

2015-2016
GRADUATE CAREER CONSORTIUM

Annual Committee Reports



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Thank you to the committee chairs and committee members who spent countless hours above and beyond their jobs to work on behalf of the GCC. Through our collective efforts we are able to provide support for one another and more broadly to all our graduate students and postdocs through our collaborative initiatives. Thank you for an outstanding year!

The GCC Executive Board:

Alexis Thompson, President

Amy Pszczolkowski, President-Elect

Mike Matrone, Treasurer

Jake Livengood, Secretary

Christine Kelly, Past-President

Governance Committee Report

The Executive Board tasked the Governance Committee with reviewing the membership categories and considering changes based on member inquiries. In our meetings during the 2015-2016 term, we addressed these areas, made decisions on two categories (emeritus and trainee members) and decided two (institutional and private/corporate memberships are in need of further discussion involving the entire GCC membership.

Emeritus and Trainee Memberships

Bylaws changes to add membership categories for emeritus and student/trainee were taken to a membership vote. The table below shows the benefits provided to members in these categories. The membership voted to approve both categories and the bylaws will be edited to include Emeritus and Trainee as of August 1, 2016.

Benefit	Emeritus Member	Trainee Member
Access to GCC website forums	YES	YES
Access to GCC member list	YES	YES
Vote in GCC elections	YES	NO
Run for office in GCC elections	NO	NO
Volunteer on GCC committees	YES	YES
Chair GCC committees	NO	NO
Attend GCC national conferences	YES	pre-conference only
Attend GCC regional conferences	YES	NO
Discount on annual GCC dues	50% discount	25% discount

Emeritus-- There was consensus that adding emeritus was a positive move for the GCC as we have some founding members who are at or nearing retirement and we believed having their institutional wisdom was important to the organization. Since we have only recently formalized membership, we don't have a clear cut way to determine how long someone has been a member. At this point, rather than have the language for length of time as a GCC member, it was worded as length of time in a GCC-qualifying position.

Trainee-- We discussed the collective goals of the GCC to professionalize what we do and how allowing people who are considering entering our profession could learn from current members.

Institutional Memberships

Some campuses with more than one GCC member have requested an institutional membership category. The Governance Committee discussed this and did some benchmarking against other organizations. The pros seemed to be limited to the cost savings for school with more qualified GCC members. The challenges include how to price the membership (and the impacts on large and small schools), number of individual members included with the institutional membership and changing the voting system (including the accompanying bylaws changes). The Governance Committee decided to table the issue for now as the cons outweigh the benefits and the issues is complex enough that it requires further discussion.

Private/Corporate Memberships

The GCC has received membership requests from independent contractors and people employed at for profit companies who work in our sphere. The Governance Committee discussed the number of potential members in this category and did peer benchmarking.

The benefits to introducing this category included opportunities to engage with people who are connected to the GCC mission and the potential for dues to help fund GCC initiatives. There were a number of concerns about how this could change the nature and focus of the organization. Further conversations with the membership are necessary.

During these conversations, we identified that requests come in from people whose affiliation/job function is unclear and recommended creating a more comprehensive membership application to aid in determining if they met the current membership criteria, which would also be more transparent to potential members.

Conference Committee Report

The GCC's 2015 annual conference returned to New York City for the first time since 2000, taking place June 24-26, 2015. The conference set a number of benchmarks in attendance and breadth of programming and reflected the collaborative efforts of 10 GCC conference committee members. And this year, for the first time, a pre-conference meeting was held on Tuesday, June 23, preceding the traditional conference. The event, hosted by NYU, was organized by a committee of 7 GCC members with the goal of providing new members an opportunity to learn more about the organization, its resources, history and plans for the future – and to provide an occasion for new members to meet with established members. This innovative addition to the annual conference was enthusiastically taken up by new members and received many positive comments.

As has been the case with many previous GCC annual conferences, venues varied daily, affording participants the opportunity of seeing several of New York's most vibrant communities; Greenwich Village, Morningside Heights, Wall Street and the financial district, and, lastly, midtown Manhattan - the heart of the City. As well, organizational and programming responsibilities for the conferences were shared with NYU hosting the pre-conference and Columbia hosting Day One, the New York Academy of Sciences Day Two, and Stony Brook Day Three of the traditional conference– with each of the Committee members, for the pre-conference and conference, having defined responsibilities making the conferences real team efforts.

The story of the 2015 annual conference and pre-conference is revealed in the numbers and by participant feedback:

2015 Pre-conference Committee members: Dartmouth, Harvard, NYU, Penn, Princeton, Syracuse, and UConn.

2015 Conference Committee members: Columbia, Dartmouth, GC-CUNY, MSK, NYAS, NYU, Princeton, Stony Brook, UConn, and UVA

Attendees:

2015 Annual Conference

Institutions represented	78 (23% increase from 2014)
Individual participants	145 (29% increase from 2014)
Presenters (guests)	11
Presenters (GCC members)	29

2015 Pre-Conference

Institutions represented	40
Individual participants	41
Presenters (guests)	NA
Presenters (GCC members)	7

Sponsorship:

Elsevier and Versatile PhD
NYU, Donated pre-conference space

Budget:

2015 Registration fee:

Pre-conference:	\$50pp
Conference:	\$375pp

2015 Cost of Conference:

Registration fees:	\$56,550 (Conference and Pre-conference)
Sponsorship fees:	\$6,000
Refunds/allowances:	\$387
Cost of conference:	\$56,308
Surplus:	\$6,629

Highlights of the Pre-conference and Conference:

The inaugural Pre-conference conference was warmly embraced with 41 attendees for the event. Programming, led by members of the organizing committee, focused on critical components to PhD and post-doc advising including academic and non-academic job search case studies, document reviews and an exploration of available resources. A particular favorite was the "Ask Me Anything" panel session at the end of the day. The pre-conference facilitated the sharing of GCC members' career knowledge and experience, building on the memberships' traditional strength in information exchange.

Conference programming was eclectic with a mix of humanities, social sciences and STEM topics addressed over the course of the conference. Day One was launched with a presentation from the Dean of Humanities at Columbia, Sharon Marcus, in which she outlined her career advice to PhD candidates. Among other popular presentations Day One were Christine O'Connell of Stony Brook's observations on science communications and the Metropolitan Museum's Sree Sreenivasan who spoke animatedly on social media and the job search.

Day Two the conference moved downtown to Wall Street and was kicked off by Katrina Rogers, of the Graduate Center, CUNY's Futures Initiative, who spoke to new models of Humanities study. Her discussion was followed by a series of presentations from UC school members addressing strategies surrounding the implementation of the IDP, in particular focusing on MyIDP. Survey responses indicated that the afternoon discussion, by an employer panel about what they look for in PhD job candidates was particularly popular.

Day Three our conference moved to a midtown Manhattan venue sponsored by Stony Brook. Of particular interest was a presentation by UCSF, UC Davis and the University of Michigan on models of experiential education for PhDS in STEM and Humanities disciplines.

Assessment and Comments:

Assessment of the conference and pre-conference through survey feedback was uniformly positive but several observations bear highlighting.

1. This was the first conference to utilize the GCC's newly acquired event registration and communication software. Feedback focused on its utility, ease of use and smooth operation. Similarly, the conference website and Committee communications were cited as particularly helpful. These qualities became particularly significant when registration demand outstripped initial space constraints. Space concerns were ultimately resolved but a steady flow of Committee communications ensured no registrants were turned away.
2. 2015 also saw the first pre-conference conference - it was deemed a great addition to the annual conference agenda.
3. Comments surrounding future programming focused on more employer panels and professional development workshops. The desire for more breakout sessions was cited by several commentators as was an interest in including more faculty perspectives. A general, repeated comment cited potential information overload and a desire for more breaks.
4. General comments also clustered around GCC membership growth and the concomitant popularity of the conference, all encouraging consideration of adopting new conference formats and presentation techniques, including simultaneous presentations/workshops to accommodate more topics, more interactive workshops and more free time for networking and recovery. One comment summed up the assessment of many participants: "a super-productive

week with several extremely useful conversations (the Alda Center, social media talk, and perspectives from employers were standouts). Logistics were very smooth, especially considering the disparate venues, and the diversity of settings was really welcome!" Two items receiving particular mention were the 'guides' at hotels to steer members to the appropriate subway and the provision of public transportation Metrocards to speed members on their journeys.

A final participant comment: "Well done! Thank you for a wonderful conference."

Communications/Outreach Committee Report

The GCC has established a dedicated volunteer webmaster (Urmila Venkatesh, The New School) who worked with the Executive Board and Conference Committee to maintain and make several changes to improve the GCC website this year including the following:

1. Added a careers page to showcase jobs in our industry
2. Created a new Virtual Career Fair page that allows organizations to become sponsors by including their logo on our site
3. Reorganized the events section to foreground annual GCC conference activities, and to begin highlighting the many locations of past regional meetings
4. Reorganized the "About" section to more coherently group the static information about our organization

The GCC social media presence continues to grow. The twitter account, @Grad_Careers, has 779 followers. Jami Armbruster, chair of the communications committee, manages the GCC twitter account. We also have a GCC LinkedIn group that is managed by Jake Livengood, Secretary on the Executive Board, who vets our new member applications and invites them to join the LinkedIn group.

Diversity Committee Report

The diversity committee is an ad hoc committee of the GCC, established in 2015 to gather information about issues related to diversity, inclusion, access, and equity in graduate careers.

Position Statement

The GCC Diversity Committee affirms the value of diversity, equity, access, and inclusion. Our efforts will focus on traditionally underrepresented and marginalized students and scholars, and recognize that diverse identities include, but are not limited to, race, ethnicity, gender, socioeconomic class, age, sexual orientation, gender expression, religion, ability, and parental and documentation statuses. These identities impact graduate student and postdoctoral experiences; therefore, this committee promotes inclusive advising and programming, and access to a full range of career options for all graduate students, postdoctoral scholars, and alumni of graduate programs. Through the cultivation of conversations as well as sharing resources and best practices, we aim to enrich our professional community.

Purpose and Activities

The committee has met three times since fall 2015, focusing initial discussions on determining its purpose and activities for the year.

Purpose:

- To bring conversations about issues related to diversity, equity, access, and inclusion to the fore within GCC.
- To develop a repository for GCC and its members to collect evidence-based best practices to enhance *the experience* of graduate students and postdoctoral trainees from underrepresented groups and retention into broad careers.

Initially, discussions focused on recruitment and retention of graduate students and postdoctoral trainees from underrepresented groups; but the group arrived at consensus around the idea that we should focus on student experience (such as mentoring and professional development) and how that influences career decisions. Many diversity-focused efforts are based on recruitment initiatives, but it is less clear what institutions are doing to ensure students have a positive experience once they arrive on campus (and throughout their graduate/postdoc careers at the institution). Moreover, the committee will broaden its focus beyond retention in academic tenure-track faculty positions to expansion of all career options for PhDs.

Activities:

- Compile a list of currently existing diversity resources and initiatives on our respective campuses intended to enhance student experience, as a repository to include on the GCC website.
- Collect, summarize, and synthesize data related to underrepresented student experience, careers, and professional development.

Deliverable

A full report describing data-driven, evidence-based foundations for best practices, based on analysis noted in activities above.

The 4th Annual Virtual PhD & Master's Career Fair Report

The GCC Virtual Career Fair Planning Committee is pleased to announce the success of the 4th Annual Virtual PhD & Master's Career Fair (VCF), held on March 2, 2016.

This year's VCF was the biggest to date! Here are the numbers at a glance:

- 44 organizations represented at the fair (up from 39 last year)
- 5 website sponsors (this is the first year we had sponsors)
- 42 GCC host schools (up from 32 last year)
- 4,670 candidates registered
- 1,997 candidates participated
- \$1850 raised for the GCC

The VCF was once again held in partnership with CareerEco, a virtual recruiting platform that uses technology to enable meaningful interactions between employers and job seekers.

Based on employer and candidate feedback from last year, the GCC VCF planning committee introduced a number of initiatives, including:

- **Website sponsorship program:**, Sponsors registered at a higher price to have their logos displayed on the CareerEco and GCC websites. This allowed the committee to offer a reduced registration rate for nonprofit and government organizations, contributing to the diversity of organizations represented at the VCF.
- **Improved student preparation:** The planning committee created a list of FAQs that were featured on the main CareerEco site, a prerecorded webinar about preparing for the fair that was watched 1165 times, and a Virtual Career Booth staffed by GCC members at which candidates could ask questions about how to engage with employers.

We received positive feedback from both organization representatives and jobseekers. Organization representatives appreciated that the virtual fair allowed them to "talk to a lot of candidates from all over the country," supplementing their on-campus recruiting while also saving money. Another recruiter enthusiastically wrote, "I LOVE IT!!! Really and truly." Of the organization representatives who responded to the CareerEco survey, 86% said they would participate in a future virtual fair. Jobseekers, too, expressed appreciation of the online forum, which provided a "quick way to get in

contact with recruiters” and also created a “fun experience with less pressure and surprisingly, less awkwardness than a real-life career fair.” Jobseekers also noted that it was “informative to see other student’s [sic] questions and the resulting answers” in the employer chat rooms. Seventy-one percent of the jobseeker survey respondents said they would participate in a future virtual career fair.

The success of this year’s PhD & Master’s Virtual Career Fair is due in large part to the participation of the 42 GCC member schools, whose sharing of employer contact information, efforts recruiting employers and sponsors, and promotion of the VCF to students, postdocs, and alumni led to the excellent organization and jobseeker turnout. As the committee plans for next year, we will continue to strategize about ways to increase and diversify the opportunities presented by employers and to prepare students, postdocs, and alumni to engage meaningfully with organization representatives.

Carpe Careers Writing Group Report

Brief History:

Christine Kelly spearheaded the creation of the GCC writing group, and used her connections with editors at Inside Higher Ed to create a space for GCC members to share their expertise and experience with a much broader audience represented by readers of the IHE website. In collaboration with other writing group members, the Carpe Careers blog was created. The original goal was to write positive, actionable posts that spoke directly to the populations that GCC members serve (e.g., PhD students, postdocs, and recently PhD graduates), but that would also be beneficial to people beyond these populations. Moreover, the blog served as a way to brand the GCC as an organization with expertise in the field of graduate career advice. The first blog was published in September 2014, and posts were published on a fortnightly schedule. In October of 2015, the blog went to a weekly schedule.

Blog address:

www.insidehighered.com/career-advice/carpe-careers

Writing Group Chair:

Dr. Joseph Barber (barberjo@upenn.edu)

Key statistics:

Writing group members:	35
Published authors so far:	18
Total posts since September 2015:	58
# posts from June 2015 to June 2016:	40
Total page views from June 2015 to June 2016:	200,891

Top 10 posts from June 2015 to June 2016:

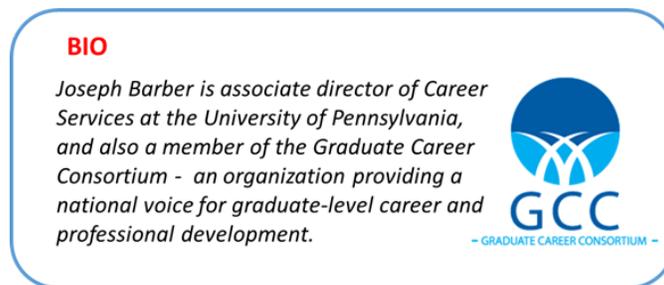
	Author	# page views
Advice for Ph.D.s in finding a nonprofessor position	Jake Livengood	14,601
Essay on what graduate students should know about job hunting at the start of Ph.D. programs	James M. Van Wyck	12,719
Easy fixes for your CV, résumé, and interview answers (essay)	Joseph Barber	10,829
How Ph.D.s can determine what careers they're qualified for (essay)	Christine Kelly	10,106
Advice on interviewing techniques (essay)	Thomas Magaldi	9,155
Advice for new Ph.D.s on using third-party recruiters to find jobs	Natalie Lundsteen	8,578
Recommended books that give career advice for Ph.D.s (essay)	Natalie Lundsteen	8,171
Essay on the need for new Ph.D.s to do job searches for	Thomas Magaldi	8,021

more than dream jobs		
Essay on how new Ph.D.s can ace informal interviews	Stephanie K. Eberle	7,559
Essay on how new Ph.D.s should prepare resumes for nonacademic job searches	Joseph Barber	7,152

New for 2016-2017:

New Carpe Careers logo for the blog (under development)

GCC branding of each post in author bio section at the end (exact wording to be determined with GCC Executive Board approval), for example:



Committee on PhD Career Outcomes

The GCC Committee on PhD Career Outcomes invites new members to join its merry band of data lovers. Time commitment required for committee membership is minimal, and often comes in the form of consulting with other organizations. Activities include conference calls about recent developments in the data world, collaborating on survey work, and reporting back about effective tools/data uncovered in the course of your own work.

As a teaser, here is some information about the current landscape of data collection for PhDs in the US:

- The NSF has improved their PhD outcome survey instrument with the creation of the Early Career Doctorates Survey, though we will not have access to this data for several years.
- STAR METRICS project is creating data and tools under the auspices of NIH/NSF/OSTP.
- The Council of Graduate Schools most recently collected data from deans on how various schools capture data. See *Understanding PhD Career Pathways* (2014), which includes a gap analysis on data collection in the US
- Professional societies have conducted survey projects on outcomes (AHA, APA, e.g.)
- Myriad universities across the country have created in-house survey instruments to collect outcomes data on where their PhDs and postdocs are going.
- Individual researchers have conducted data mining experiments using existing data (NIH training grants, LinkedIn, e.g.) to uncover patterns of outcomes
- NACE (National Association of Colleges and Employers) is creating standards for collecting data on all graduate students in the US.

ImaginePhD: A Career Planning Tool for the Humanities and Social Sciences

The PhD can be a gateway to a broad array of careers both within and beyond academia for humanists and social scientists. However, many PhD students in these fields may be unaware of these opportunities and/or be uncertain as to the next steps in identifying careers that match their skills, interests, and values. In response to the need to create a process that would help uncover these attributes, the Graduate Career Consortium launched an ad hoc committee to develop a free online career exploration and planning tool - ImaginePhD.

A model for ImaginePhD is the highly successful myIDP, designed for STEM fields and currently used by over 100,000 Ph.D. scientists. As a result of the success of myIDP, GCC members met at UC Davis in February 2014 to embark on the process of developing a myIDP-like tool for humanities and social sciences Ph.Ds. This far-reaching effort continues to move forward and significant progress has been achieved. Lists of skills, interests, and values focusing on the needs of humanities and social sciences Ph.D.s have been finalized along with sixteen job families expressly designed to encompass many of the career possibilities for humanists. Thirty experts including members of the GCC, MLA, and ACLS were surveyed to gather data needed to create the algorithm that will match skills and interests with appropriate job families. A psychometrician was also consulted to ensure the validity of this approach. GCC members enthusiastically voted to name the tool ImaginePhD. Presentations have been made at both the Berkeley and Santa Barbara Beyond Academia conferences to engage graduate students in the process and elicit their feedback. Finally, the American Association for the Advancement of Science (AAAS), the organization that hosts and maintains the myIDP, has agreed to develop the electronic portion of ImaginePhD in 2016 when sufficient funding is available. We are pleased to share that our collaboration with AAAS to develop the ImaginePhD tool will allow us to take advantage of their expertise and consequently, we have a much lower development estimate of \$130,000 - \$150,000 to complete the tool.

Project Goal: The ImaginePhD project seeks to bridge the knowledge gap between PhD training and the realm of career possibilities for humanities and social sciences PhDs. To achieve this goal, ImaginePhD will provide advanced degree holders in the humanities and social sciences with an online tool modeled after myIDP, to encourage and inspire them to take the immediate next steps in their individual career exploration, to enhance their professional development, and to create related self-defined goals to achieve these steps. The ImaginePhD online tool will contain an array of career possibilities with unobstructed paths from the PhD (i.e. not requiring additional

academic degrees or academic training, although on-the-job training may be appropriate in some cases). An equally important component of the tool is its goal setting application that enables the user to map out next steps for career and professional development. As career exploration and goal setting are iterative processes, the ImaginePhD project aims to provide a starting point rather than to facilitate closure on the career decision making process.

We are seeking additional volunteers in the following areas:

Sponsorship Development

Identifies and connects with organizations and individuals who could provide financial support to build and maintain the tool. Assists with or writes grant proposals, creates connections, and contacts and meets with potential sponsors in support of the project.

Chair: Josephine Moreno, mjmoreno@ucdavis.edu

Content and Resource Development

We hope ImaginePhD will be a highly interactive and meaningful tool for users. As a GCC-driven project, we are hoping to leverage the strengths of our collective expertise as graduate career administrators to identify and curate existing resources among the membership, and as appropriate, create new content and resources. This group will be responsible for contextualizing the assessment element by providing information about career exploration, career decision-making, goal setting, career options, and industry trends/expectations for PhDs in the humanities & social sciences.

Chair: Sarah Peterson, sarah.a.peterson@emory.edu

User Experience

This group acts as a feedback loop between potential users, tool designers and content creators to enhance usability, design, function, content and resources. Interest and access to humanities and social science PhDs to conduct focus groups, interviews, participant observation and surveys are a plus. This group will create platforms for stakeholder feedback, and communicate changes to the tool based on that feedback throughout the creation process, leading to stronger stakeholder buy in once the tool is launched.

Chair: Annie Maxfield, amaxfield@career.ucla.edu

For additional information please contact Ad hoc committee chair: Teresa Dillinger, tdillinger@ucdavis.edu

Membership Report

The membership committee reached out to all AAU institutions who did not have a member represented in the GCC. Individual emails were sent to deans and directors of graduate schools, career centers and postdoc offices to inform them about the GCC and encourage membership and conference attendance. Those universities included:

JOHNS HOPKINS UNIVERSITY
OHIO STATE UNIVERSITY
UNIVERSITY OF SOUTHERN CALIFORNIA
CALIFORNIA INSTITUTE OF TECHNOLOGY
UNIVERSITY OF OREGON
RUTGERS, THE STATE UNIV OF N.J.
UNIVERSITY OF COLORADO
INDIANA UNIVERSITY BLOOMINGTON
CARNEGIE-MELLON UNIVERSITY
STATE UNIVERSITY OF NEW YORK AT BUFFALO
UNIV OF MARYLAND, COLLEGE PARK
UNIVERSITY OF MISSOURI-COLUMBIA
RICE UNIVERSITY

Total Membership: 272 (as of May 23, 2016)

Total number of institutions represented: 144

Trends from May 2015 – May 2016

- May 2015: 218
- May 2016: 276
- Increase of 58 members
- Retention rate: 77.1%