Traditional, and also stereotypically, earning a doctoral degree leads to an academic faculty career (Rudd & Nerad, 2015). Thus, many graduating and graduated doctoral students tend to regard a faculty position in academia as their immediate career goal (Curtin et al., 2016). However, an increasing number of doctoral students and graduates have pursued non-faculty career paths (Fuhrmann et al., 2011) as doctoral recipients outnumber the availability of academic positions (Allum et al., 2015).

Minimal extant research on doctoral students' career development prohibits the customization of career preparation that is necessary to prepare them with competencies for achieving their career goals. Such research is particularly urgent as current academic job markets shift career placement patterns of doctoral recipients.

### PURPOSE

The study aims at understanding of how doctoral students' career choices are made and identifying their needs for career guidance.

This study identifies group differences in 1) doctoral students' belief in their own abilities to make a career decision, 2) expected career outcomes, and 3) perceived career supports and barriers solely based on their sought careers (faculty versus non-faculty route).

### A GUIDING THEORY

**Social Cognitive Career Theory** (SCCT, Lent, Brown, Hackett, 1994) - An useful theory for examining the processes through which people make and pursue career choices.

### RESEARCH QUESTIONS

**Main Question**

Are there significant differences in "all-but-dissertation" (ABD) doctoral students' career beliefs and anticipated environmental factors to pursue their sought careers based on their sought career paths (faculty career and non-faculty career) after adjusting effects of distal contextual variables?

### METHODS & PARTICIPANTS

**Measures**

- **Career Beliefs**
  - Career Decision Self-Efficacy (CDSE, Betz & Taylor, 2006)
  - Vocational Outcome Expectation (VOE, McWhirter et al., 2000)
- **Career Barriers**: Contextual Barriers and Supports (CBS-Barriers, Lent et al., 2001)
- **Career Supports**
  - Contextual Barriers and Supports (CBS-Support, Lent et al., 2001)
  - Rapport with Advisor (Rapport, Schlosser & Gelso, 2001)

**Statistical Analysis**: A one-way analysis of covariance (ANCOVA)

- ANCOVA enables to primarily examine differences solely based on chosen career paths after controlling the effects of covariates
- Covariates: Age, gender, ethnicity, citizenship, marriage status, and academic field

**Participants**

- 313 ABD doctoral students in a public, and research-oriented U.S. Midwestern university

**Demographics**

- **Primary Career Choice**: Faculty careers 55%, Non-faculty careers 45%
- **Gender**: Male 53%, Female 47%
- **Marriage Status**: Single 61%, Married 39%
- **Academic Field**: Engineering & Sciences 68%, Social Sciences & Humanities 32%
- **Citizenship**: Domestic students 62%, International students 38%

### FOR MORE INFORMATION

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