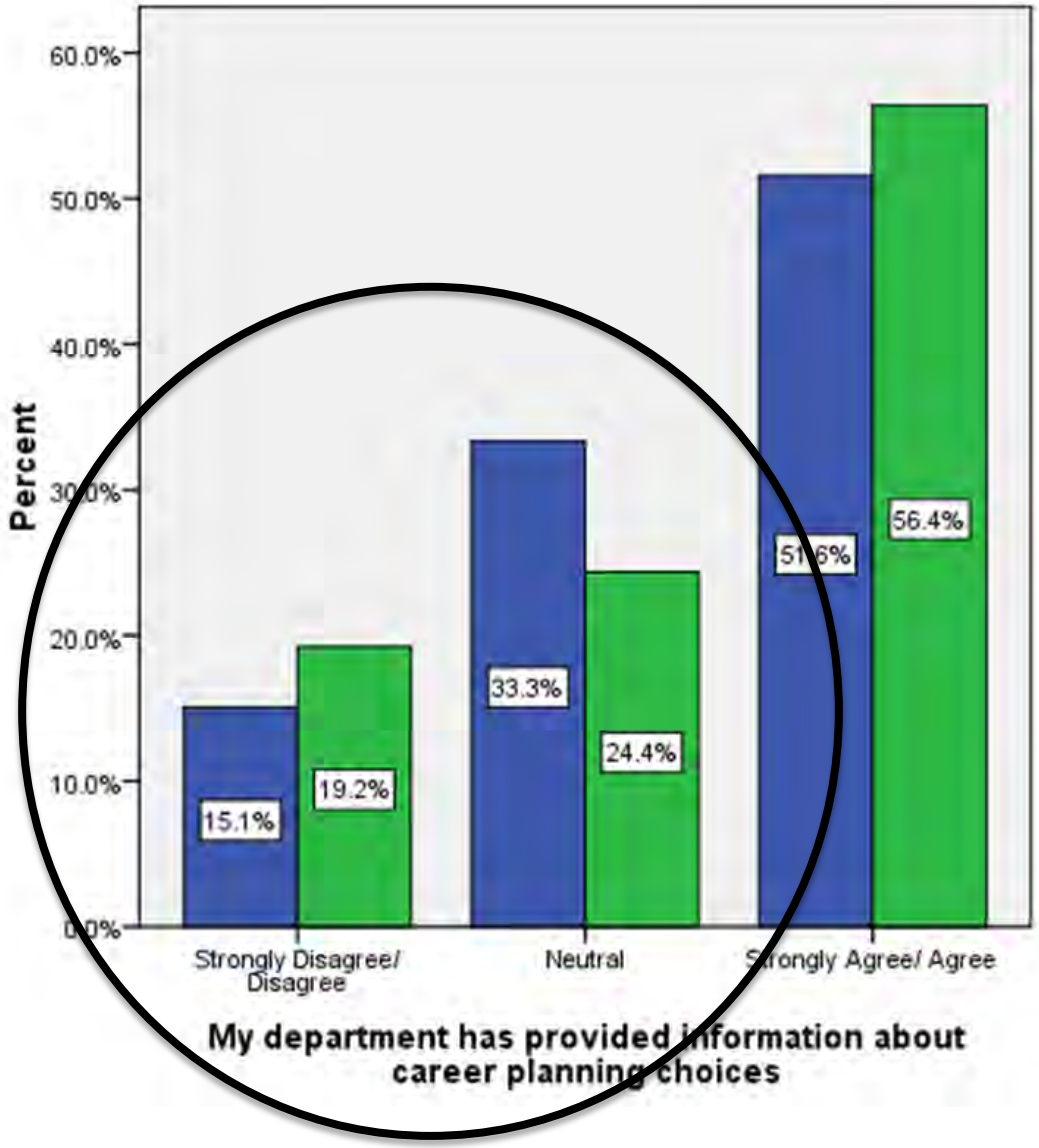
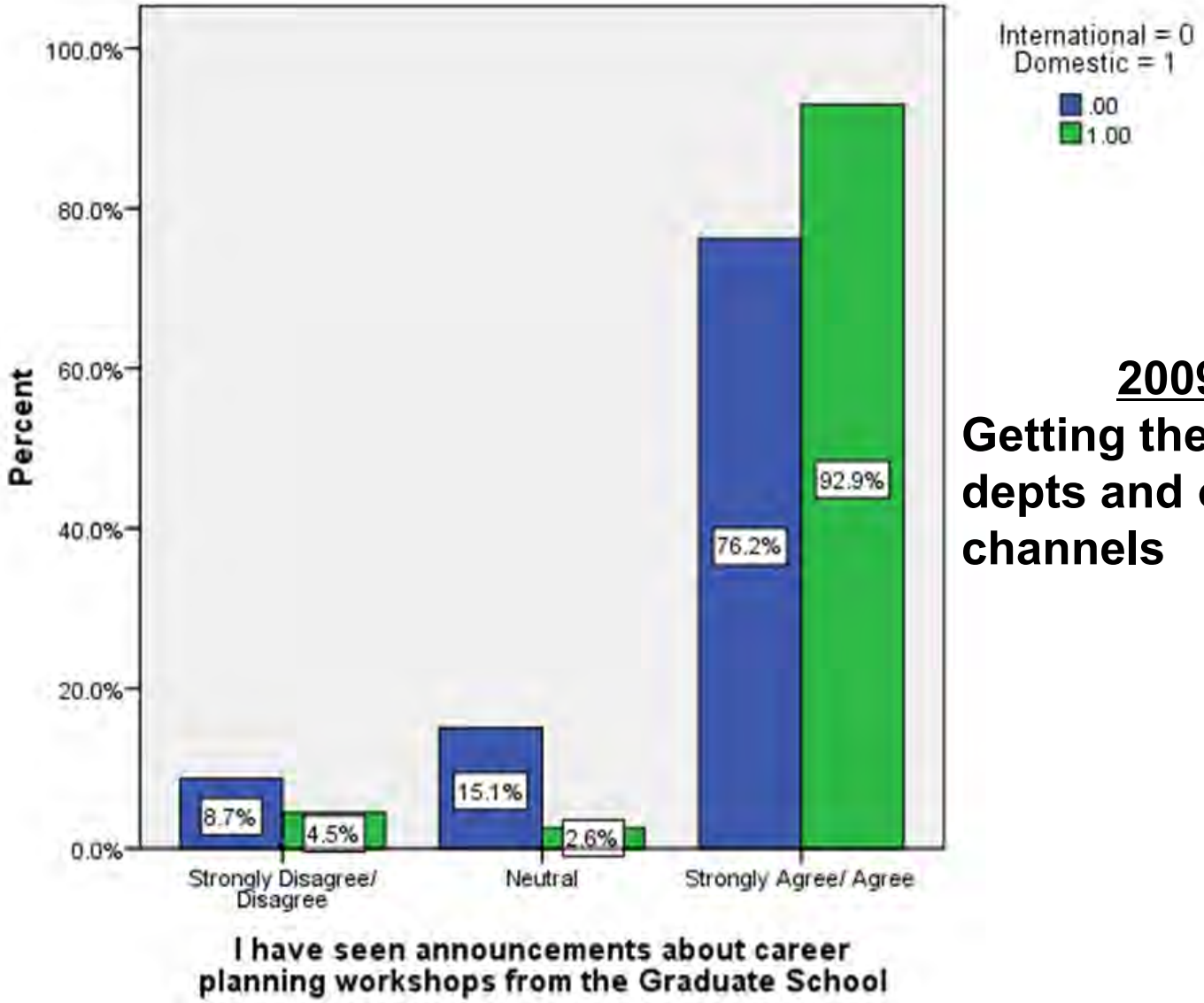


2009

Needs?

(Nunez, unpublished)

Incoming/first Year Graduate Students-GS Programs



2009

Getting the word out, depts and other channels

(Nunez, unpublished)

Incoming/first Year Graduate Students-Planning!

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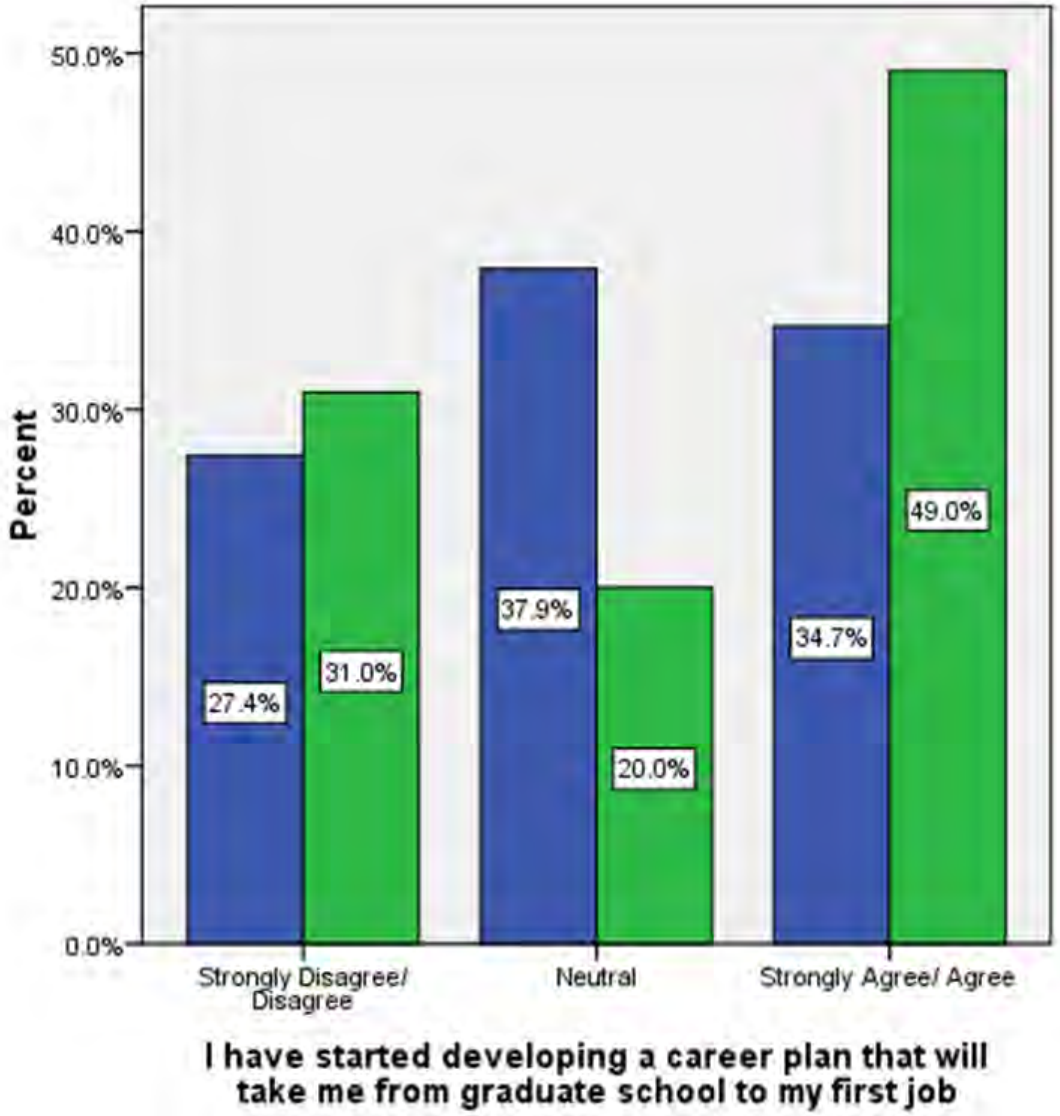

2009

Investing early!

IMPLICATIONS?

(Nunez, unpublished)

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GRADUATE CAREER AND PROFESSIONAL DEVELOPMENT AT MSU | grad.msu.edu/prep

PREP

The Graduate School · Michigan State University

Making the most of your graduate school experience.

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.

PREP

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

PREP

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

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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?

PROFESSIONAL THEMES ▼

	P PLANNING	R RESILIENCE	E ENGAGEMENT	P PROFESSIONALISM
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

PREP Professional Development Matrix

PREP	PLANNING	RESILIENCE	ENGAGEMENT	PROFESSIONALISM
EARLY STAGE				
MID STAGE				
LATE STAGE				

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

We found---Faculty and administrators love data!

What our data tell us about professional development:

How often do you:

Attend professional conferences

	CANR	CAL	CAS	CED	EGR	CNS	SSC
never/seldom	18.8	25.0	33.3	15.0	25.0	16.7	11.8
sometimes	18.8	37.5	0	35.0	62.5	50.0	35.3
always/often	62.5	37.5	66.7	50.0	12.5	33.0	52.9

Network with professionals outside your department

	CANR	CAL	CAS	CED	EGR	CNS	SSC
never/seldom	18.8	12.5	33.3	45.0	75.0	100	29.4
Sometimes	25.0	37.5	66.7	20.0	25.0	0	29.4
always/often	50.0	50.0	0	35.0	0	0	41.2

Talk to your advisor about expectations for promotion and tenure

	CANR	CAL	CAS	CED	EGR	CNS	SSC
never/seldom	43.8	50.0	50.0	75.0	100	83.3	76.5
Sometimes	18.8	25.0	33.3	15.0	0	0	17.6
always/often	37.5	25.0	16.7	10.0	0	16.7	5.9

Mentoring across the divide

- Gaining credibility: assessing the **need**
- Creating partnerships: people are your greatest **resources**

Graduate School Staff Composition & Network

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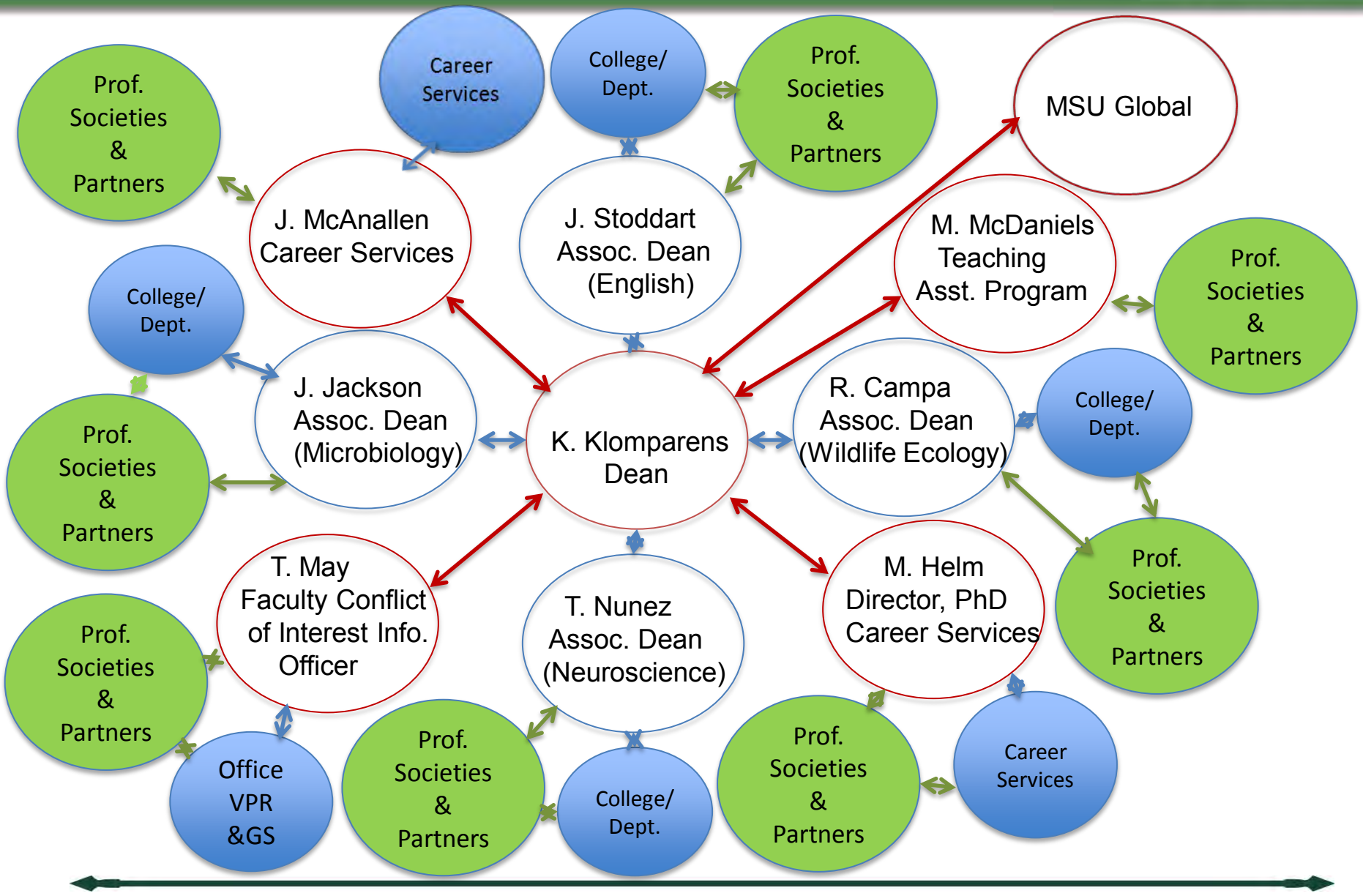

New Graduate School /Chittenden Hall

Includes offices for:

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

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?

Resources for Professional Development

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Budget Items?	Estimated costs?
Room rental	$ X
AV equipment	$ X
Food	$ X
Resources (e.g., copies)	$ X
Personnel	$ 0

People/partners are a MAJOR resource for career and professional development!

Partners for Professional Development & Mentoring

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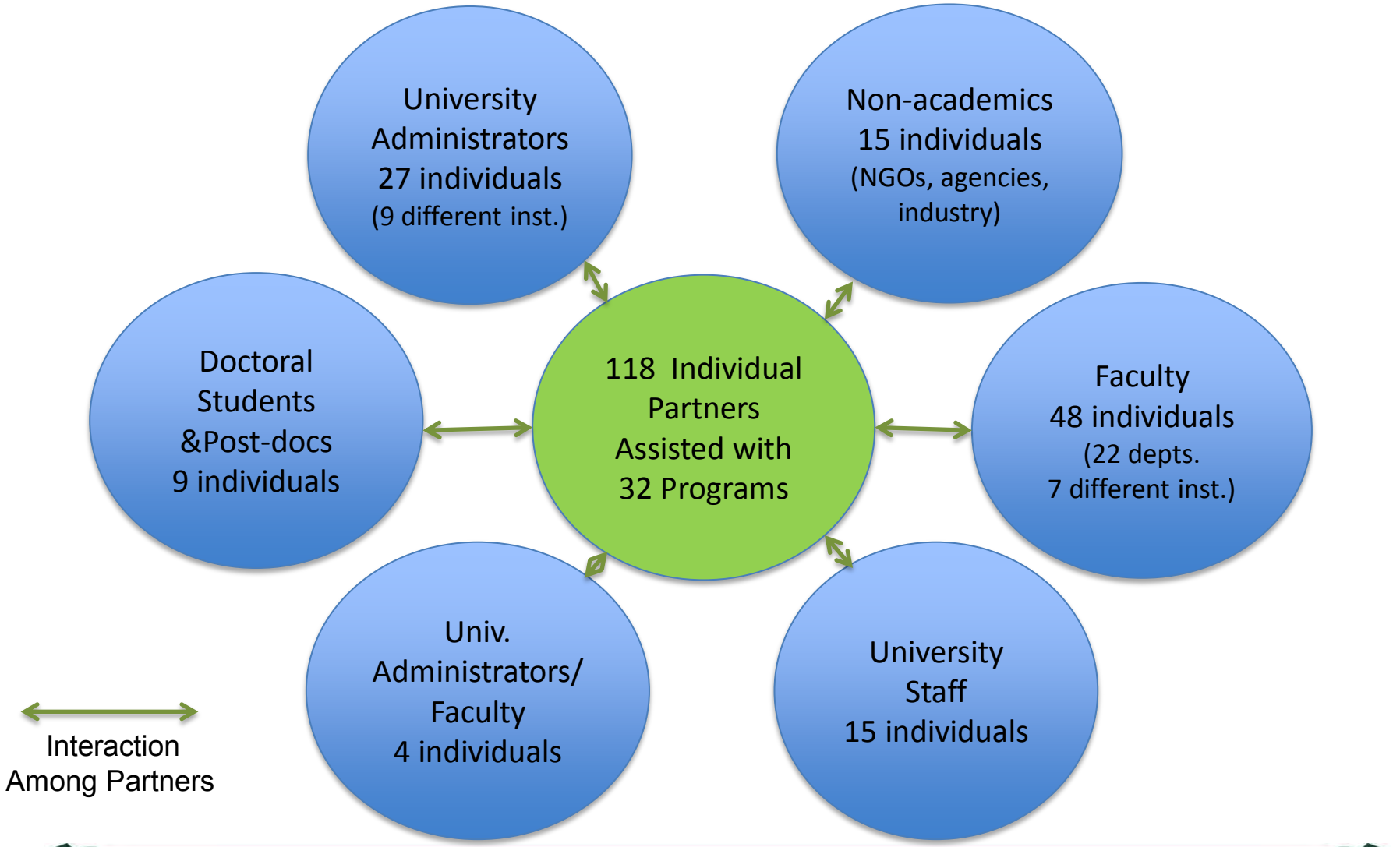
32 full-day or evening programs from Sept 2004 to December 2013



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

Visit Career Success @ careersuccess.msu.edu

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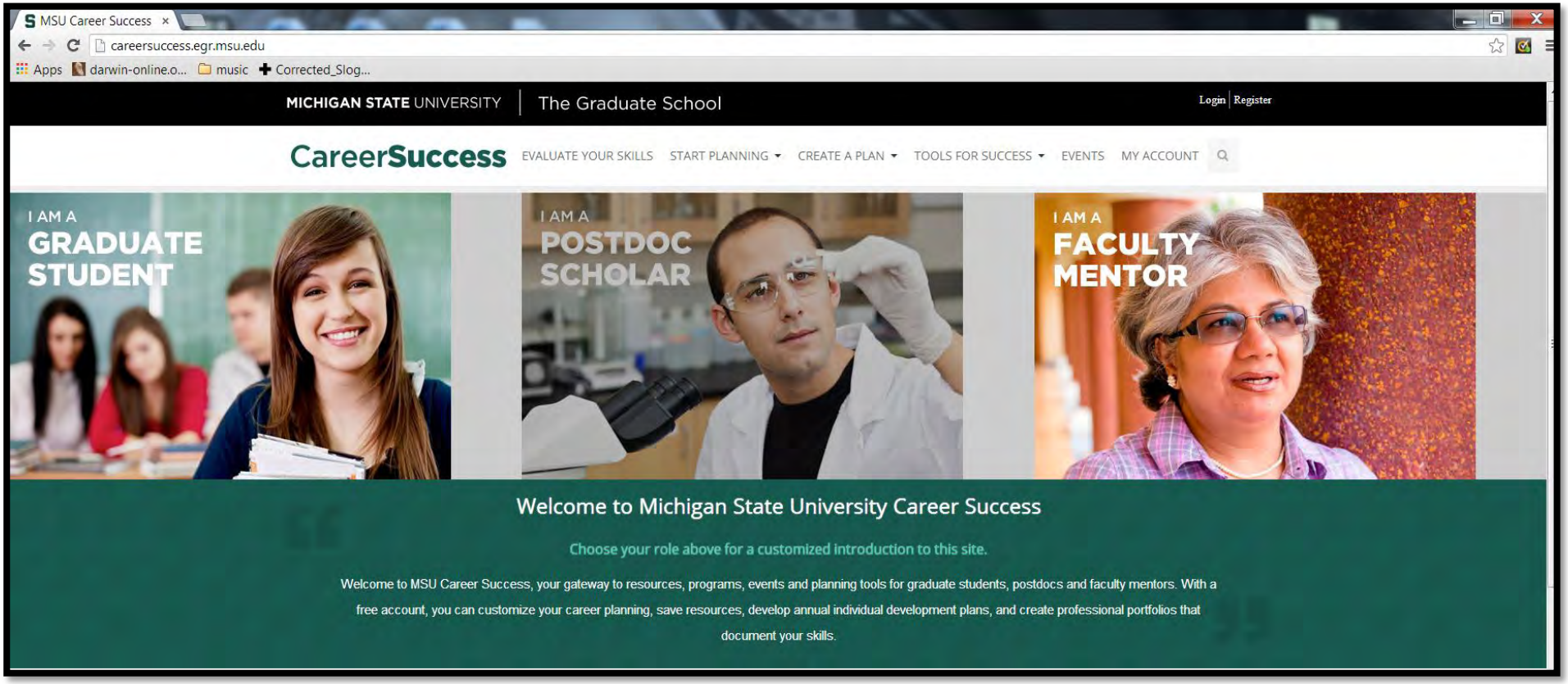
EXPLORE professional development resources

ASSESS your professional skills

CREATE your career and professional development plan

USE professional development tools

BUILD professional portfolios



Transferable Skills-What do students need?
What do employers want?

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introduction

research, scholarship & creative activities

thinking application

thinking creatively

PREP Sheet

Putting It to Work

PREP Professional Themes	Transferable Skills	How to: Affiliated Partners
Planning	Communication Job Search Strategies	Office of Career Services AGEP Grant NSF I-cubed Grant Local colleges and universities
Resilience	Balance and Resilience	Writing Center Olin Health Center The Counseling Center Employee Assistance Program
Engagement	Collaboration Leadership	CIRTL NSF Grant COGS/Grad. Student Org. Grad Employees Union University Outreach &Engagement
Professionalism	Research, Scholarship, & Creative Activity Ethics and Integrity	Vice President for Research Teaching Assistant Program Faculty Development Office PFF Grant-ASL Grant

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.ctlr.msu.edu/
Controller's Office eForms -login.msu.edu/?App=CTLR_JVE
Credit Union -www.msufcu.org/
Electronic Payroll Forms -epayroll.msu.edu
Financial Aid -www.finaid.msu.edu/
Payroll Office - www.ctlr.msu.edu/copayroll/
Volunteer Income Tax Assistance -www.vita.msu.edu/
Graduate Assistants, Professorial Assistants, and Undergraduate Assistants - www.hr.msu.edu/hiring/studentemployment/gradasst/
Human Resources - www.hr.msu.edu/

Setting Expectations:

Academic Policies and Procedures (Office of the Registrar) - www.reg.msu.edu/UCC/policies.asp
Bylaws (University Bylaws) - trustees.msu.edu/bylaws/
Bylaws for Academic Governance - acadgov.msu.edu/bylaws/index-1.html
Calendars - www.msu.edu/calendars.html
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/ROInfo/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/rso/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/sarv/sarv.htm

Outcomes: Workshop Data-Pre- vs. Post-

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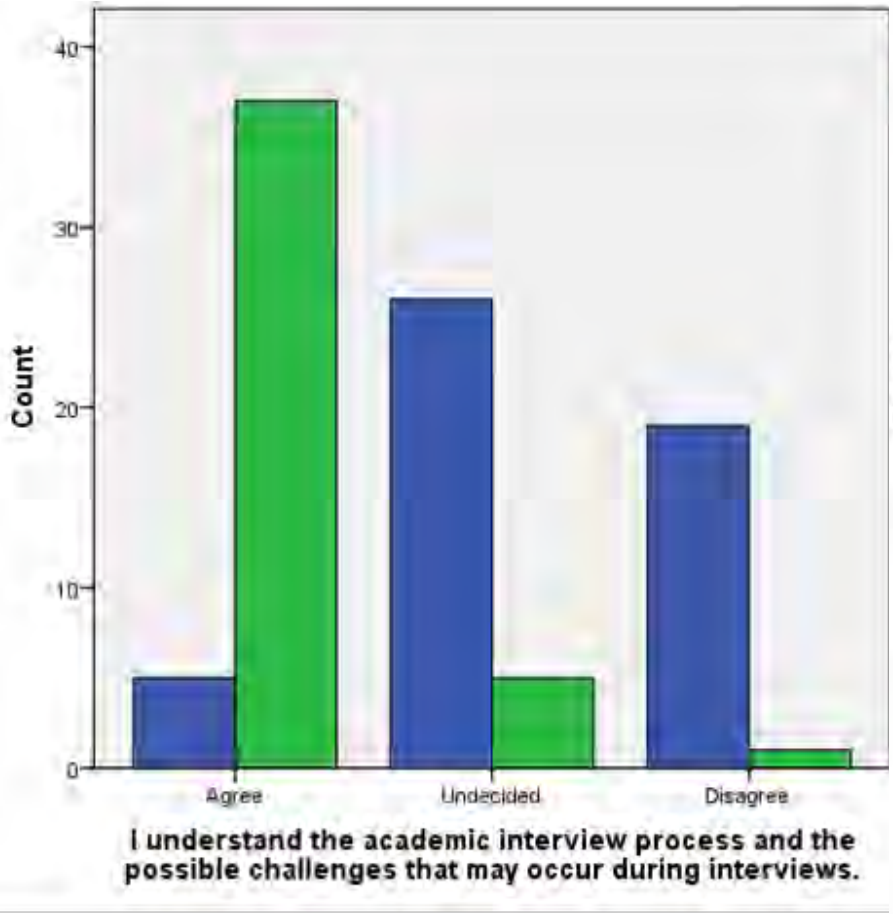
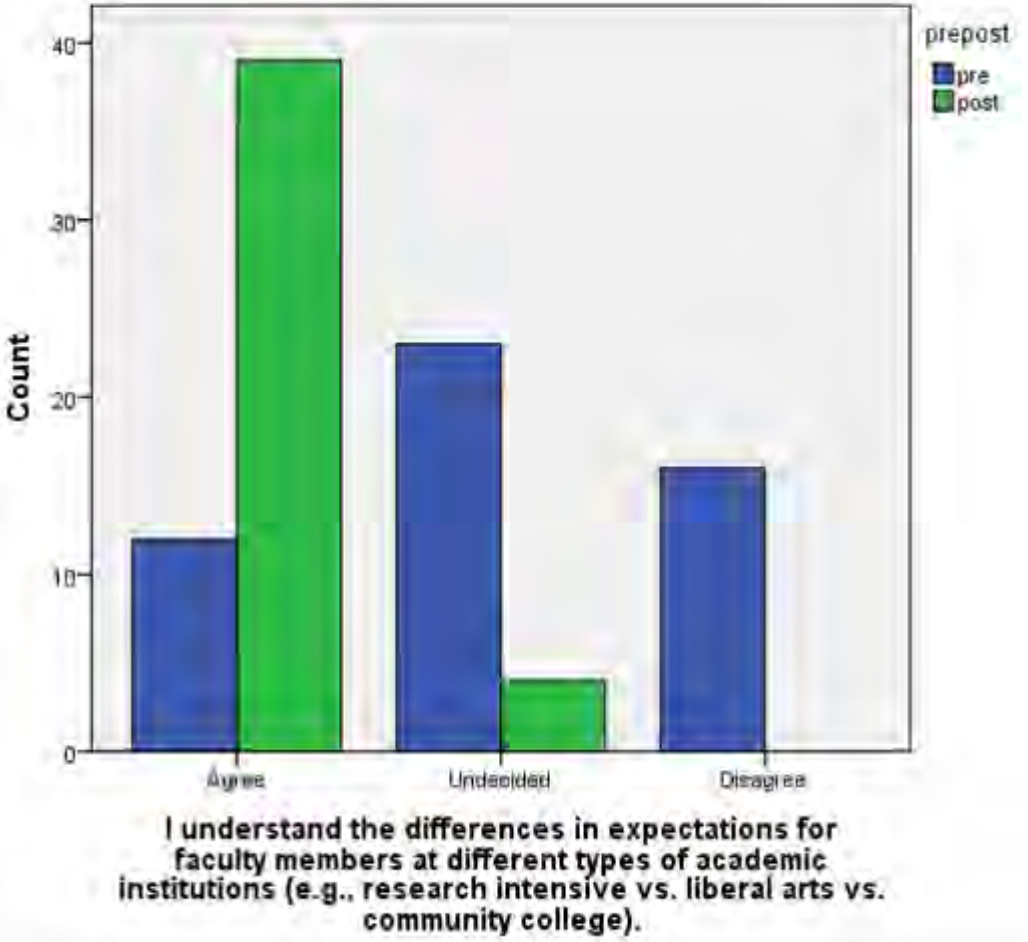
Securing Academic Positions at 2- and 4-Year Institutions

(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).

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University Graduate Certification in College Teaching Program

years	participants
1998 - 2008	42
2009 (pilot)	20
2010 - 2013 (institute)	335

Improved visibility and coordination of program

Outcomes: web resources

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?

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The Graduate School
Questions?
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Rique Campa: campa@msu.edu