



Future of Bioscience Graduate and Postdoctoral Training

#4 Career Track Option

Challenge:

- Should universities create professional, non-faculty career tracks for bioscientists?
- What are the barriers and how can they be surmounted?
- Are there non-PhD career path option that would be attractive and financially viable?



The Personalized Ph.D.:

- Career development should be integrated throughout the span of doctoral and postgraduate experience
- Explore methods to incorporate non-research based experiences into the dissertation to document the career development cycle
- Allow greater flexibility in the courses and individually appropriate milestones associated with doctoral training and allow those to occur at developmentally appropriate times
- Re-evaluate the nature and composition of the dissertation committee to ensure that career appropriate influences are part of the doctoral experience



Strategies to implement, overcome barriers and identify allies:

| Strategies | Barriers | Allies |
|---|-------------------------------------|--|
| Funding mechanisms for students could change the balance of power | Universities Programs Faculty | Students Some faculty Funding agencies |
| Champion must push this agenda on campus or within a program | Inertia prevents change | Students |
| Engage alumni and local industry partners | Identifying the right partners | Industry and alumni Development office |



PhD Careers in the 21st Century University

- Universities are undergoing dramatic changes due to a variety of external pressures.
- Employment opportunities must meet career standards to be desirable
 - clear paths to advancement
 - at least a modicum of stability
 - recognition that these positions add great value to the organization
- Recognize that this non-faculty group of scientist represents great diversity within the organization and have institutional knowledge that is unique. They can be leveraged and empowered to support the academic mission.
- This group has opportunities to pursue timely initiatives. Current examples include Big Data and Assessment/Evaluation, but opportunities will evolve constantly



Strategies to implement, overcome barriers and identify allies:

| Strategies | Barriers | Allies |
|---|---|---|
| Campus-based organization that is recognized by the university | Inertia Lack of a catalyst | Faculty Administration Students/post-docs |
| Having PhD staff as key personnel and PIs on institutional grants such as training grants | University may be reluctant to commit resources Funding agencies | Some faculty Sr. Administrators |
| Ensure that added value of staff is clear | Faculty perceptions of limited value of staff personnel | Sr. Administration Some faculty |

