



A Posit on Paper: Recognizing Undergraduate Research, Scholarship, & Creative Inquiry as a Career-Readiness Tool

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amid the current cultural narrative diminishing the value of higher education, a prolonged pandemic that has exacerbated inequities in so many ways, an increasing focus on workforce development, legislative mandates, and changing student populations, the importance bridging the impact of URSCI experiences to career readiness skills is a critical next step for the Council on Undergraduate Research (CUR) as

research, scholarship and creative inquiry (URSCI) has been well-established in the literature as a high-impact practice that helps all of our student populations advance. However, to fully realize the transformative impact of URSCI, as faculty, mentors and higher

of student success, learn how the valuable skills, knowledge and dispositions that our students gain and hone through participating in URSCI experiences relate to desirable career competencies, and help our students learn and articulate how their URSCI experiences help prepare them for their next steps. In 2021 our partners at National Association of Colleges and Employers (NACE) updated their list of career readiness competencies that our students need to enter and thrive in today's work environment. These competencies easily map

these competencies, make a visible and transparent this crosswalk, and help our students frame their URSCI stories in ways that potential employers will understand and value.

To build this bridge, I share the NACE career readiness competencies and illustrate how mentors can infuse the associated sample behaviors within their undergraduate research, scholarship and creative inquiry projects in visible, transparent, and consumable ways for our students to recognize the relevancy, value and leave with the language and ability to tell their URSCI stories.

<i>Eight NACE Competencies</i>	
Career & Self-Development	P2
Communication	P2
Critical Thinking	P2
Equity & Inclusion	P2
Leadership	P3
Professionalism	P3
Teamwork	P3
Technology	P3

References | P5



Career & Self-Development

NACE defines the Career & Self-Development competency as the ability to "[p]roactively develop oneself and one's career through continual personal and professional learning, awareness of one's

opportunities for members of historically marginalized communities," mentors need to develop these competencies. The resources are available. Employers and our communities are calling for these skills in our students. It is upon us as URSCI mentors to develop these competencies in ourselves.

Leadership

For NACE, leadership is the ability to "recognize and capitalize on personal and team strengths to achieve organizational goals."

of URSCI in terms of leadership skills. However, if we consider the NACE sample behaviors, we can see leadership demonstrated in several including: "seek out and leverage diverse resources and feedback from others to inform direction," "use innovative thinking to go beyond traditional methods," "plan, initiate, manage, complete, and evaluate projects," and "use innovative thinking to go beyond

graduate students and post-docs), our students are presented with the opportunity to "serve as a role model to others by approaching

to "inspire, persuade, and motivate self and others under a shared

with an additional platform to demonstrate leadership competencies. Surfacing for students the leadership skills they are developing and intentionally structuring opportunities for students to describe their

presentations, cover letters and interviews will help students tease out

Professionalism

Professionalism is "knowing work environment differ greatly, understand and demonstrate effective work habits, and act in the interest of the larger community and workplace."

Elements of the professional competency consistently appear in the URSCI literature as positive outcomes. Indeed, most of the sample behaviors are embedded in the expectations and likely in our URSCI project documents. These include: "act equitably with integrity and accountability to self, others, and the organization," "be present and prepared for meetings (e.g., consistently attend meetings), and

the technologies used. Further, at this time when we have leveraged technologies in novel ways to continue our URSCI projects during the pandemic, consider how we found paths to communicate, collaborate, conference, document, and discuss our work. These are skills that will carry to the evolving workplace environment. Name these skills for our students and create opportunities for them to discuss the techniques used to gather, synthesize and analyze information informally, formally, and in written and verbal formats.

In short, mentors are well-poised to close the articulation gap between what students are learning in their URSCI experience, what recruiters are looking for in early career talent acquisition—and increasingly what legislators, students, and parents are seeking higher education to demonstrate as gains from an undergraduate degree. A minor reframing of how we think about presenting our URSCI experiences to our students can have powerful impacts on helping them to think about the transferable career readiness skills they are developing and honing through their URSCI experience. Surfacing, naming, and

well as creating multiple opportunities for students to practice these skills can have broad impacts in our students' success in the various paths they choose. Student-centered career readiness adjustments can range from simply mapping and annotating syllabi and project assignments, exercises and documents to career

preparation materials and exercises (resumes, cover letters, interview preparation, elevator

See for example

Brownell, Jayne E., and Lynn E. Swaner. 2010. *Five High-Impact Practices: Research on Learning Outcomes, Completion, and Quality*.