



**MICHIGAN STATE**  
**UNIVERSITY**

The Graduate School



**Mentoring through the Back Door:  
Creating Campus Buy-in for Graduate  
Student Career and Professional  
Development**

**Dr. Rique Campa, Associate Dean**  
**Dr. Judith Stoddart, Associate Dean**

December 2011

# The campus culture for mentoring: attitudes



# The campus culture for mentoring: practice



## All relationships between faculty and graduate students are a form of mentoring:

- No direct interaction
- Passive engagement
- Active advising

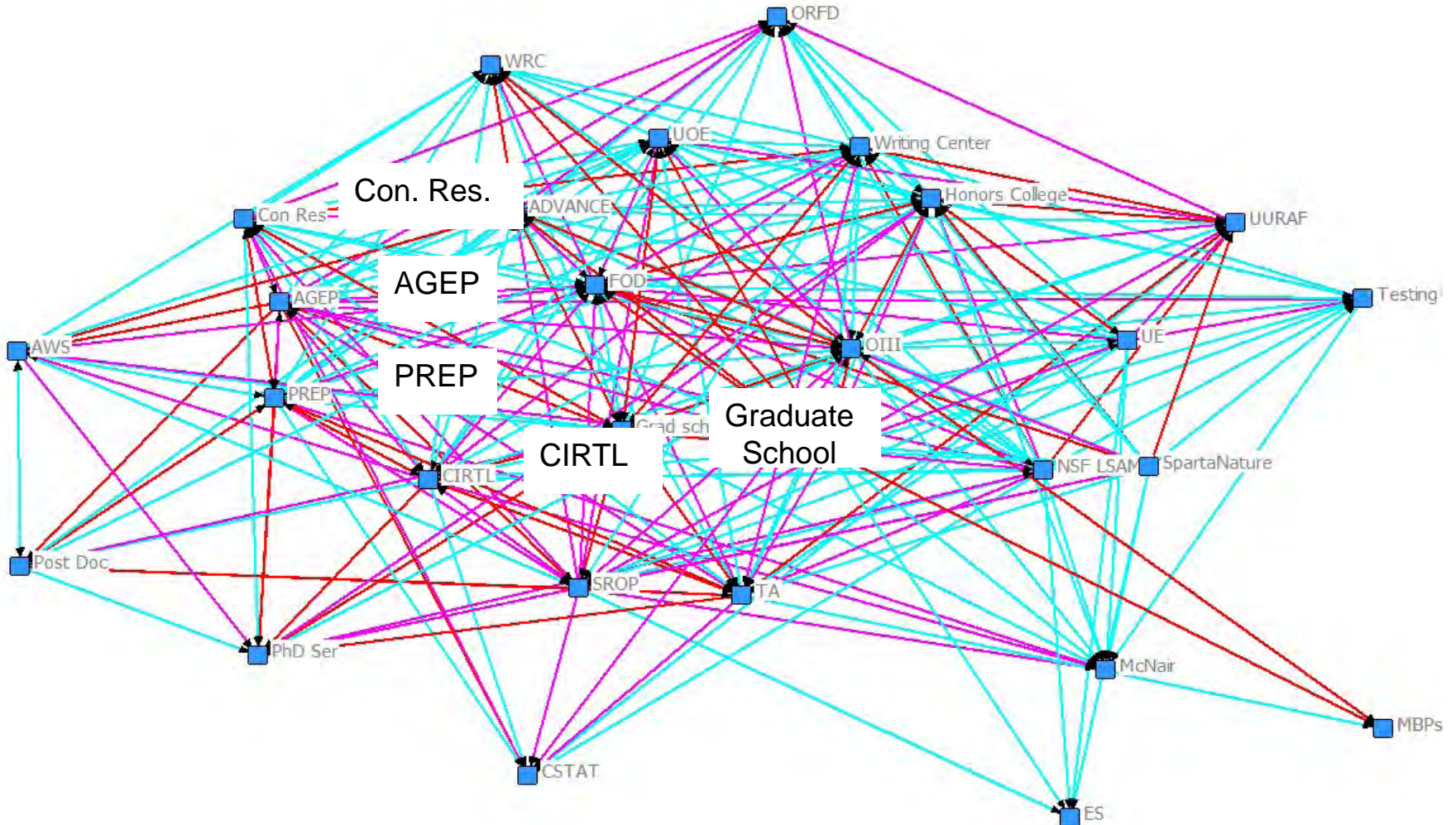
**MENTORING IS HAPPENING!**

**How do you shift the climate to create more effective career mentoring?**



# Integration Network

- The network is dense: Program representatives are communicating regularly about professional development with other programs (Ryan et al., unpublished data)



# Graduate School Staff Composition & Network



# Who is in your network?

## Existing partners

- What do they provide?
- What could they provide?

## Desired partners

- What could they provide?

# Career and Professional Development as Research

## What national research tells us about career trajectories:

- Research-intensive academic positions ARE alternative careers
- ~ 75% of PhDs will work in environments where other competencies are more important than research
- 50% of doctoral recipients will find employment as tenure track faculty in a college or university. Most will be in a non-research institutions
- Students complete doctoral degrees without understanding the missions, faculty roles and rewards, and academic culture of various institutions
- Studies of doctoral education and early career faculty show that students need information about career choices, teaching, mentoring, and more congruence between doctoral education and the realities of faculty life
- PhDs struggle to cross over to industry, government, and non-profit sectors.



# Career and Professional Development as Research

## What national research tells us about professional development:

- A better working relationship with faculty advisors develops when new PhD students receive information about program expectations early in their programs (Green, 1991)
- Improving clarity of expectations is a critical factor in the success of a graduate student (Ehrenberg, 2006)
- Nearly 50% of non-completers cited lack of integration as the most important factor in their decision to leave (Lovitts, 2001)
- PhD non-completers cite a poor advisor-student relationship as a primary reason for attrition (others include lack of financial aid and an unsupportive departmental climate) (Nerad and Miller, 1996)
- 40% of doctoral students nationwide will not complete their degrees (Bowen and Rudenstine, 1992; Denecke and Frasier, 2005).

# Career and Professional Development as Research

## What our data tell us about professional development:

How often do you:

**Attend professional conferences**

	CANR	CAL	CAS	CED	EGR	CNS	SSC
never/seldom	18.8	25.0	33.3	15.0	25.0	16.7	11.8
sometimes	18.8	37.5	0	35.0	62.5	50.0	35.3
always/often	62.5	37.5	66.7	50.0	12.5	33.0	52.9

**Network with professionals outside your department**

	CANR	CAL	CAS	CED	EGR	CNS	SSC
never/seldom	18.8	12.5	33.3	45.0	75.0	100	29.4
Sometimes	25.0	37.5	66.7	20.0	25.0	0	29.4
always/often	50.0	50.0	0	35.0	0	0	41.2

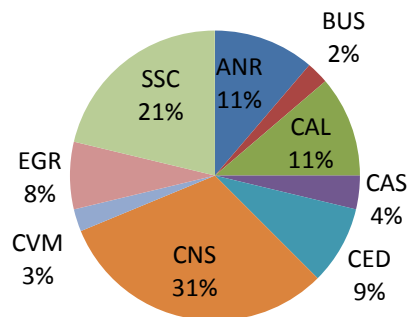
**Talk to your advisor about expectations for promotion and tenure**

	CANR	CAL	CAS	CED	EGR	CNS	SSC
never/seldom	43.8	50.0	50.0	75.0	100	83.3	76.5
Sometimes	18.8	25.0	33.3	15.0	0	0	17.6
always/often	37.5	25.0	16.7	10.0	0	16.7	5.9

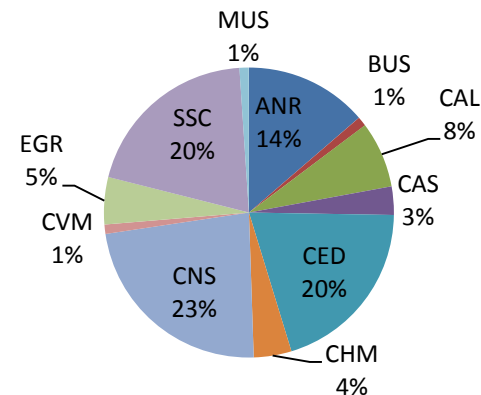
# Career and Professional Development as Research

## What our data tell us about career trajectories:

**Certification in College  
Teaching Institute 2010**



**Certification in College  
Teaching Institute 2011**



Accounting and Information Systems; African American and African Studies; Agricultural, Food, and Resource Economics; Anthropology; Biochemistry and Molecular Biology; Biosystems Engineering; CARRS; CEPSE; Cell and Molecular Biology; Chemical Engineering and Materials Science; Chemistry; CITE; Civil and Environmental Engineering; Comparative Medicine and Integrative Biology; Communication; Computer Science and Engineering; Economics; Educational Policy; Electrical and Computer Engineering; English; Entomology; Epidemiology; Fisheries and Wildlife; Food Science and Human Nutrition; Forestry; French, Classics and Italian; Genetics; Geological Sciences; Geosciences; HALE; History; Horticulture; Human Development and Family Studies; Kinesiology; Large Animal Clinical Sciences; Linguistics and Languages; Mathematics; Media and Information Studies; Microbiology and Molecular Genetics; Music; Neuroscience; Packaging; Pathology and Diagnostic Investigation; Philosophy; Physics and Astronomy; Physiology; Plant Biology; Plant Pathology; Political Science; Second Language Studies; Sociology; Spanish and Portuguese; Teacher Education; Telecommunication, Information Studies, and Media; Zoology

**64% of MSU doctoral students who responded to a 2003 career survey were very to fairly interested in positions in which teaching was the primary responsibility**

# Engaging Diverse Graduate Student Communities in Professional Development for Academic Positions



Stoddart, J; Campa, H; Klomprens, K (The Graduate School, Michigan State University)

Providing professional development programs and resources for those pursuing academic positions is relatively easy; getting a diverse group of graduate students and postdocs to engage at a high level in their own development during their career is challenging. The Michigan State University Graduate School is exploring 3 models of competency-based programs and measuring the levels of short- and long-term engagement prompted by each. How do different delivery methods and kinds of interactions correlate with sustained career development? How does thinking about career development through a competency model help participants design and implement their own professional development plans, ones tailored to their needs and linked to skills research shows are important for early-career faculty?

## Individual tools



### Interactive online career planning Goals:

- Encourage early career planning
- Promote reflective engagement rather than "just-in-time" information gathering
- Highlight transferable skills used in academic and non-academic careers

### Users can:

- Explore career resources
- Create, save, and modify individual plans
- Assess their transferable skills
- Create and share skill-based portfolios

Google Analytics Aug 28-Sept. 27, 2011



## Individual tools + Short interaction



### Online workshop and face-to-face workshop Goals:

- Provide focused and effective method to improve interactions between graduate students and faculty
- Practice conflict resolution and setting expectations through interactive vignettes
- Build online interface to enable in-depth exploration of concepts and adaptation of method for multiple users and settings

### Users can:

- Explore additional vignettes
- Compare their analysis with "experts"
- Return to concepts learned in workshops
- Enter the material based on their role (faculty, grad student, TA)

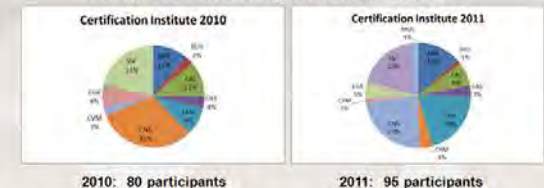
Assessment: Compare long-term implementation of concepts to 2010 study of stand-alone workshop effectiveness (Brockman, J; Nunez, A; Basu, A, "Effectiveness of a Conflict Resolution Training Program in Changing Graduate Students' Style of Managing Conflict with their Faculty Advisors," *Innovative Higher Education* (2010))

## Extended interaction + Individual tools



### Two-day institute with online follow-up Goals:

- Provide competency-based training for future faculty
- Create multi-disciplinary learning cohorts
- Increase participation in and completion of Certification (from 20 students who completed the program 1995-2009)



### Certification Institute May 12-13, 2011. Departments represented:

Accounting & Information System	Educational Policy	Mathematics
Agriculture, Food & Resource Economics	Electrical & Computer Engineering	Media & Information Studies
African American & African Studies	English	Microbiology & Molecular Genetics
Anthropology	Epistemology	Music
Biochemistry & Molecular Biology	Epistemology	Neuroscience
Biosystems Engineering	Fisheries & Wildlife	Packaging
Community, Agriculture, Recreation & Resource Studies	Food Science & Human Nutrition	Pathology & Diagnostic Investigation
Counseling, Education, Psychology & Special Education	Forestry	Philosophy
Cell & Molecular Biology	French, Classes & Italian	Physics & Astronomy
Chemical Engineering & Materials Science	Genetics	Plant Biology
Chemistry	Geological Sciences	Plant Pathology
Curriculum, Instruction, & Teacher Education	Geosciences	Political Science
Civil & Environmental Engineering	Higher Adult & Lifelong Education	Second Language Studies
Comparative Medicine & Integrative Biology	Horticulture	Sociology
Communication	Human Development & Family Studies	Spanish & Portuguese
Computer Science & Engineering	Kinesiology	Teacher Education
Economics	Large Animal Clinical Sciences	Teleson, Information Studies & Media
	Linguistics & Languages	Zoology

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## Career Success



- 🏠
- ABOUT US ▾
- MAKE YOUR PLAN ▾
- EVALUATE YOUR SKILLS
- INVEST IN WELLNESS ▾
- EVENTS ▾
- MY ACCOUNT

Welcome to Michigan State University's Career Success, your gateway to resources, programs, and events that will help you get from where you are now to where you want to be professionally.



Make Your Plan



Evaluate Your Skills



Document Your Success



Invest in Wellness

# The PREP career development matrix

## Career Success

PREP



### My Account



[View My Plan](#)

### PREP Resources

- The Writing Center
- Teaching Assistant Programs
- Ph.D. Career Services

### Visited Topics

- [Creating your portfolio](#)

## PREP Matrix

Topics View

Events View

	Planning	Resilience	Engagement	Professionalism
Early	<ul style="list-style-type: none"> <li>• <a href="#">Financial planning</a></li> <li>• <a href="#">Setting expectations</a></li> <li>• <a href="#">Identifying career goals</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Creating a wellness plan</a></li> <li>• <a href="#">Developing support systems</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Choosing an advisor</a></li> <li>• <a href="#">Building professional networks</a></li> <li>• <a href="#">Identifying transferable skills</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Developing teaching skills</a></li> <li>• <a href="#">Research ethics training</a></li> <li>• <a href="#">ESL resources</a></li> </ul>
Mid	<ul style="list-style-type: none"> <li>• <a href="#">Preparing for the job search or postdoc</a></li> <li>• <a href="#">Preparing for comprehensive exams</a></li> <li>• <a href="#">Funding your research</a></li> <li>• <a href="#">Approaching dissertation research</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Sustaining support systems</a></li> <li>• <a href="#">Conflict resolution</a></li> <li>• <a href="#">Managing stress</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Working with your committee</a></li> <li>• <a href="#">Maintaining professional networks</a></li> <li>• <a href="#">Applying transferable skills</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Planning your portfolio</a></li> <li>• <a href="#">Using your teaching skills</a></li> <li>• <a href="#">Conducting ethical research</a></li> </ul>
Late	<ul style="list-style-type: none"> <li>• <a href="#">Writing the dissertation</a></li> <li>• <a href="#">Financial planning for the early career</a></li> <li>• <a href="#">Securing academic positions and postdocs</a></li> <li>• <a href="#">Securing non-academic positions</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Surviving the dissertation</a></li> <li>• <a href="#">Managing professional transitions</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Negotiating the job offer</a></li> <li>• <a href="#">Employing transferable skills in your new career</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Publishing your work</a></li> <li>• <a href="#">Creating your portfolio</a></li> </ul>

# Career Success portfolio

My Career Success – [Log-out](#)

[My Home](#) | [My Plan](#) | [My Settings](#) | [My Portfolios](#)

### My Portfolios

[Create New Portfolio](#)

Name	Status	Email	Download   Print
Portfolio 1 <a href="#">Edit</a>   <a href="#">Trash</a>   <a href="#">View</a>	Published	Email	<a href="#">Download</a>   <a href="#">Print</a>
Portfolio 2 <a href="#">Edit</a>   <a href="#">Trash</a>   <a href="#">View</a>	Draft	Email	<a href="#">Download</a>   <a href="#">Print</a>
Portfolio 3 <a href="#">Edit</a>   <a href="#">Trash</a>   <a href="#">View</a>	Published	Email	<a href="#">Download</a>   <a href="#">Print</a>
Portfolio 4 <a href="#">Edit</a>   <a href="#">Trash</a>   <a href="#">View</a>	Published	Email	<a href="#">Download</a>   <a href="#">Print</a>
Portfolio 5 <a href="#">Edit</a>   <a href="#">Trash</a>   <a href="#">View</a>	Draft	Email	<a href="#">Download</a>   <a href="#">Print</a>
Portfolio 6 <a href="#">Edit</a>   <a href="#">Trash</a>   <a href="#">View</a>	Draft	Email	<a href="#">Download</a>   <a href="#">Print</a>
Portfolio 7 <a href="#">Edit</a>   <a href="#">Trash</a>   <a href="#">View</a>	Draft	Email	<a href="#">Download</a>   <a href="#">Print</a>
Portfolio 8 <a href="#">Edit</a>   <a href="#">Trash</a>   <a href="#">View</a>	Draft	Email	<a href="#">Download</a>   <a href="#">Print</a>

**Featured Video**

**Events**  
Event 1  
Event 2  
Event 3

**Prompt Questions**  
Question 1  
Question 2

My Career Success – [Log-out](#)

[My Home](#) | [My Plan](#) | [My Settings](#) | [My Portfolios](#)

### Create a Portfolio

[Save as Draft](#) [Preview](#)

Title:

Status: Draft [Edit](#)

Visibility: Password Protected  
[Create Password](#)

Template: Template 1 [Edit](#)

**Add introductory text**

**Featured Video**

**Research** | **Teaching** | **Engagement**

**Add text about research component**

**Events**  
Event 1  
Event 2  
Event 3

**Supporting Documents** [Add New Document](#)

Title	File Type	Notes	Post Message to LinkedIn
no records have been added			

**Prompt Questions**  
Question 1  
Question 2

# Essential Transferable Skills-Competency-based Professional Development

<http://grad.msu.edu/prep/docs/planyourwork.pdf>

## introduction

**f**inding and landing a professional position is *more than simply completing a degree or completing a postdoc, internship, or temporary job*. It is a complex process that varies by discipline and requires development of and confidence in your abilities, an aptitude to effectively network within and across disciplinary fields, and the capacity to analyze your skills, knowledge, and strengths.

If you are earning or have a Ph.D., you already have *advanced transferable skills* that will allow you to excel in a variety of environments. What you need is a way to develop and effectively describe these skills and competencies. That is what this guidebook is all about.

*Plan Your Work & Work Your Plan* highlights key transferable skills that are important for the career and professional development of those earning or holding a Ph.D. degree. Our goal for this guidebook is to help you:

- Recognize the skills you are acquiring that complement and go beyond your disciplinary specialization
- Understand the broad uses of those skills during graduate school, the postdoc experience, and your future career
- Identify ways to strengthen and consolidate those skills while you are a graduate student or postdoc

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 Matt Helm, Ph.D. | Lauren Carmik Mason | Judith Steppers, Ph.D. | Henry Campbell, Ph.D.

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## using this guide

Six broad skill areas are defined and exemplified through interviews with doctoral degree recipients who talk about how those skills have been important in their professional lives.

A section called "Putting It to Work" is included in each chapter. This section identifies specific suggestions on how to develop and improve each skill now, and the resources available to assist you both within and outside your department.

In addition, a "PREP Spotlight" box features workshops and programs associated with the Graduate School. PREP is the MSU Graduate School career and professional development model designed to help you plan for a successful doctoral experience and a smooth transition into your future role in academia, government, industry, corporations, or agencies. For more on PREP programs, see the end of this guide, and visit <http://grad.msu.edu/prep>.

Becoming a competent and effective professional who will be competitive for a variety of careers will require dedicated time and effort on your part. The investments you make in your professional development today will serve you well throughout your graduate and postdoc experience and beyond.

Several research studies have focused on identifying the transferable skills that academic and non-academic employers are seeking from those with a Ph.D., including those conducted by:

- Center for Innovation and Research in Graduate Education  
<https://depts.washington.edu/cirgweb/c/>
- Re-Envisioning the Ph.D. Project  
<http://www.grad.washington.edu/eevision/>
- National Postdoctoral Association  
<https://www.nationalpostdoc.org/>



# Train the Trainer for Students

## Teaching & Engagement as Scholarship

- **FAST (Future Academic Scholars in Teaching)** Natural Science, Agriculture and Natural Resources, Vet Med  
[grad.msu.edu/fast/](http://grad.msu.edu/fast/)
- **RCAH Graduate Fellows (Residential College in Arts and Humanities)** Arts and Humanities, Communications, Education, Social Sciences, Agriculture and Natural Resources  
[rcah.msu.edu/fellows](http://rcah.msu.edu/fellows)
- **IIT (Interdisciplinary Inquiry and Teaching)** Social Sciences, Humanities  
[grad.msu.edu/iit](http://grad.msu.edu/iit)

## Writing in the Disciplines Fellows

Train current ABDs to facilitate writing groups within their department focused on a significant transition milestone:

- 2nd-year paper
- comp exams
- dissertation proposal
- paper for publication

Peer mentors meet regularly to talk about writing in their disciplines  
Coordinated with MSU Writing Center

# Train the Trainer for Faculty

## 2-Day Mentoring Training Institute

### Training faculty to train students

First day (2 hours):

Faculty learn how to train graduate students to be effective mentors

Second day (3 hours):

Graduate students participate in training on effective mentoring; faculty encouraged to attend

## 2-Day Conflict Resolution Training

### Training faculty as facilitators

First day (8 hours):

Participants go through graduate student workshop on resolving conflicts and setting expectations

Second day (8 hours):

Participants work together and present sections of the graduate student workshop to use in their own settings

# Training through the “back door”



FREE conference for MSU Graduate Students and Post-docs!

## LEADING THROUGH TEAMWORK: HOW TO BE A SUCCESSFUL PROFESSIONAL

Offered by the Graduate School as part of the PREP Collaboration Series

Saturday, October 29, 2011 from 8:45 a.m. – 3:45 p.m. in the MSU Union, Parlors A,B,C

This interactive workshop for graduate students and post-docs will focus on identifying the skills underlying successful collaborations and learning to put them into practice. Studies of new faculty indicate that although they are hired for their individual expertise, their job satisfaction and promotion often depend on how quickly they learn to be collaborators in research, teaching, and service. In non-academic settings, many projects evolve as group efforts. Some psychologists have even argued that the most important new ideas are the product of “group genius,” not individual brilliance. Through a range of activities, presenters will engage participants in learning about how the so-called “soft-skills” or “professional skills” of teamwork and leadership come into play in academic and non-academic settings. By the end of the workshop, participants will know concrete strategies for creating and sustaining collaborations in academic and beyond, managing teams, and communicating effectively across diverse environments.

### WORKSHOP AGENDA

8:45 – 8:55 a.m.	Registration
9:00 – 10:15 a.m.	<b>Teamwork and Collaboration in Research</b> How do you plan and implement research projects that cross departments or involve collaborations with non-academic partners? What are the problems you can anticipate and forestall? What are the characteristics of good collaborative research, and how do you make sure your projects incorporate them? <b>Presenters:</b> Dr. Hiram Fitzgerald and graduate student panel (participants in MSU's Graduate Certification in Community Engagement) consisting of Natalie Graham (American Studies), Antonio Vasquez (Chicano Studies), Nancy Schertzing (Family Community Services), and Renee Allen (CARRS)
10:25 – 11:45 a.m.	<b>Teamwork and Collaboration in the Workplace</b> What do these skills look like in ongoing collaborative projects? How do you put together effective teams, and how do you course correct for collaborations that encounter problems? How do you plan effective group meetings? <b>Presenter:</b> Jim Lautenschlager
12:00 – 1:00 p.m.	Lunch
1:15 – 2:25 p.m.	Breakout Sessions
2:30 – 3:40 p.m.	Breakout Sessions

**Breakout Sessions:** The sessions will run concurrently; each will run twice so that participants can attend both.

**Session A: Leading as Teamwork**  
It used to be that leaders were expected to stand apart from others, have the ideas and know how to implement them. More recently, the call is for leaders who build effective teams and collaborate with others. Are these ideas compatible? Can leaders really engage their units “as one”? What happens when the leadership partnership fails? This interactive session examines current concepts of leadership and teamwork, looking specifically at the strategies and skills needed to address future challenges facing higher education and beyond. In addition, participants will identify opportunities to foster their own leadership development and effective teamwork in their current and future settings. **Presenter:** Dr. Marilyn Amey

**Session B: Collaborations and Diversity: Effective Leveraging of Differences and Similarities**  
While research supports that diversity in a team enhances innovation and creativity, it also shows that in early stages group diversity can be associated with less effective team behaviors at both ends of the cooperation/conflict continuum (e.g., reluctance to confront others or high levels of conflict, lack of recognition of differences and uniqueness or overly focused on distinctions). This session will focus on how to manage and leverage diversity within collaborative teams to enhance team effectiveness. **Presenter:** Dr. Ann Marie Ryan



FREE for MSU Graduate Students and Post-docs!

## CONFERENCE:

### Mastering the Interview & Securing Positions at 2- and 4-Year Institutions

Offered by the Graduate School as part of the PREP Plan Your Work/Job Series

October 1, 2011

9:00 AM – 4:00 PM (Registration begins at 8:40 am and Lunch is included)

Parlors A, B, & C, MSU Union, Michigan State University Campus

### Featured Presenters:

- Dr. Karen Klomparens (MSU, Dean of the Graduate School)
- Dr. Michael Nealon (Lansing Community College, Chair, Humanities and Performing Arts)
- Dr. John Stevenson (Grand Valley State University, Associate Dean of Graduate Studies)
- Dr. Michael Stob (Calvin College, Chair, Mathematics & Statistics and Dean for Institutional Effectiveness)

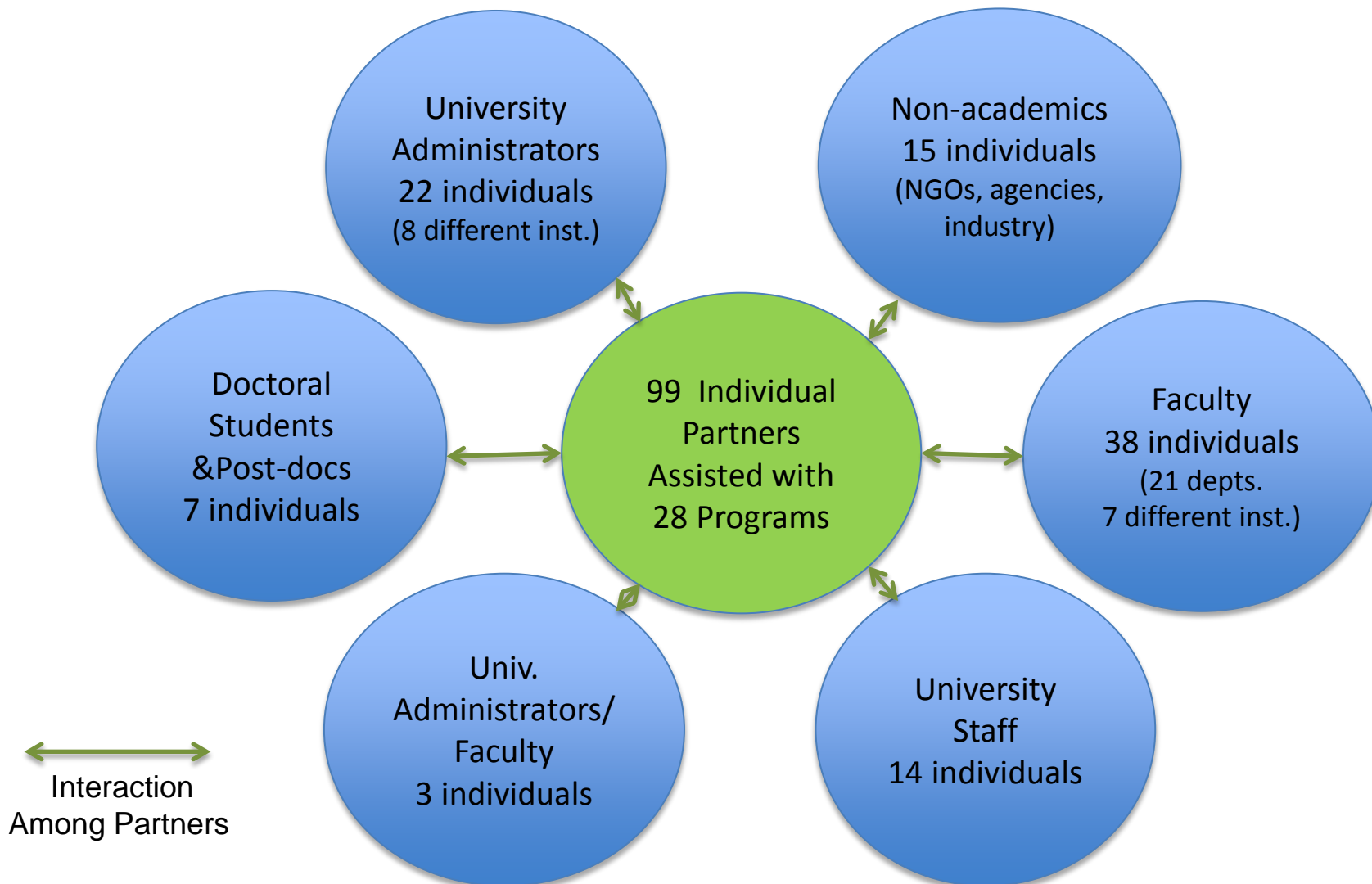
What type of academic position would you like to have after completing your degree or post-doc? What are the expectations for applicants and potential career trajectories at different kinds of institutions? In this interactive workshop, you will learn about the academic cultures at a variety of institutions, and about how to tailor your application and interviewing strategies to these different settings. The morning session will feature panelists who are administrators and faculty members from community colleges, liberal arts colleges, colleges with religious affiliations, universities with historically specialized missions, and research extensive universities. They will discuss what they look for when they are screening applications and what interviews look like on their campus, as well as expectations for tenure and promotion.

The afternoon includes two interactive breakout sessions (participants will have an opportunity to attend both):

**Talking about Teaching:** “So, what is your Teaching Philosophy?” How do you assess your students’ performances? “Have you ever conducted formative evaluation or an SGID?” “What’s the difference between collaborative and cooperative learning?” Can you answer these questions? When should you expect to answer them in an interview? What other concerns about representing your teaching should you have when on the job market? We’ll explore many of the ways you could be confronted with these issues during your job search AND we’ll talk about ways that you can effectively negotiate these conversations, put your best teaching “foot” forward, and out-distance peers who show up to interviews unprepared to engage in meaningful dialogue about teaching. You will learn about resources to help you negotiate your own searches and get you started piecing together your teaching portfolio, which should represent your teaching life variably, meaningfully, and organically. **Presenter:** Kevin Johnston, Director, Teaching Assistant Programs.

**Talking about Research in the Interview:** Learn how to communicate your strengths and interests, set yourself apart in interviews, and get your audience excited about your work. Are you prepared for all of the venues and formats you might encounter in the job search (telephone interview, video interview, conference exchanges, campus visit)? Can you talk about your research outside your prepared job talk or research presentation? How do you respond when the Academic Dean who is not in your field asks you to sum up your research? We will explore interview strategies through discussions of video vignettes, and talk about how resources such as Interview Stream can provide helpful and immediate feedback. You will practice presenting your research to different audiences, and learn strategies for managing casual conversations on campus visits to job talks. **Moderators:** Dr. Rigue Campa (Fisheries and Wildlife) Associate Dean, The Graduate School; Dr. Matt Helm, Director, Ph.D. Career Services; Dr. Tony Nunez (Psychology and Neuroscience), Associate Dean, The Graduate School; Dr. Judith Stoddart (English), Associate Dean, The Graduate School.

## 28 full-day programs from Sept 2004 to March 2012



# Train the trainers on your campus

Title of an existing program: \_\_\_\_\_

Audience being trained: \_\_\_\_\_

What are your desired outcomes or goals?

1.

2.

Other needed collaborators to meet your goals?

1.

2.

3.

Format and activities:

# Your extended network starts here

Group site for:

- Sharing plans for programs
- Posting questions
- Finding expert presenters from other institutions
- Sharing resources

Please drop off your business card and/or provide the name and contact information for the person you want to connect from your institution