

Career Exploration and Services Committee Final Report Recommendations

Presented by:

Professor David Darmofal, Committee Chair

Committee Charge



In 2018, Vice Chancellor Ian Waitz gathered a committee of 4 faculty, 5 administrators, 4 graduate students and 5 undergraduate students with the following charge:

Review how
students explore
careers

Evaluate student
needs

Evaluate current
events and services

Evaluate employer
needs

Recommend
principles,
objectives and
outcomes

Recommend
changes

*“A person can have many jobs, occupations, professions
... but only one career”*

- **Career:** The lifelong use of your skills, knowledge, and experiences.
- **Career development:** The lifelong process of setting (and re-setting) career-related goals & planning a route to achieve those goals.
- **Professional development:** The process of attaining and strengthening skills needed to maintain currency and/or advance in a profession.



Objectives of Career Exploration@MIT



1. Foster in all students the career development skills to support a lifelong ability to work wisely, creatively, and effectively for the betterment of humankind.
2. Enable effective career exploration for all students.
3. Advocate on behalf of all students for equity in career exploration and career opportunities through engagement with external stakeholders (employers, grad schools, fellowships, etc).
4. Employ a continuous improvement process that includes assessment of measurable outcomes reflect our principles and objectives.

Key Findings: *Peers matter*

Top 3 Useful Information Sources for Career Exploration (% of respondents finding a source useful)

UG First Year	UG Declared	Masters	Doctoral
Peers (89%)	Peers (94%)	Peers (90%)	Peers (89%)
Fall Career Fair (70%)	Internships (78%)	Department (73%)	Research Supervisor (83%)
Parents (69%)	UROP (76%)	Alumni (66%)	Research Group (80%)

Average taken over depts/programs

Fall Career Fair (FCF): Facts and myths



- Attendance fees for companies are high.
 - True: compared to similar STEM-focused fairs at other institutions.
 - However: under-utilized options exist for reduced/zero fees
 - And: only about 400 of 500 booth spaces are used
- MIT FCF being largely student-run is unique.
 - False: STEM-focused fairs are largely student-run at most other institutions. And these fairs have similar size.
- Companies attending are not interested in grad students.
 - False: While 85% are interested in 4th year UG, 80% and 58% are interested in Masters and PhDs.
- Company representation is skewed towards computer science-related majors.
 - True: even accounting for the % of students in computer science-related majors.

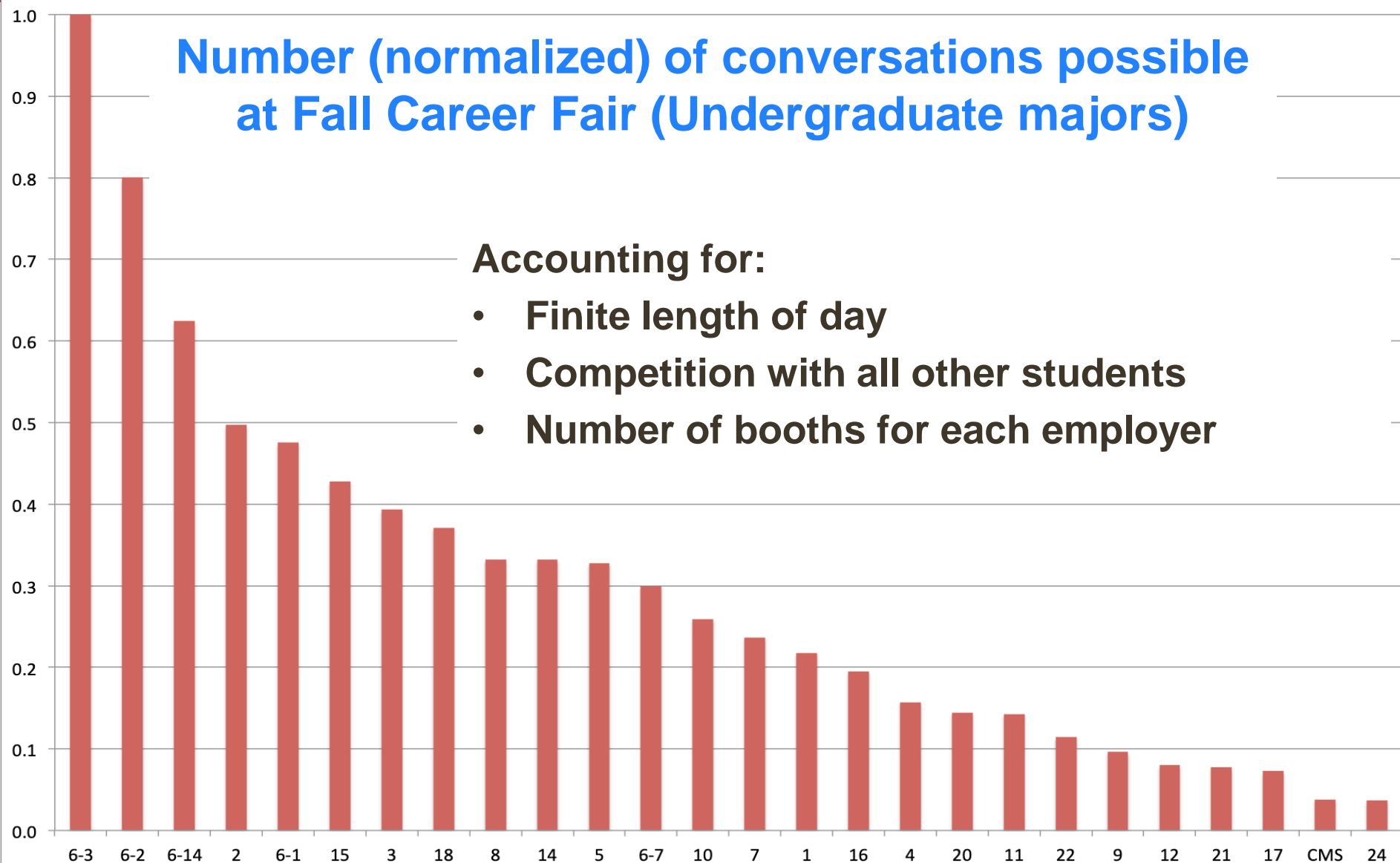
Key Findings: *Unequal opportunities at Fall Career Fair*



Number (normalized) of conversations possible at Fall Career Fair (Undergraduate majors)

Accounting for:

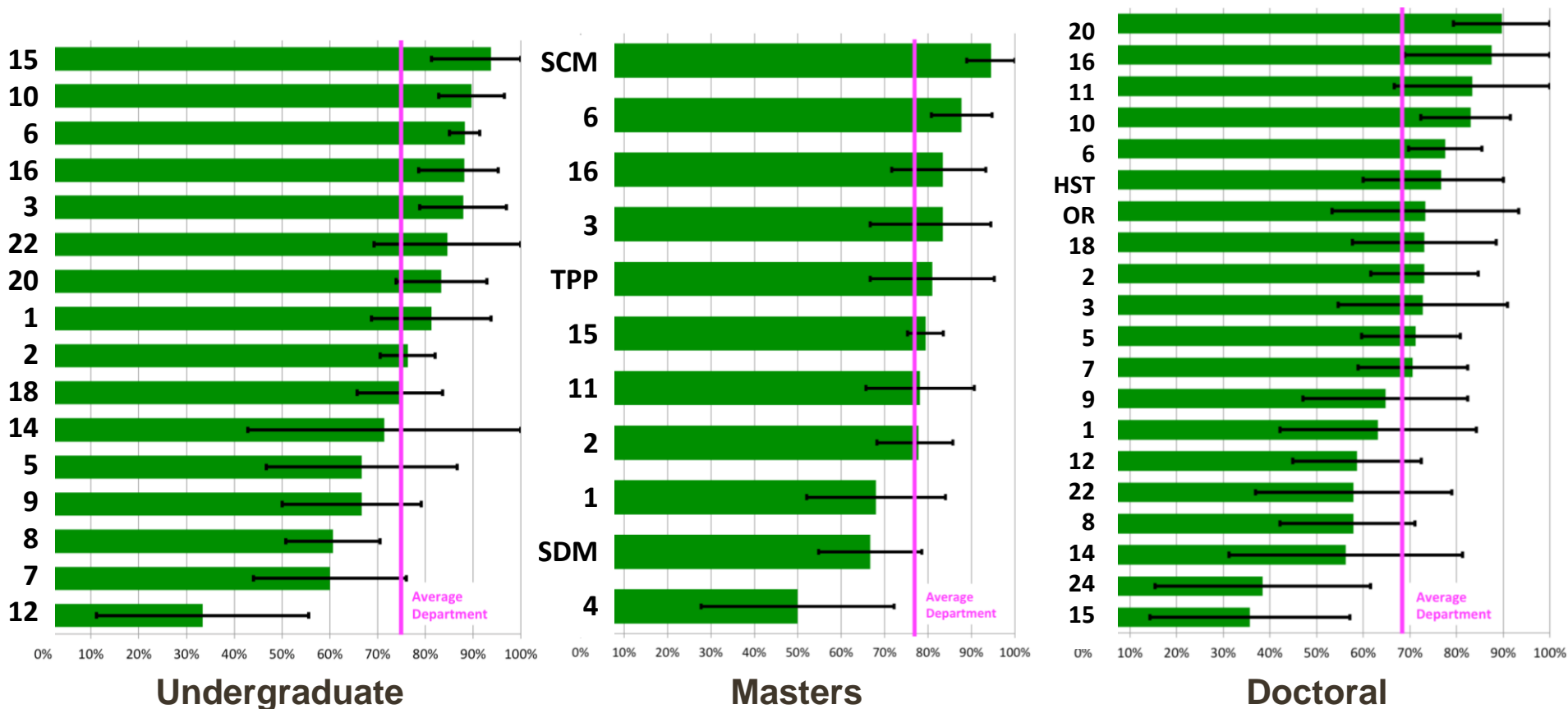
- Finite length of day
- Competition with all other students
- Number of booths for each employer



- FCF student directors are now hired by CAPD
- CAPD: professional oversight; long-term memory; temporary staffing; etc.
- FCF revenues used for career exploration
- New CAPD position: Assistant Director for Career Exploration Events & Fairs
- Better floor plan: “*Your Fair within the Fair*”

Key Findings: *Department matters*

Agree with having the ability “to explore career-related opportunities of interest to me”

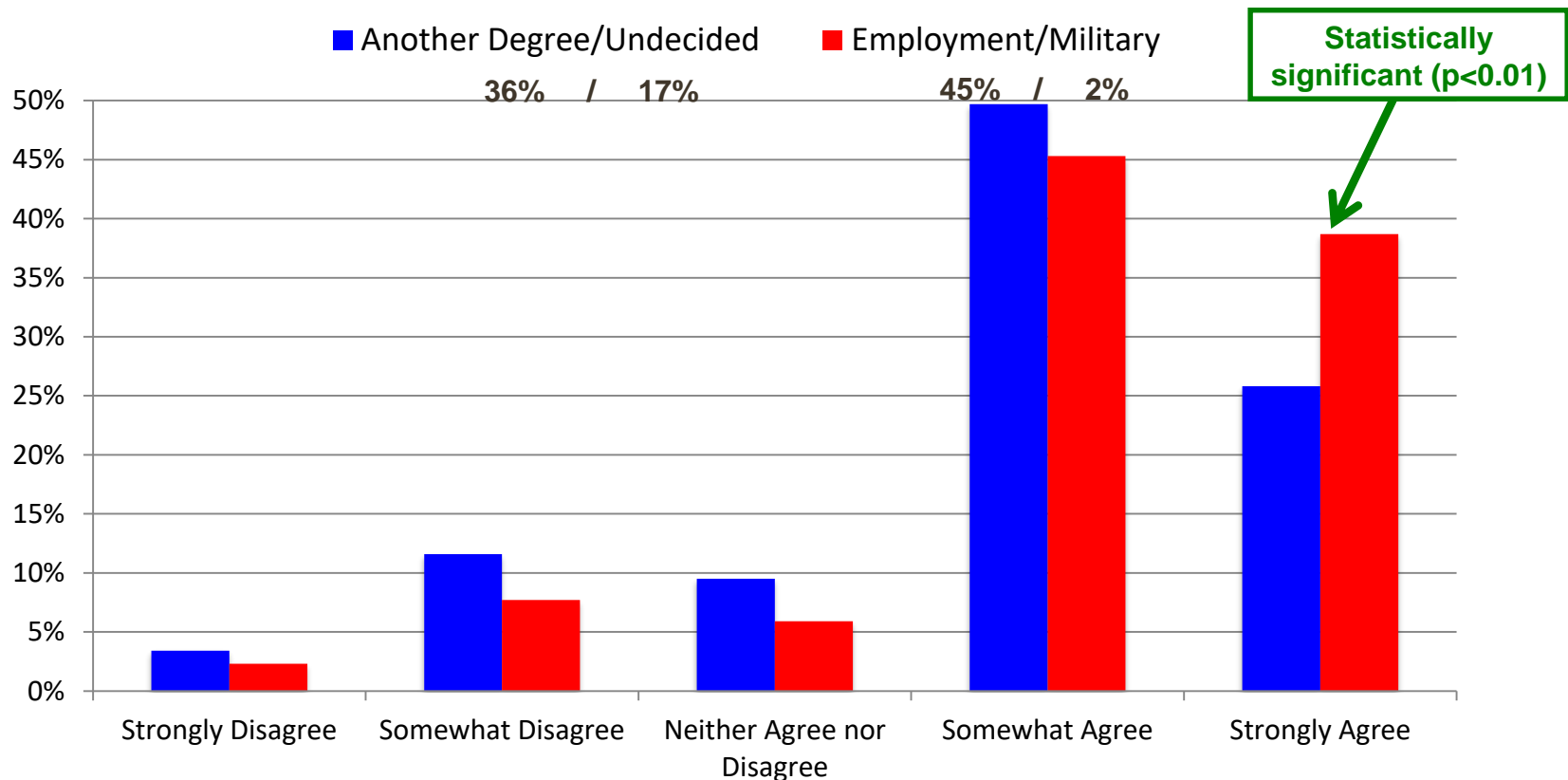


Bars: 95% confidence interval

Key Findings: *Under-served trajectories*



Undergraduates except 1st years: Agreement with having the ability “to explore career-related opportunities of interest to me”



Undergraduate students planning on another degree or undecided are less satisfied with career exploration

Key Findings: *Gender matters*

Agree with having the ability “to explore career-related opportunities of interest to me”

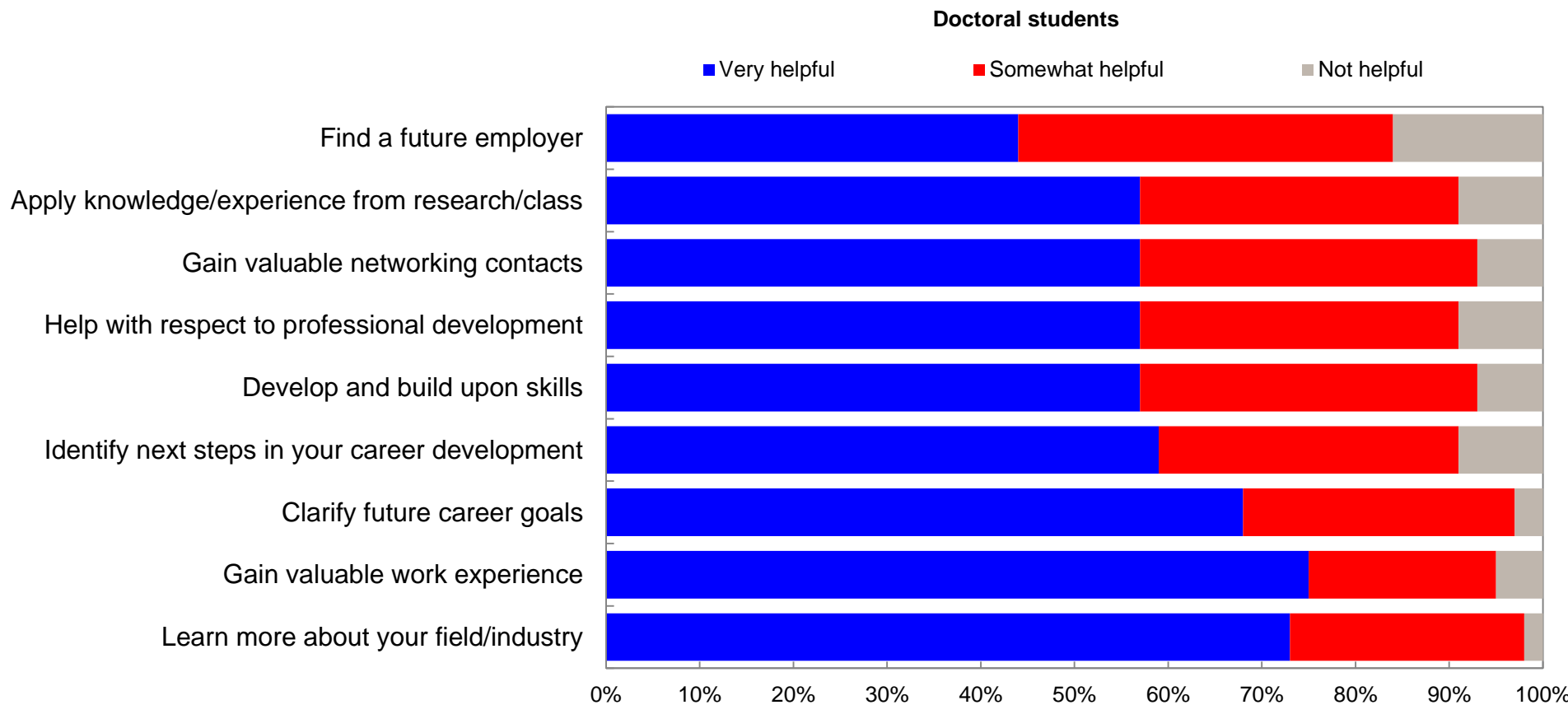
	UG	Masters	Doctoral
Female	77%	73%	67%
Male	83%	82%	71%
p-value	0.027	0.004	0.229

Note: At all degree levels, programs exist with statistically significant ($p < 0.05$) gender differences

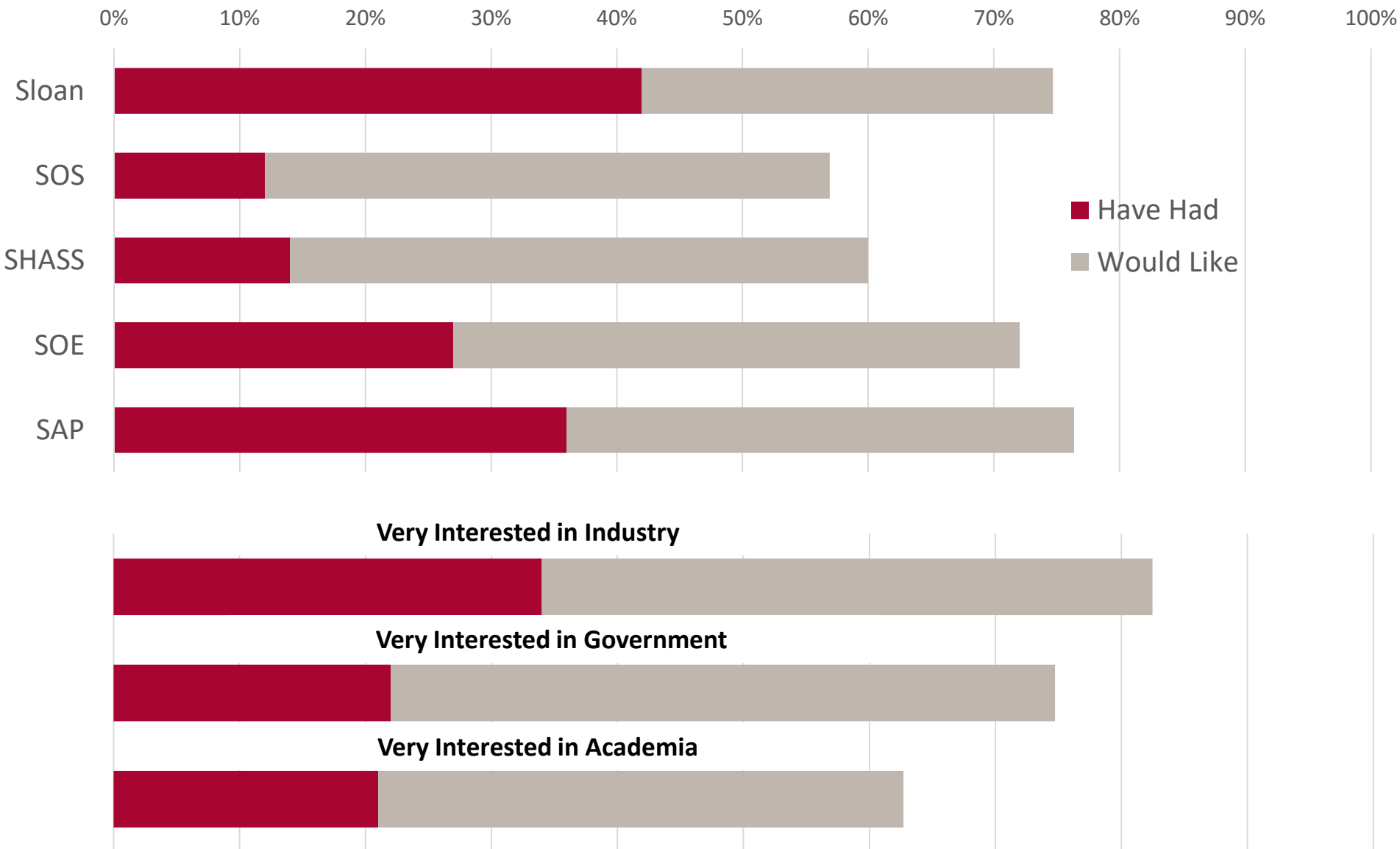
Key Findings: *Importance of internships for graduate student exploration*



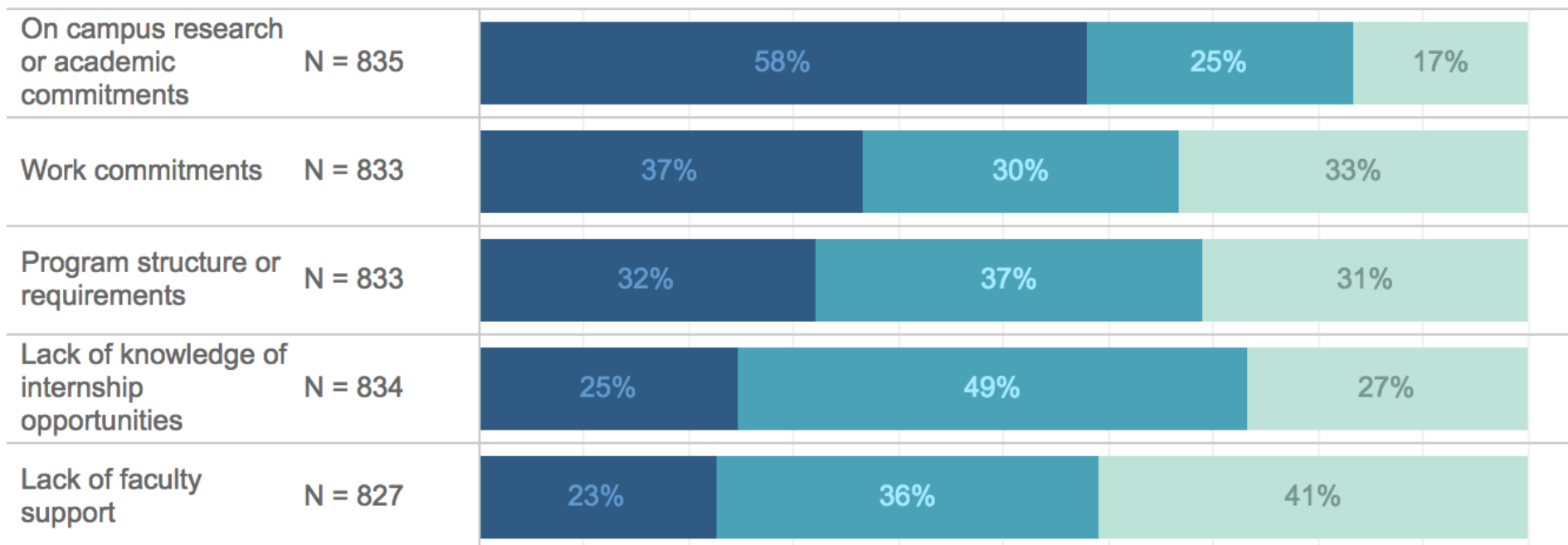
- **33% / 23% MIT Masters / Doctorates** have had a grad internship
- **40% / 44% MIT Masters / Doctorates** would like a grad internship
- **MIT students that had grad internships report many benefits**



Key Findings: *Interest in Internships for graduate student exploration is widespread*



Key Findings: *Barriers for grad student internships*



To a great extent To some extent Not at all

Note: For international students, 78% (45%+34%) report immigration issues are a barrier

Overview of Recommendations

Reset Career Exploration Timeline

- Push back offer deadlines to 4 months before start through MIT leadership with other institutions
- Automatic extensions: applying to grad school; non-profit.
- Push back Fall Career *Opportunities* Week/Fair to October

Expand Career Exploration Opportunities

- Create Career Exploration Conference (CEC) in early Fall
- Expand mini-opportunities to prototype careers

Increase Support to Explore Grad School

- Domain-focused grad school events, especially at CEC
- Significant UROP presence at Fall Career Opportunities Fair
- Funding assistance for research-related experiences

Require Career & Professional Development for Grad Students

- Envision flexible requirement designed by each program
- EECS model: 1 unit for Masters; 2 units for PhD. Options: internship; training for academia; entrepreneurship; etc.

Overview of Recommendations



Create Student Career Exploration Committee

- Develop and execute continuous improvement
- Career fair oversight including profit use for exploration
- Members: faculty, students, staff, alumni

Develop Career Exploration Hub

- Exploration spread across confusing array of resources
- Hub would provide one-stop shop for career exploration
- Expectation: all exploration opportunities included

Broaden Alumni Engagement

- Powerful bridge for current students to future careers
- Alumni are eager to increase engagement

A Proposal for Career Events at MIT



Career Exploration Committee oversight

Career Exploration Conference

- Domain events
- UG, SM, PhD events
- Career development events
- Significant alumni presence

Late September

Career Opportunities Week

- Focused events (domains, non-profit, start-up, 1st year, masters, doctoral, etc)
- Career Opportunities Fair

Mid-October

Focused Career Events

Rest of Year

Supported by all of MIT: Departments, Schools, Offices, Student Groups, etc.

Key Messages

1. Create a representative Fall Career Opportunities Week and Fair through increased collaboration across MIT by
 - Diversifying hiring interests of organizations attending
 - Improving opportunities for undergrads considering grad school
 - Developing a Career Exploration Conference
2. Adopt departmental requirements for grad student career and professional development.
3. Lead an initiative to reduce accelerated hiring timelines.

BACK-UP SLIDES



Committee Membership

- Scott Alessandro (Sloan)
 - Margaret Bertoni (Career Fair)
 - Isaiah Borne (Career Fair)
 - Gustavo Burkett (DSL)
 - Orpheus Chatzivasileiou (GSC)
 - Mary Jane Daly (SA+P)
 - David Darmofal (SOE, Chair)
 - Linda Griffith (SOE)
 - Lisa Guay (GSC)
 - Kathryn Jiang (UA)
 - Chris Kaiser (SOS)
 - Tamara Menghi (CAPD)
 - Simantini Mitra-Behura (UA)
 - Melanie Parker (CAPD)
 - Krithika Ramchander (GSC)
 - Vaibhavi Shah (Career Fair)
 - TL Taylor (SHASS)
 - Drew Weibel (Career Fair)
- Undergrad students
 - Graduate students
 - Staff
 - Faculty

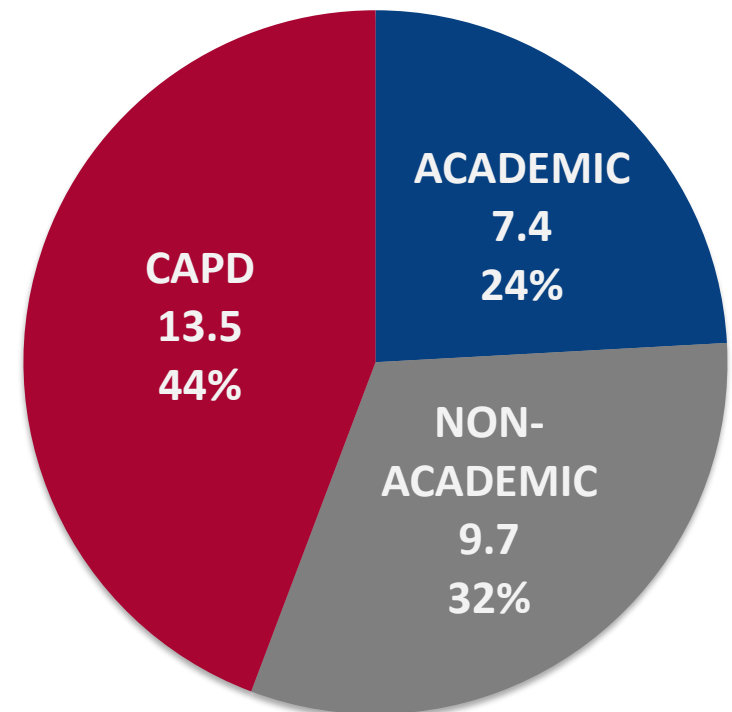
1. Central to our mission

“We seek to develop in each member of the MIT community the ability and passion to work wisely, creatively, and effectively for the betterment of humankind”

MIT mission statement (2019)

2. Shared and collaborative responsibility

- Career exploration is local (e.g. domain-specific knowledge)
- Career exploration is global (e.g. career development skills)
- Responsibility for career exploration should and does not rest with one organization.
- We can better achieve our goals working together collaboratively



Estimated time spent (FTE) providing career exploration and career services at MIT (March 2019)

3. Student ownership

- Students expected to be actively engaged in, and responsible for, determining:
 - Their career values
 - Their career interests
 - Their career goals.

4. Supporting diversity

- Support the diverse interests, needs, and values of all students including for example:
 - programs of study; level (first year, sophomore, ... graduating doctoral student); career interests; industries; race; ethnicity; gender identity; religion; national origin; disability; citizenship; age; political views; socioeconomic status veteran status; immigration status.

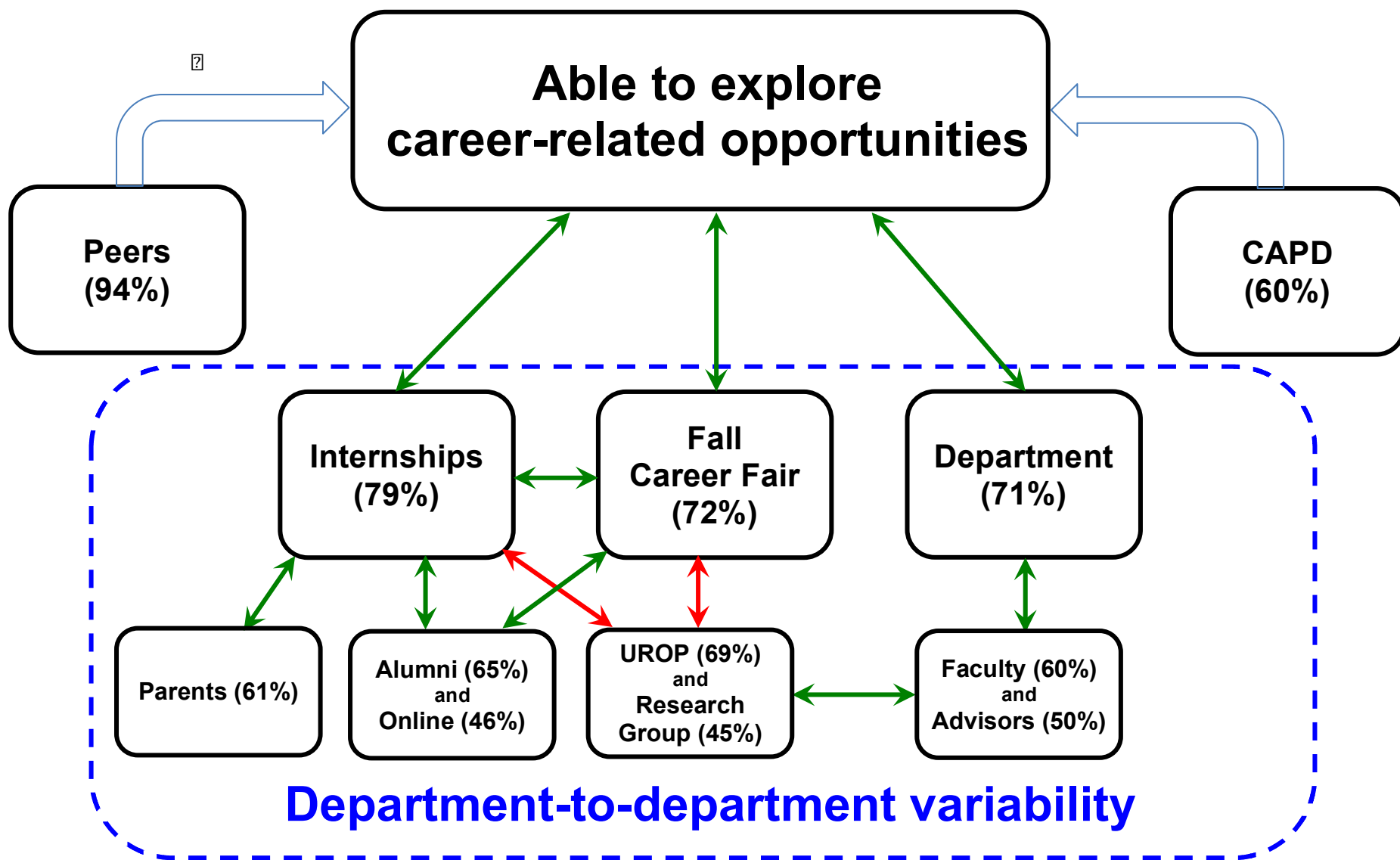
5. Excellence and leadership

- Apply best practices (when appropriate to our context) including those arising externally as well as internally (e.g. among MIT departments).
- Be a leader among academic institutions on critical career-related issues from constricted hiring cycles to diversity and equity in the workplace.

6. Learning by doing

- MIT's education values learning by doing
- Career exploration and career development for MIT students should also value learning by doing including support of experiential opportunities: internships, shadowing, UROPs, MISTI, etc.

Key Findings: *Department matters*



Key Findings: *Internships for graduate student exploration by program*

