

H2. Career Advising

The school provides accessible and supportive career advising services for students. Each student, including those who may be currently employed, has access to qualified faculty and/or staff who are actively engaged, knowledgeable about the workforce and sensitive to his or her professional development needs and can provide appropriate career placement advice. Career advising services may take a variety of forms, including but not limited to individualized consultations, resume workshops, mock interviews, career fairs, professional panels, networking events, employer presentations and online job databases.

The school provides such resources for both currently enrolled students and alumni. The school may accomplish this through a variety of formal or informal mechanisms including connecting graduates with professional associations, making faculty and other alumni available for networking and advice, etc.

- 1) Describe the school's career advising and services. If services differ by degree and/or concentration, a brief description should be provided for each. Include an explanation of efforts to tailor services to meet students' specific needs.

Career counseling services are available at the university and college/program levels.

The Career Connections Center (C3) is the university's centralized career center serving UF students from all 16 colleges in addition to employers representing every industry. Benefits of a centralized career center to a university include:

- Streamlined points of contact and messaging for employers
- Consistency of quality career development services and access for students regardless of discipline
- Minimal duplication of efforts and therefore maximization of university resources and funds
- A single unit able to share the university's employability story to administration and legislature

The Career Action Plan (CAP) helps students leverage the C3 and their network of partners in support of bridging inspiration to action. The CAP is created with non-linear stages that have tools, activities and questions that encourage students to think introspectively and differently about their career options. All C3 student services and programs support and connect back to the CAP outlined below. These stages are:

- Learn about yourself and career options
- Discover who you are and what you are good at and gain clarity about your career options
- Prepare for your next steps
- Present yourself as a strong candidate and communicate your experiences effectively as you move towards your career goals
- Develop professionally
- Evaluate the competencies you need to develop for your career interests
- Build experience
- Apply the knowledge and competencies you are developing in a real-world setting

The C3 defines career planning as facilitated learning, discussion and reflection of career education topics in a variety of formats. Career planning is an ongoing process that helps students learn about themselves, develop professionally, build meaningful experience and prepare for next steps. In the career planning approach, the student is viewed as the expert. The C3 helps guide students in discovering their potential so they can live independently and with responsibility over their career choices. Students receive help to define their personal and/or

professional goals, opening a field of possibilities. The C3 coaches ask the right questions, giving assignments and feedback to help students reflect on their next steps.

Individual career planning appointments are available with many coaches at the C3. Students can choose to meet with a career coach in-person, over the phone or via Zoom. The career planning staff are highly trained. Each full-time staff member has been certified as either a certified career services provider or a certified master of career services.

The C3 understands the importance of community and customization to support the unique needs of colleges and units in student career development. To meet college specific needs while aligning with institutional goals, the C3 provides liaisons in seven colleges, including PPHP, and Housing and Residence Education as part of an embedded model. Embedded career liaisons divide their time between the C3 and their designated college providing customized career services, developing collaborative relationships and garnering career development support from faculty, staff, students and employers.

A [PPHP career community web page](#) was created to address the needs of students in the college and includes information on college-specific events and customized handouts. The C3 and embedded career counselor have provided college-specific sessions on resume building, writing cover letters, carrying out public health job searches and applying for academic positions. In addition, the MPH program maintains an active career paths page with links to job postings that are shared by program alumni. The MPH alumni Facebook page also hosts job postings and allows alumni from different cohorts to network and provide professional support for each other.

In addition to C3 resources, the UF [Office of Graduate Professional Development](#) assists graduate students to hone skills and gain experience in key areas that spell success in graduate education and beyond: research skills and knowledge, management and leadership, effectiveness and purpose, professionalism, communication and career advancement. Each fall and spring semester, this series of mentoring workshops covers topics such as effective time management and research strategies, preparing for examinations and final defenses, getting manuscripts published and obtaining student grants.

The CTSI and UF Health sponsor the UF [Office of Grad Student and Postdoc Career and Professional Development](#), located in the academic health center, which hosts the annual UF Health Leadership in Action Summer Workshop for Health Science Center Graduate Students and Postdocs. The purpose of this workshop is to help students enhance their skills as leaders in the context of their career and professional development. The office also sponsors workshops and seminars on various career paths, including academia, biotechnology, clinical research and science writing.

At the college level, students are matched with faculty advisors with knowledge of careers in the field. Doctoral students are required to complete an individual development plan (IDP) annually. This document helps students define short-term and long-term career goals, identify training and development gaps related to those goals and develop a plan to achieve their desired career outcome. The IDP is an ongoing and progressive plan that students discuss with their mentor each year.

In 2018, the MPH program began the MPH Alumni Seminar Series. Program alumni are invited to visit the UF campus to talk to current students in the college about their own career path and professional development. Alumni speakers meet with students and faculty in the college during their visit. These seminars are recorded to allow distance students to also access presentations. Since the onset of the series, alumni working at the NIH, CDC, NASA Applied Sciences Program, EPA and The Health Collaborative have visited. All students in the college are invited to attend this seminar series.

In 2020, the MPH program moved to a capstone course model for the final ILE project. The course includes career and professional development modules covering topics such as leadership in public health, conflict management, negotiation and mediation, job searches, career expectations, networking, presentation skills and effective communication strategies.

2) Explain how individuals providing career advising are selected and oriented to their roles and responsibilities.

The C3 hires the embedded liaisons through a traditional hiring process, inviting the college administrator to be involved in the interview process and evaluating experience based on transferability. Then the center provides training on UF, C3 and college level specifics, and provides funding and training for the college's embedded liaison to obtain CCSP (certified career services provider) credentialing. The embedded liaison meets with program directors in the college to understand the specific needs of their students and opportunities in the field.

3) Provide three examples from the last three years of career advising services provided to students and one example of career advising provided to an alumnus/a. For each category, indicate the number of individuals participating.

Individual Career Planning appointments are available with many coaches at the C3. Students can choose to meet with a career coach in person, over the phone or via Zoom. Each of the embedded liaisons serve as career coaches who are available to meet with students in their respective academic college or in on-campus housing. Individual career planning appointments are accessible to alumni for one year after graduation. The number of individuals participating in these opportunities is shown in Table H2-3.1. The number of sessions in 2019-2020 was lower than in prior years due to the Spring semester being curtailed in March 2020 as a consequence of the COVID-19 pandemic.

Table H2-3.1: Career Planning				
Degree Level	2017-2018	2018-2019	2019-2020	Grand Total
Bachelor's Degree	7	40	35	83
Doctoral Degree	4	8	6	19
Graduate Certificate	4	9	0	13
Master's Degree	41	68	40	151
Undergrad Certificate	5	0	0	5
Unspecified-Undergraduate	9	3	0	13
Unknown	44	42	5	99
Grand Total	121	172	86	392

The C3 also offers a wide variety of customized workshops and programs to help guide PHHP students in their professional development in the field of public health. The following are some large and small group workshops and programs that have been offered in the college:

- Job Search Strategies
- Resume, CV and Cover Letter Workshops
- Interview Strategies
- Preparing for Graduate School
- Making Meaningful Connections

- Cohort Learning Programs (Recent Alum Success Series)

The number of individuals participating in these workshops is shown in Table H2-3.2. Here again the number of sessions in 2019-2020 was lower than in the prior years due to the Spring semester being curtailed in March 2020 as a consequence of the COVID-19 pandemic.

Table H2-3.2: Workshops				
Degree Level	2017-2018	2018-2019	2019-2020	Grand Total
Bachelor's Degree	40	117	46	210
Doctoral Degree	28	17	11	58
Graduate Certificate	4	0	0	4
Master's Degree	97	80	38	217
Undergraduate Certificate	3	0	1	4
Unknown	76	3	1	66
Unspecified-Undergraduate	9	2	0	11
Grand Total	257	219	97	584

The C3 works with recruiters from public health and health care industries to integrate engagement within their events. These non-traditional engagement points are designed to provide PPHP students with opportunities to learn from industry leaders on career and professional development hot topics. These unique opportunities to connect PPHP students and employers and promote professional network building are outlined below:

- PPHP Drop-in Career Planning Hours
- Career Conversations and Coffee and Conversations
- Project Resume
- Skills Lab
- Health care Conference
- Information Sessions
- LinkedIn Labs

The number of individuals participating in these employer-hosted events is shown in Table H2-3.3.

Table H2-3.3: Employer-Hosted Events				
Degree Level	2017-2018	2018-2019	2019-2020	Grand Total
Advanced Graduate	0	0	1	1
Junior	0	3	3	6
Senior	0	3	0	3
Unknown	1	0	0	1
Grand Total	1	6	4	11

- 4) **Provide data reflecting the level of student satisfaction with career advising during each of the last three years. Include survey response rates, if applicable.**

Full data can be found in ERF H2-4.

- 5) **If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.**

Strengths:

- The use of the centralized career center, the C3, provides a consistent point of contact for employers and provides access to quality career development services for students.

- With the availability of an embedded career liaison in the college, students have access to several types of tailored career services including one-on-one sessions, career workshops and employer-hosted events.
- The required IDP for doctoral students promotes mentored career planning.
- Opportunities for students to interact with alumni and visiting faculty provide opportunities for career advising.
- Post-graduation outcomes show that students are finding employment after completing their degree programs ([B3](#)).

Weaknesses:

- Survey response rates are low for some programs.
- Many students report not utilizing career advising services.

Plans for improvement:

- To improve response rates, each program will include standardized questions about career advising on the exit survey going forward.
- In order to increase utilization of career advising, current students will be surveyed on their knowledge about and use of the career center and topics that are of interest to them.
- The college will continue to work closely with the embedded career liaison to ensure that the college is offering career development opportunities that appeal to students.