

Early Career Professional Development: A Model for Black Female Faculty Socialization

The Problem

Emerging scholars- doctoral students and new faculty- often have not received adequate socialization to become productive faculty members (LaRocco & Bruns, 2006; Ortlieb, Biddix, & Doepker, 2010; Reynolds, 1992)

Evidence suggests that socialization involves three components:

1. Mentoring (i.e., relationships- peer, informal, and formal; within and outside of the professional context);
2. Professional Development (i.e., formal and informal experiences- professional or para-professional daily work, additional training and development in the professional context); and
3. Academic Preparation (i.e., formal school experiences- in this case doctoral training).

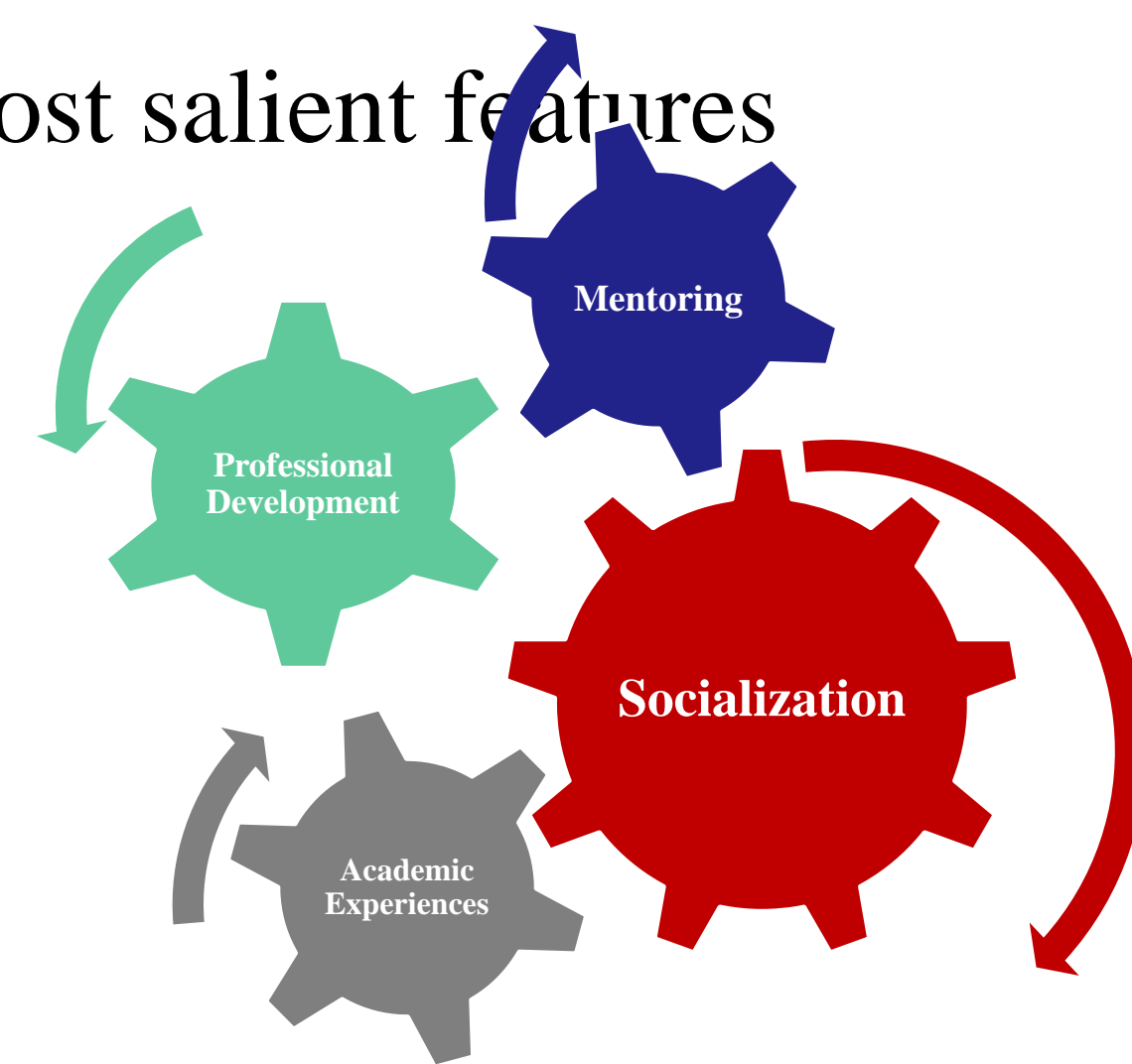
Purpose of the Study

In recent years, 65 Black female emerging scholars have participated in an early career professional development activity, the Research BootCamp, designed to address lack of socialization to faculty life. This qualitative research study sought to examine perceptions regarding the value of early career professional development and to identify the most salient features of the Research BootCamp.

Professional Development as Socialization: The Results

Through analysis of focus group data from 4 cohorts of participants, the most salient features of the Research BootCamp were:

1. Developing a Supportive Environment
2. Building Confidence Through Research Development
3. Mentoring Relationships Provide Accountability
4. Developing Action Steps for Success in the Academy



The RBC provides a model of socialization in that all three essential components.

Future Research

- Effective socialization begins during graduate school and occurs prior to an emerging scholar's first professional position. Given this, the factors that contribute to academic and professional success in the academy often include indicators provided at the onset of an emerging scholar's career, specifically in graduate school. Exploration of the student experience during doctoral study contributes to a further understanding of overall emerging scholar development and has the potential to influence future research and doctoral education broadly.

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