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Career Pathways Program Annual Report, 2018-2019

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CAREER PATHWAYS PROGRAM

Old Dominion University



Annual Report for AY 2018/19

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PROGRAM OVERVIEW

Career Pathways launched in August 2017 as the university-wide initiative to provide graduate student professional development. It encompasses both the Preparing Future Faculty program and the Preparing Future Professionals Certificates. The Preparing Future Faculty Certificate was an existing program, started in 2007, while the Preparing Future Professionals Certificate was launched concurrently with Career Pathways. The Career Pathways program prepares graduate students for successful transition into thriving careers. Career Pathways is a gateway to resources, programs, events, and planning tools for ODU graduate students and post-doctoral fellows. Career Pathways events are also available to NSU graduate students.

Preparing Future Faculty (PFF)

The mission of the Preparing Future Faculty (PFF) Certificate at Old Dominion University (ODU) is to introduce graduate students and post-doctoral fellows to the diverse roles, responsibilities, and rewards of an academic career. In doing so, it focuses particularly on the teaching and service roles sometimes not included in doctoral training. Fundamental research skills, such as grant writing, publishing, and academic job searching, are also addressed.

The PFF Certificate is open to graduate students interested in preparing for an academic career. ODU adjunct faculty and post-doctoral fellows are also invited to complete the Certificate. For graduate students, completion of the Preparing Future Faculty Certificate is noted on their academic transcript. All Certificate awardees receive paper certificates.

Requirements for the PFF Certificate include completing a semester-long mentored teaching experience; developing an ePortfolio; creating a CV; participating in 6 professional development activities related to preparing for an academic career; and documenting completion of PFF Certificate requirements in the ePortfolio. More details about the PFF Certificate requirement are provided in the Appendix.

The professional development events include a combination of PFF events and non-PFF events. Three of the events must be academic career-related events offered directly by the Career Pathways Program and cover topics such as grant writing, classroom management, ethics, the academic job search, and student assessment. All PFF events are offered live, on campus, and available synchronously online via WebEx. Events are also recorded, and the archived events are available in a publicly-available event repository.

Approved non-PFF events are offered by other departments and organizations on campus, allowing the Career Pathways Program to leverage additional campus resources while ensuring graduate students receive needed training not covered within their academic programs. Non-

PFF events include workshops and training programs such as those offered by the Center for Learning and Teaching (CLT), the Office of Research, the University Libraries, and the Graduate Teaching Assistant Instructor Institute.

For each professional development activity, students completing the PFF Certificate must document participation by posting a reflection on the experience to their ePortfolio. The reflection must include the title of the professional development activity and a short description. The reflection must also answer the following questions: (1) What three lessons/key points did you take away from this activity? (2) What one question remains unanswered? If you have no unanswered questions, what one key piece of advice would you offer a colleague? (3) How has this improved your professional and/or career readiness?

Preparing Future Professionals (PFP)

The Preparing Future Professionals (PFP) Certificate at ODU was launched in August 2017. It is a professional development program open to all graduate students and post-doctoral fellows and designed especially for those interested in a non-academic career, such as in industry, non-profit or non-governmental organizations, or government agencies. For graduate students, completion of the Preparing Future Faculty Certificate is noted on their academic transcript. All Certificate awardees receive paper certificates.

Requirements for the PFP Certificate include creating an individual development plan (IDP) in conjunction with a faculty mentor or advisor; developing an ePortfolio; creating a resume and/or revising/updating a resume based on review by CDS staff or faculty advisor; participating in 6 professional development activities related to preparing for a professional career (from three categories: Career development, Professionalism, and Leadership and Communication); and documenting completion of PFP Certificate requirements in the ePortfolio. More details about the PFP Certificate requirement are provided in the Appendix.

For each professional development activity, students completing the PFP Certificate must document participation by posting a reflection on the experience to their ePortfolio. The reflection must include the title of the professional development activity and a short description. The reflection must also answer the following questions: (1) What three lessons/key points did you take away from this activity? (2) What one question remains unanswered? If you have no unanswered questions, what one key piece of advice would you offer a colleague? (3) How has this improved your professional and/or career readiness?

Steering Committee

The Career Pathways program is overseen by the Career Pathways Steering Committee, and the Chair of the Steering Committee is responsible for the administration of the program and associated certificates. The Steering Committee includes faculty and student representatives from the different colleges, the Graduate School, Career Development Services, Strome Entrepreneurial Center, and Center for Faculty Development (see Appendix for the list of Career Pathways Steering Committee members for AY 2018/19). Representatives from Norfolk State University also serve on the Steering Committee. Five graduate students serve on the Steering Committee, ensuring that the student perspective is represented.

The Steering Committee meets 3-4 times each semester to discuss Career Pathways events and programming and the PFF and PFP Certificates. In AY 2018/19 the Steering Committee was led by Steering Committee Chair Dr. Wie Yusuf. Dr. Yusuf will continue to chair the Career Pathways Steering Committee in AY 2019/20.

Budget

Beginning AY 2017/18, the Graduate School and the Academic Affairs allocated a combined \$20,000 for the Career Pathways Program. However, in AY 2018/19, only \$10,000 was allocated to Career Pathways. The AY 2018/19 funds were used for graduate student support to provide ePortfolio training and assistance to graduate students (via the Center for High Impact Practices); purchase of food and drink for events; providing programming and events; printing; producing video testimonials, and faculty stipend for the Steering Committee Chair. Beginning AY 2019/20, the Career Pathways budget will be directly under the Graduate School.

Career Pathways Website and Events Repository

A WordPress site was created for Career Pathways and launched in August 2017 that includes information about both the PFF and PFP programs. The website is located here:

<https://sites.wp.odu.edu/careerpathways>. There is also a video archive/repository that now includes 40 videos of previous PFF and PFP events. The repository is located here:

http://vs.odu.edu/kvs/interface_reach/?cid=201510_PreparingFutureFacultyVS_94013.



The video archive site can be accessed using MIDAS login.

PROGRAMMING FOR 2018/19 AND MAJOR ACCOMPLISHMENTS

The focus of the Steering Committee for AY 2018/19 was three-fold. First, given the August 2017 launch of Career Pathways program and the PFP Certificate, the emphasis was on introducing Career Pathways as the university-wide initiative to support graduate student professional development, encompassing both the PFP and PFP Certificates. This included activities such as developing a plan for targeting different audiences to disseminate information about Career Pathways and creating video testimonials of graduates of the Career Pathways program. Second, the programming focus was expanded to increase more training and resources for ePortfolio, and to offer more professional development events that address the needs of graduate students pursuing a wider range of career paths. The expanded programming focus also included expanding professional development to better engage non-traditional graduate students, such as part-time students and students taking courses at a distance. The emphasis has also been on utilizing existing resources to provide a wider range of programs. This has been accomplished by using webinars provided by organizations such as Beyond The Professoriate (<https://beyondprof.com/>), National Center for Faculty Development and Diversity (<https://www.facultydiversity.org/>), and Academic Coaching and Writing (<https://academiccoachingandwriting.org/>). Third, the Steering Committee also sought to better understand graduate students' professional development needs. This was achieved by analyzing results of the ODU graduate students' quality of life conducted in Spring 2018.

Much focus has been on broadly disseminating information about Career Pathways and the associated certificates. These included communication with and information dissemination to GPDs, hosting an information table at Graduate Research Achievement Day, information sharing during the Graduate Administrators' Council meetings, presenting at Graduate Student Orientation, and providing information in the Graduate School Newsletter.

Career Pathways events and programming highlights for AY 2018/19 include:

1. Career Pathways offered a **combination of events** to support career exploration and planning, prepare students for the job search, and build skills needed to succeed in graduate school and beyond. These events include:
 - PhDs That Work (September 19, 2018)
 - I Can do What? Careers in Local Government (October 12, 2018)
 - Introduction to ePortfolios (October 18, 2018 and February 12, 2019)
 - Publishing Your First Journal Article (October 18, 2018)
 - Becoming a Skilled Researcher Workshop (November 2, 2018)
 - Networking for Introverts (and Extroverts, Too!) Webinar (November 5, 2018)
 - WordPress Workshop (November 20, 2018 and March 19, 2019)
 - Every Semester Needs a Plan Webinar (January 22, 2019)
 - Addressing Incivility in the Classroom (February 13, 2019)
 - Grant Writing Essentials for Graduate Students Workshop (March 22, 2019)
 - Social Media: How or Can You Get Eyeballs on Your Content? (May 21, 2019)



Dr. David Chapman (School of Public Service) leading the social media workshop for graduate students at the CLT Faculty Summer Conference on Teaching and Learning (May 21, 2019).

2. **Review of professional development needs** of graduate students based on results of the 2018 Graduate Student Quality of Life survey (see Appendix for full summary of results for the Professional Development section of the survey). Key implications of survey results for Career Pathways programming include:
 - A fairly large percentage of students indicated they were unsure about professional and career development opportunities available to them. This has implications for communicating information about Career Pathways and encouraging graduate students to participate in Career Pathways. There is need to develop a communication strategy for reaching different target audiences (graduate students, GPDs, faculty mentors).
 - Students don't know what they don't know; there is a need to help them understand the value of professional and career development and why they should participate in Career Pathways. GPDs and faculty need to reinforce the message about the value and need for professional and career development.
 - Career Pathways can use the survey results to connect with faculty and highlight the professional development needs of their graduate students.
 - Survey results highlight the perceived lack of effective faculty mentoring. Career Pathways will be more successful when faculty mentors encourage students to participate and to highlight the usefulness of Career Pathways programs. Graduate students also need to know how to seek mentors and be effectively mentored.
 - There is lack of support for career exploration and career planning. Career Pathways needs to bring Career Development Services more extensively into the conversation about professional and career development.
3. The Steering Committee developed a **communication strategy** that included identification of target audiences, messaging approaches, and methods for information dissemination. Highlights of the strategy include:
 - Recognition of the importance of communicating about Career Pathways to a variety of audiences (and the need to use different communication pathways to reach the different audiences)
 - The important role of GPDs, faculty advisors, faculty mentors, and peers in disseminating information about Career Pathways
 - The need for college-level champions for Career Pathways (e.g. Associate Deans responsible for graduate studies)
 - Information needs to be disseminated regularly and frequently, and through various channels. Career Pathways will implement regular (planned communication) to be disseminated via a monthly newsletter and send out frequent announcements about the program and upcoming events.
 - Use of existing communication and informational resources, such as disseminating information through Careers4Monarch, including information about Career Pathways and related resources as a LibGuide on the Library website, in the Graduate Student Newsletter and on the Graduate School website.
 - Use of video testimonials of students, recent graduates, and faculty to highlight the benefits of the Career Pathways program.



Drs. Amy Stamates and Donta Council (2019 PhD graduates) recording their video testimonials.

4. The Steering Committee Chair hosted several **information sessions** to broaden awareness of the Career Pathways. The information and Q&A sessions were provided both in-person (on campus) and online
 - Career Pathways Information Session (September 11, 2018 and October 22, 2018)
 - Career Pathways Online Information and Q&A Session (September 17, 2018 and January 18, 2019)

5. Creation of **video testimonials** of students who recently completed the Preparing Future Faculty and Preparing Future Professionals Certificates. Career Pathways worked with the Office of Distance Learning to produce the videos. The 1-2 minute videos are expected to be completed and posted to the Career Pathways website in Fall 2019. Students featured in the videos include:
 - Amy Stamates (Psychology), Assistant Professor, University of Rhode Island
 - Jane Roitsch (Education), Assistant Professor, Old Dominion University
 - Donta Council (Public Administration and Policy), Postdoctoral Fellow, American University
 - Ali Can Kucukozyigit (Engineering Management and Systems Engineering), Assistant Professor, Arizona State University

6. **Certificates Awarded.** As of the beginning of the 2018/19 academic year, 111 Preparing Future Faculty Certificates had been awarded. In AY 2018/19, eight PFF Certificates were awarded. Three PFP Certificates were awarded. This was the first year that PFP Certificates were awarded to students. Students completing the PFP Certificates were from the Darden College of Education and Professional Studies, College of Sciences, and Batten College of Engineering and Technology.

LOOKING AHEAD TO ACADEMIC YEAR 2019/20

For AY 2019/20, the PFF Steering Committee will focus on (a) executing the communication strategy to increase visibility of the Career Pathways program, the PFF Certificate, and the PFP Certificate; (b) engaging a wider range of students, including non-traditional graduate students by highlighting the various Career Pathways program options; and (c) expanding Career Pathways programming to address the diverse needs of ODU graduate students.

ACKNOWLEDGEMENTS

Career Pathways is a collaborative effort, and successful Career Pathways programming hinges on the support of many organizations and individuals on campus.

The Career Pathways Steering Committee Chair extends thanks to:

- Steering Committee members who worked tirelessly to support Career Pathways programming;
- The Graduate School – Dean Robert Wojtowicz, Associate Dean Bryan Porter, and Program Manager Missy Barber – for support and guidance;
- The School of Public Service and its Program Manager, Ms. Meg Jones, for providing administrative and programming support;
- The Student Learning Commons for providing workshop space;
- The Office of Distance Learning for WebEx and video archiving assistance;
- Academic Affairs – Provost Austin Agho, Associate Vice President Elaine Pearson, Maria Bowman – for resources and support;
- And all GPDs, faculty, staff and students who have supported the Career Pathways program.

APPENDIX A: CERTIFICATE REQUIREMENTS

PFF Certificate Requirements (updated Fall 2017)

Version: November 27, 2017

- ☐ Develop a CV, obtain feedback from a faculty mentor, and revise the CV based on feedback.
- ☐ Develop an ePortfolio that, at a minimum, will include your CV, reflection on your mentored teaching experience, and reflection on your participation in the 6 professional development activities.

- ☐ Complete a semester-long mentored teaching experience.

The teaching-related experience must be a mentored experience lasting a minimum of one semester during which the student works with a faculty member to focus on teaching issues and processes. You must document completion of the mentored teaching experience by posting to your ePortfolio a description of the teaching activities completed and your reflection on the experience.

The requirement may be met in ONE of the following ways:

- Serving as a Teaching Assistant or Course Instructor (teaching a course or serving as a TA for a lecture, discussion group, or lab class).
- Working under a teaching mentor for one semester (including activities such as developing a course syllabus, identifying course readings, developing assignments or class activities, giving guest lectures, visiting classrooms at ODU and other institutions, and reading teaching-related literature).
- Completing a course on teaching in your discipline. The course should be related specifically to the process of teaching and not to specific content in the discipline. Pre-approval to count a course towards the PFF certificate should be obtained from the PFF Steering Committee Chair.
- Completing the 6-week long course Foundational Strategies for Effective Online Teaching offered by ODU's Center for Learning and Teaching (see clt.odu.edu for more information),

The PFF Steering Committee is aware that not all graduate students serve as GTAs involved in teaching. Students who want to complete the PFF certificate should identify a teaching mentor in their department who would be willing to work with them to complete the PFF certificate requirement. The PFF Steering Committee Chair may assist students in identifying or arranging a mentored teaching experience.

- ☐ Participate in 6 professional development activities related to preparing for an academic career

Required: Participate in at least three PFF-sponsored events. Two PFF-sponsored events are offered each semester. You may use more than three PFF events to fulfill the requirement of six professional development activities.

The remaining events may be any of the following non-PFF workshops or activities.

- Attend the ODU Graduate Teaching Assistant Institute organized by the Graduate School (restricted to funded GTAs)

- Complete the Certificate on College Teaching offered by the Virginia Tidewater Consortium for Higher Education (for a fee, more information here: <http://vtc.odu.edu/development/CCTP.html>)
- Attend workshops offered by the Office of Research
- Attend workshops offered by the Center for Learning and Teaching (CLT) or Center for Faculty Development
- Attend teaching workshops such as the ODU Summer Institute on Teaching and Learning, The Teaching Professors Conference (www.magnapubs.com/conferences), the Lilly Conference on College Teaching (lillyconferences.com), or teaching workshops offered in your discipline. Approval to count an event towards the PFF certificate should be obtained from the Career Pathways Steering Committee Chair
- Complete GRAD700: Professional Development, a 1-credit hour faculty development course offered by ODU's PFF program, or an equivalent course offered by an accredited doctoral institution. Approval to count a non-ODU faculty development course should be obtained from the Career Pathways Steering Committee Chair. Completion of GRAD700 will count as two non-PFF events for the PFF Certificate.

For each professional development activity, you must document participation by posting to your ePortfolio a reflection on the experience. Your reflection must include the title of the professional development activity and a short description. Your reflection must also answer the following questions: (1) What three lessons/key points did you take away from this activity? (2) What one question remains unanswered? If you have no unanswered questions, what one key piece of advice would you offer a colleague? (3) How has this improved your professional and/or career readiness?

- ☐ Document completion of PFF Certificate requirements in an ePortfolio
- ☐ Send an e-mail to Dr. Wie Yusuf (wyusuf@odu.edu) indicating you have completed the PFF Certificate requirements along with a link to your ePortfolio

PFP Certificate Requirements

Version: January 16, 2018

- ☐ Develop an individual development plan (IDP), in conjunction with a faculty mentor or advisor.
- ☐ Develop an ePortfolio that, at a minimum, will include your IDP, resume, and reflection on your participation in the 6 professional development activities.
- ☐ Create a resume or update your existing resume based on feedback by CDS staff, faculty advisor, or outside mentor.
- ☐ Participate in 6 professional development activities related to your IDP and professional readiness needs

Required: Participate in events/activities from three categories: Career development, professionalism, and leadership and communication.

Below are some selected events/activities that fall under the three categories. You should select activities/events that address your professional readiness needs as identified in your IDP.

Career Development

- Resume development
- Career exploration workshops (e.g., ONR, local governments, nonprofits, etc.)
- Mock interview
- Informational interview
- Attend a career fair or information session
- Working Wednesdays

Professionalism

- Social networking
- Digital identity
- Complete an internship
- Working Wednesdays
- Join a professional organization, learn about career resources or attend a conference/networking event

Leadership and Communication

- Cultural competence
- Leadership
- Effective presentations
- Science communication
- Emotional intelligence
- DiversABILITY training (Offices of Educational Accessibility & Intercultural Relations)

Optional: Depending on your IDP, the professional development activities could also include those related specialized skills such as high performance computing, grantwriting, statistics and data analysis, entrepreneurship and innovation, or GIS.

For each professional development activity, you must document participation by posting to your ePortfolio a reflection on the experience. Your reflection must include the title of the professional development activity and short description. Your reflection must also answer the following questions: (1) What three lessons/key points did you take away from this activity? (2) What one question remains unanswered? If you have no unanswered questions, what one key piece of advice would you offer a colleague? (3) How has this improved your professional and/or career readiness?

- ☐ Document completion of PFP Certificate requirements in an ePortfolio
- ☐ Send an e-mail to Dr. Wie Yusuf (jyusuf@odu.edu) indicating you have completed the PFP Certificate requirements along with a link to your ePortfolio

Appendix B: Steering Committee Members

PFF Steering Committee for 2018/2019

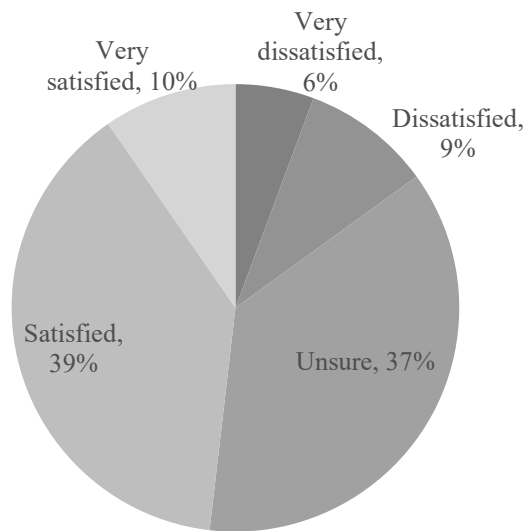
1. Dr. Wie Yusuf, ODU, Public Service, Chair
2. Dr. Joyce Armstrong, ODU, Center for Faculty Development
3. Dr. Orlando Ayala, ODU, Engineering Technology
4. Dr. Suely Black, Norfolk State University, Chemistry
5. Dr. Abby Braitman, ODU , Psychology
6. Dawn Driesbach, ODU, GPIS (PHD STUDENT)
7. Nancy Grden, ODU, Strome Entrepreneurial Center
8. Alice Jones, ODU, Career Development Services
9. Dr. Regina Karp, ODU, GPIS
10. Ali Can Kucukozyigit, ODU Engineering Management (PHD STUDENT)
11. Dr. Harold Lee, NSU (POST-DOC)
12. Dr. Chris Osgood, ODU, Biology
13. Dr. Ariel Pinto, ODU, Engineering Management and Systems Engineering
14. Emily Pratt, ODU, Public Service (MPA STUDENT)
15. Asha Ralph, ODU, Criminal Justice (PHD STUDENT)
16. Dr. Phil Reed, ODU, Stem Education and Professional Studies
17. Dr. Daniel Russell, ODU, Physical Therapy and Athletic Training
18. Dr. Sachin Shetty, ODU, VMASC & Modeling & Simulation
19. Elizabeth Smith, ODU, Graduate School
20. Amy Stamates, ODU, Psychology (PHD STUDENT)

Appendix C: Results of the 2018 Graduate Student Quality of Life Survey
Relevant to Professional Development
(pages 16-19 of the full report)

Professional Development

When asked about stressors, 32% of respondents identified concerns about future employment and career prospects (see Table 8). The survey also included a series of questions about professional and career development needs and services. As shown in Figure 3a, almost half (49%) of respondents were very satisfied or satisfied with the opportunities provided by the university for professional and career development. However, 37% were unsure and 16% was dissatisfied or very dissatisfied. These responses are consistent across types of graduate programs (Master's and doctoral). It is unclear from these responses whether students are unsure about their satisfaction with professional and career development programs or unsure about the availability of professional and career development opportunities.

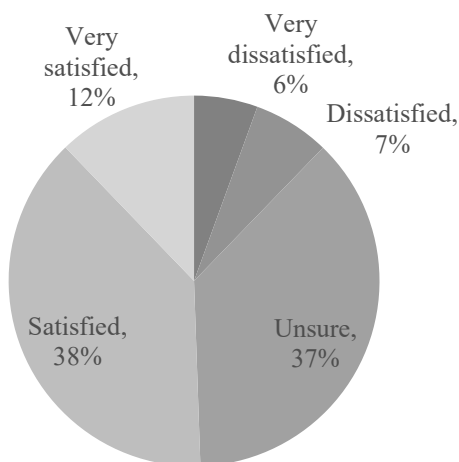
Figure 3a: Satisfaction with opportunities for professional and career development



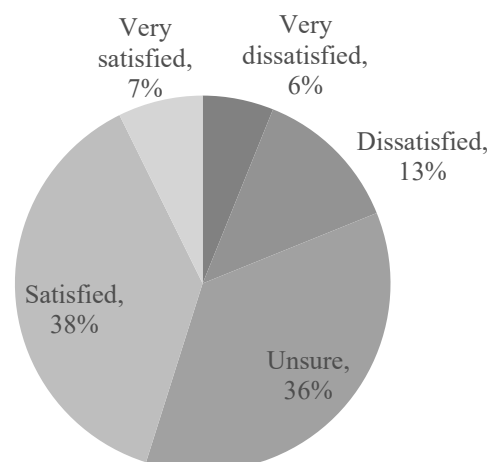
Note: Percentages do not add to 100% due to rounding.

Figure 3b: Satisfaction with opportunities for professional and career development – By type of program

Students in Master's program



Students in Doctoral program



In terms of their career pathways, graduate students were asked if they were interested in an academic career or a non-academic career. When asked about academic careers as faculty in higher education, 47% expressed interest, while 31% were still deciding. Students were asked about interest in non-academic careers, including in government, nonprofits, and industry (respondents could select multiple non-academic options). 42% were interested in working for government organizations, 37% for non-profit/non-governmental organizations, and 30% in industry. 24% were still undecided.

Among doctoral students responding to the survey, 60% were interested in academic careers as faculty in higher education and 27% were still deciding if they were interested in an academic career. In contrast, 34% of Master's students were interested in such careers and 34% were still deciding. In terms of non-academic careers 25% of Master's students were interested in careers in industry, 36% in careers in the nonprofit sectors, and 39% in government. Of doctoral students responding to the survey, 36%, 38%, and 47% were interested in careers in industry, nonprofits, and government, respectively.

Over half (56%) of respondent agreed that they were prepared for their planned career path, while 30% remained neutral and 14% did not agree. The results are consistent across students in Master's and doctoral programs (see Table 12).

Table 12: Agreement regarding preparedness for planned career path

	Master's program (N=181)	Doctoral program (N=165)
Strongly disagree	3%	4%
Disagree	9%	12%
Neutral	34%	27%
Agree	41%	42%
Strongly agree	13%	15%

The survey included questions to gauge graduate student awareness of existing professional and career development programs at ODU. When asked about familiarity with the Career Pathways program's Preparing Future Faculty Certificate, only 33% responded in the affirmative. 38% of students who expressed interest in an academic career were familiar with the Preparing Future Faculty Certificate. When asked about the Career Pathways program's Preparing Future Professionals Certificate, only 24% responded that they were familiar with the Certificate. 30% of students interested in industry careers, 30% of those interested in nonprofit careers and 28% of those interested in government careers indicated familiarity with the Preparing Future Professionals Certificate.

Survey participants were given a list of professional development needs and asked to identify the top three needs that are being met well at ODU and that are not being met (see Table 13). The top three professional development needs of graduate students that are being met well at ODU are research foundations, networking and collaboration, and academic planning. In contrast, the top three needs not being met at ODU are: funding for research and scholarship, work-life balance, and career planning.

Table 13: Professional development needs

	Being Met Well	Not Being Met
Research foundations	29%	13%
Networking and collaboration	29%	21%
Academic planning	26%	11%
Multidisciplinary/ interdisciplinary perspective	22%	16%
Technology	20%	7%
Socialization into academia	19%	19%
Writing	18%	13%
Ethical behavior	17%	6%
Teaching foundations	17%	13%
Career exploration	15%	29%
Funding for research and scholarship	15%	35%
Work-life balance	14%	33%
Oral communication	11%	8%
Career planning	9%	34%
Service expectations	5%	14%
Time management	5%	13%

Note: The top 5 needs are bolded.

Table 14: Professional development needs being met well – By type of graduate program

	Master's program	Doctoral program
Career exploration	19%	8%
Socialization into academia	10%	24%
Academic planning	28%	21%
Work-life balance	14%	10%
Ethical behavior	19%	13%
Research foundations	22%	34%
Teaching foundations	17%	16%
Writing	16%	17%
Multidisciplinary/ interdisciplinary perspective	21%	18%
Career planning	10%	5%
Networking and collaboration	24%	28%
Service expectations	7%	2%
Time management	6%	3%
Technology	20%	16%
Oral communication	13%	8%
Funding for research and scholarship	12%	17%

Note: The top 5 needs are bolded.

As shown in Table 14, professional development needs of both Master's and doctoral students are met well in terms of: academic planning, research foundation, multidisciplinary/interdisciplinary perspective, and networking and collaboration. We also see consistent responses across both program levels in terms of professional development needs related to teaching foundations and writing. Fairly divergent professional development issues arise when considering specific issues such as career exploration and career planning. While 19% of Master's students identified career

exploration as being met well, only 8% of doctoral students. Similarly, 10% of Master's students identified career planning as one of the top three needs being met well compared to 5% of doctoral students.

In terms of professional development needs that are not being met at ODU, the results are consistent across students in Master's and doctoral programs (see Table 15). As such, any efforts to meet these needs can be targeted at both levels of students simultaneously.

Table 15: Professional development needs not being met – By type of graduate program

	Master's program	Doctoral program
Career exploration	28%	25%
Socialization into academia	19%	16%
Academic planning	12%	9%
Work-life balance	34%	28%
Ethical behavior	4%	6%
Research foundations	9%	16%
Teaching foundations	8%	15%
Writing	10%	15%
Multidisciplinary/ interdisciplinary perspective	15%	15%
Career planning	32%	30%
Networking and collaboration	20%	19%
Service expectations	12%	15%
Time management	12%	12%
Technology	8%	5%
Oral communication	9%	5%
Funding for research and scholarship	24%	42%

Note: The top 5 needs not met are bolded.

Sixty-eight percent of respondents stated that other commitments prohibited them from participating in “live” professional development events on campus during the work week. Graduate students were also asked about the likelihood of participating in a 90-minute synchronous (real-time), on-line workshop during the work week. 39% indicated they were likely to participate. When asked about the likelihood of participating in a 90-minute asynchronous (self-paced), on-line workshop, a higher percentage (65%) stated they were likely to participate.

Table 16: Likelihood of participating in 90-minute professional development workshops

	Unlikely	Neither	Likely
Synchronous (real-time), on-line workshop during the work week	35%	26%	39%
Asynchronous (self-paced), on-line workshop	18%	18%	65%

Note:

Not At All Likely and Unlikely are categorized as ‘Unlikely,’ and Likely and Extremely Likely are categorized as ‘Likely.’

Percentages do not add to 100% due to rounding.

Appendix D: Brochures and Event Flyers



Professional development to bridge graduate school and career success

What is Career Pathways?

- University-wide program that prepares graduate students and postdoctoral scholars for successful transition into thriving careers.
- A gateway to resources, programs, events, and planning tools for ODU graduate students and postdocs.

PREPARING FUTURE PROFESSIONALS (PFP)

Designed for individuals interested in a non-academic career such as in industry, non-profit/non-governmental organizations, or government agencies.

Earn the **PFP Certificate**:

- ☒ Develop an individual development plan
- ☒ Create a resume
- ☒ Attend professional development events or complete professional development activities
- ☒ Produce an ePortfolio to document professional development and growth

PREPARING FUTURE FACULTY (PFF)

Designed for individuals interested in an academic career.

Earn the **PFF Certificate**:

- ☒ Complete a mentored teaching experience
- ☒ Create a CV
- ☒ Attend PFF and other professional development events
- ☒ Produce an ePortfolio to document professional development and growth

FALL 2018 Events

- Sep 19 PhDs that Work: Finding Success in an Uncertain Job Market (by Beyond the Professoriate)
12.00-1.30pm in Constant 2086 (RSVP: <http://bit.ly/cp091918LIVE>) or online (register: <http://bit.ly/cp091918>)
- Oct 12 I Can Do What? Careers in Local Government (co-sponsored with the School of Public Service)
10.00am-12.00pm in Gornto 202 and online (access here: http://bit.ly/PFF_archive)
- Oct 18 Publishing Your First Journal Article (by Academic Coaching & Writing)
4.00-5.30pm in Constant 2086 or online (registration info: <http://bit.ly/2CyVllg>)
- Oct 22 Career Pathways Information Session
Drop in between 12.00-1.30pm for informal Q&A in Learning Commons, LC 1310
- Nov 2 Becoming a Skilled Researcher
12.00-2.00pm in Learning Commons, LC 1310-1311 & online (access here: http://bit.ly/PFF_archive)
- Nov 5 Networking for Introverts (and Extroverts, Too!): How to Make the Most of Your Next Conference (by the National Center for Faculty Development & Diversity)
2.00-3.30pm in Constant Hall 2086 & online (registration info TBA)



Professional development to bridge graduate school and career success

What is Career Pathways?

- University-wide program that prepares graduate students and postdoctoral scholars for successful transition into thriving careers.
- A gateway to resources, programs, events, and planning tools for ODU graduate students and postdocs.

PREPARING FUTURE PROFESSIONALS (PFP)

Designed for individuals interested in a non-academic career such as in industry, non-profit/non-governmental organizations, or government agencies.

Earn the **PFP Certificate**:

- ✓ Develop an individual development plan
- ✓ Create a resume
- ✓ Attend professional development events or complete professional development activities
- ✓ Produce an ePortfolio to document professional development and growth

PREPARING FUTURE FACULTY (PFF)

Designed for individuals interested in an academic career.

Earn the **PFF Certificate**:

- ✓ Complete a mentored teaching experience
- ✓ Create a CV
- ✓ Attend PFF and other professional development events
- ✓ Produce an ePortfolio to document professional development and growth

SPRING 2019 Events

- Jan 18 Career Pathways Online Q&A
12.00-1.30pm via Zoom (Go to: bit.ly/MeetWie)
- Jan 22 Webinar – Every Semester Needs a Plan (by the National Center for Faculty Development & Diversity)
12.00-1.30pm in Learning Commons LC 1311
- Feb 12 Workshop – Introduction to ePortfolios
12.30-1.30pm in Gornto 422 & online (access here: bit.ly/pff-pfp-webex)
- Feb 13 Webinar – Addressing Incivility in the Classroom: Effective Strategies for Faculty (by the National Center for Faculty Development & Diversity)
10.00-11.00am in Learning Commons LC 1311
- Mar 19 Workshop – WordPressWord
12.30-1.30pm in Gornto 422 & online (access here: bit.ly/pff-pfp-webex)
- Mar 22 Grant Writing Essentials for Graduate Students (by the Office of Research)
12.00-2.00pm in Learning Commons, LC 1310-1311 & online (access here: http://bit.ly/PFF_archive)

Stay updated by visiting the Career Pathways website (sites.wp.odu.edu/careerpathways) and the events page (sites.wp.odu.edu/gsl01/event/)

Register for these events here: http://bit.ly/rsvp_cp (registration preferred but not required)

CAREER PATHWAYS

Professional development to bridge graduate school and career success

PhDs That Work:

How to Launch Your Career Beyond the Professoriate, and Success Stories from PhDs Who Have

Does it seem that every other week a new story appears in your social media feed that laments the current state of the job market for PhDs? Often short on statistics but long on scary anecdotes of impoverished adjuncts and exploited post-docs, these news stories do little to provide graduate students with guidance on how to manage their job search.



This webinar counts towards the
Preparing Future Faculty and
Preparing Future Professional
Certificates

This webinar by Beyond the Professoriate, will discuss:

- Overview of trends in academic hiring and career pathways for PhDs who leave the academy.
- Success stories of PhDs who now work beyond the professoriate.
- An overview of the non-faculty job search process, and how it differs from the faculty search and hiring process.

Wednesday, Sep 19, 2018 12.00–1.30 pm EST

Participate on-line – Register here using your ODU e-mail:

<http://bit.ly/cp091918>

Participate live – Join Wie Yusuf and other students in 2086 Constant Hall, RSVP here: <http://bit.ly/cp091918LIVE>

Questions?

Contact Dr. Wie Yusuf, Chair, Career Pathways Steering Committee

E-mail: jyusuf@odu.edu Web: <https://sites.wp.odu.edu/careerpathways/>



CAREER PATHWAYS

Professional development to bridge graduate school and career success

Grant Writing Essentials for Graduate Students

This is a special workshop for graduate students hosted by the ODU Office of Research.

This workshop will address the following essential questions:

- ☐ How to assess funding opportunities?
- ☐ What to look for in Requests for Proposals (RFPs)?
- ☐ How to determine if there is a match?
- ☐ What goes into a grant proposal?

Friday, March 22, 2019

Noon-2pm in Learning Commons LC 1310-1311

Also available via WebEx at bit.ly/PFF_WebEx

(RSVP recommended but not required – http://bit.ly/rsvp_cp)

Snacks and drinks will be provided. BRING A FRIEND!

Questions? Contact Dr. Wie Yusuf
Chair, Career Pathways Steering Committee
E-mail: jyusuf@odu.edu Phone: 757-683-4437
Web: <https://sites.wp.odu.edu/careerpathways/>



CAREER PATHWAYS

Professional development to bridge graduate school and career success

Becoming a Skilled Researcher

A panel of ODU and NSU researchers will

- ☑ Address key skills graduate students should develop to be effective researchers
- ☑ Provide strategies and advice for building research skills
- ☑ Discuss resources available to build your research skills and support your research

Panelists:

- Dr. Sachin Shetty, VMASC
- Dr. Regina Karp, GPIS, College of Arts & Letters
- Dr. Harold Lee, Postdoctoral Research Fellow, NSU
- Abbie Basile, Engineering & Physical Sciences Librarian

Moderator: Ali Can Kucukozyigit, Graduate Student, College of Engineering

Friday, November 2, 2018

Noon-2pm in Learning Commons LC 1310-1311

Also available via WebEx at bit.ly/PFF_WebEx

Snacks and drinks will be provided. BRING A FRIEND!

Questions? Contact Dr. Wie Yusuf
Chair, Career Pathways Steering Committee
E-mail: jyusuf@odu.edu Phone: 757-683-4437
Web: <https://sites.wp.odu.edu/careerpathways/>





WordPress Workshop

Sponsored by PFF/PFP

November 20
12:30 – 1:30

Gornto 219 & online via Webex
bit.ly/PFF_WebEx

PFF and PFP are part of The Graduate School's Career Pathways program,
which emphasizes professional development to bridge graduate school
and career success

Facilitated by CHIP



Professional development to bridge graduate school and career success

Calling all ODU Graduate Students and Post-Docs!

- Need help building professional readiness post-graduate school?
- Need help preparing for a thriving career?

Career Pathways is a gateway to resources, programs, events, and planning tools for ODU graduate students and postdocs. We provide career exploration and career planning programs to prepare you for successful transition to thriving careers

Come to an ONLINE information session!

<https://odu.zoom.us/j/186813769>

Monday, September 17, 2018

**Drop in the online meeting room between
12:00 and 1:30 PM**

Need more info? Have questions? E-mail Dr. Wie Yusuf (jyusuf@odu.edu)
or visit <https://sites.wp.odu.edu/careerpathways>

