

MICHIGAN STATE
UNIVERSITY

The Graduate School

Mentoring through the Back Door: Creating Campus Buy-in for Graduate Student Career and Professional Development by Offering Diverse Opportunities

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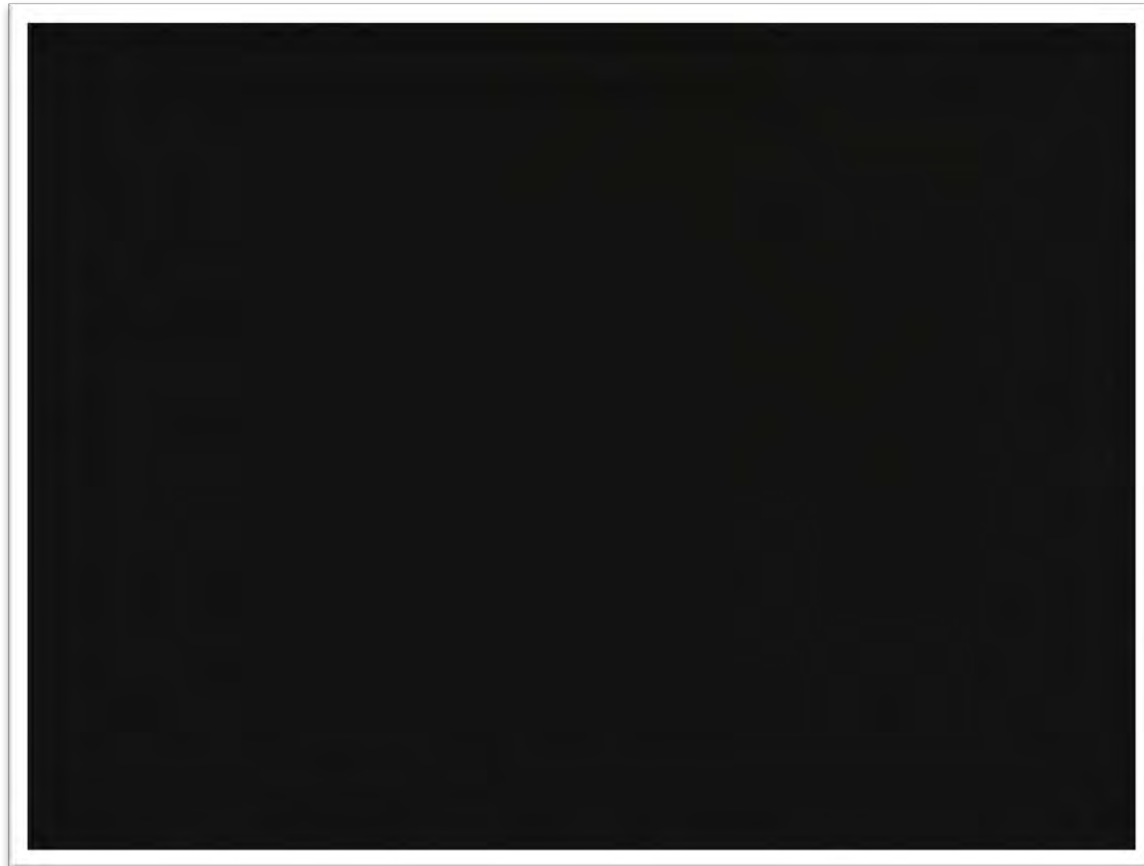
Agenda

- Describe existing attitudes and practices surrounding professional development and mentoring
- Provide examples of collaborations between Graduate School and campus partners at Michigan State
- Explore different models of interaction and dissemination of professional development programs
- Discuss your professional development challenges and needs
- Start to build partnerships

The campus culture for mentoring: attitudes



The campus culture for mentoring: practice



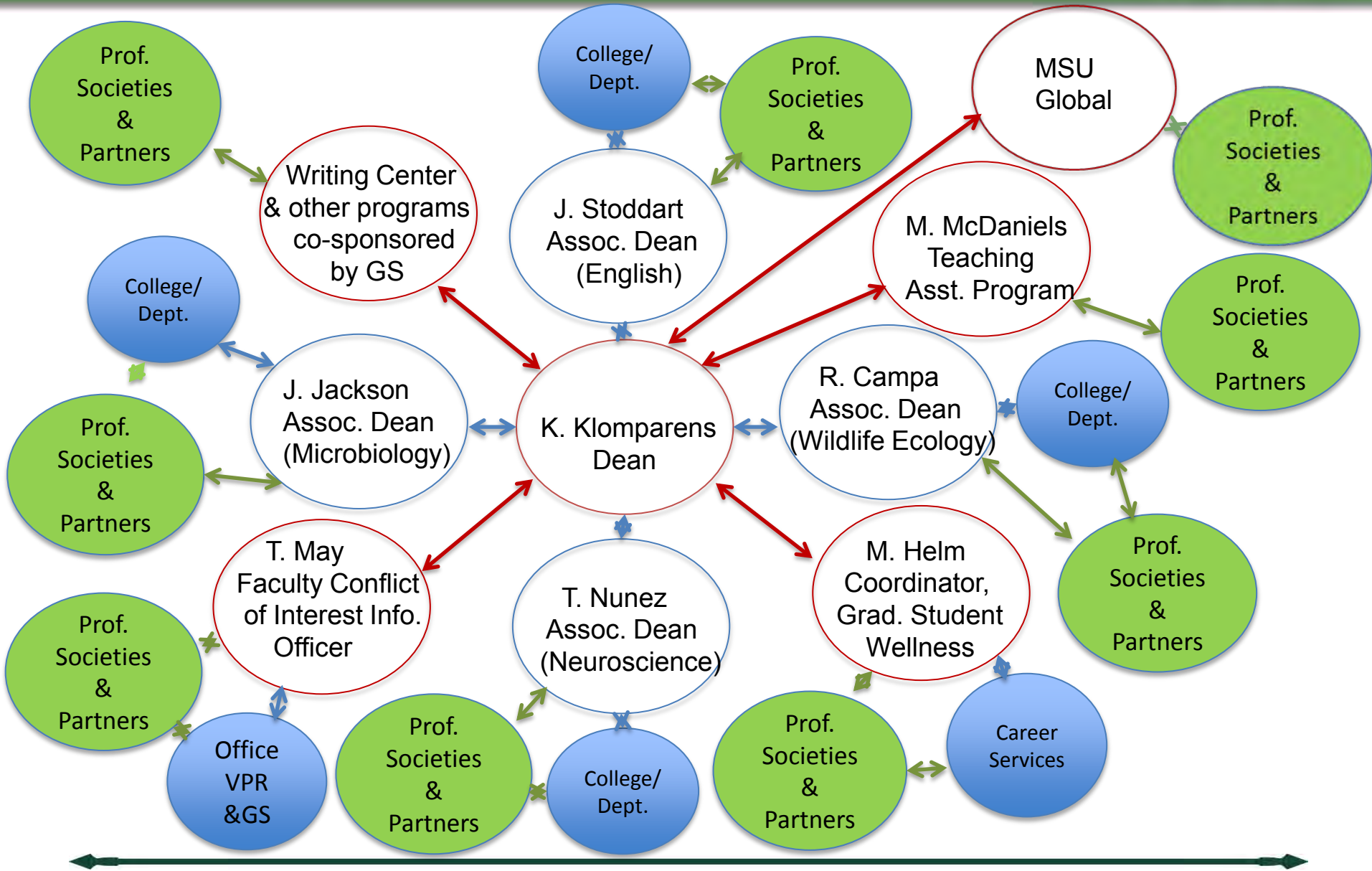
All relationships between faculty and graduate students are a form of mentoring:

- No direct interaction
- Passive engagement
- Active advising

MENTORING IS HAPPENING!

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

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?

Look at every program as an opportunity to build, strengthen, and sustain partnerships

Collaborative Professional Development Programs

FREE conference for MSU Graduate Students and Post-docal

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 academia and beyond, managing teams, and communicating effectively across diverse environments.

WORKSHOP AGENDA

8:45 – 9:00 a.m.

Registration

9:00 - 10:15 a.m.

Teamwork and Collaboration in Research

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?

Presenters: 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.

Teamwork and Collaboration in the Workplace

What do these skills look like in ongoing collaborative projects? How do you put together effective teams, and how do your course correct for collaborations that encounter problems? How do you plan effective group meetings?

Presenter: 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-docal

CONFERENCE: Securing Academic Positions at 2- and 4-Year Institutions

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

November 1, 2012

5:30-7:00 PM

115 International Center

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, cover letter, and interviewing strategies to these different settings. This 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.

For more information you may contact: Dr. Rique Campa (campa@msu.edu)

REGISTRATION IS REQUIRED. SPACES ARE OFFERED ON A FIRST-COME FIRST-SERVED BASIS. TO REGISTER, GO TO: <http://grad.msu.edu/workshops/workshops.aspx?id=24>. You will receive an e-mail confirmation if seats are available.

Persons with disabilities should contact the Graduate School at 517-353-4738 to request accommodations no later than two weeks prior to the session date. Requests received after this date will be met when possible.

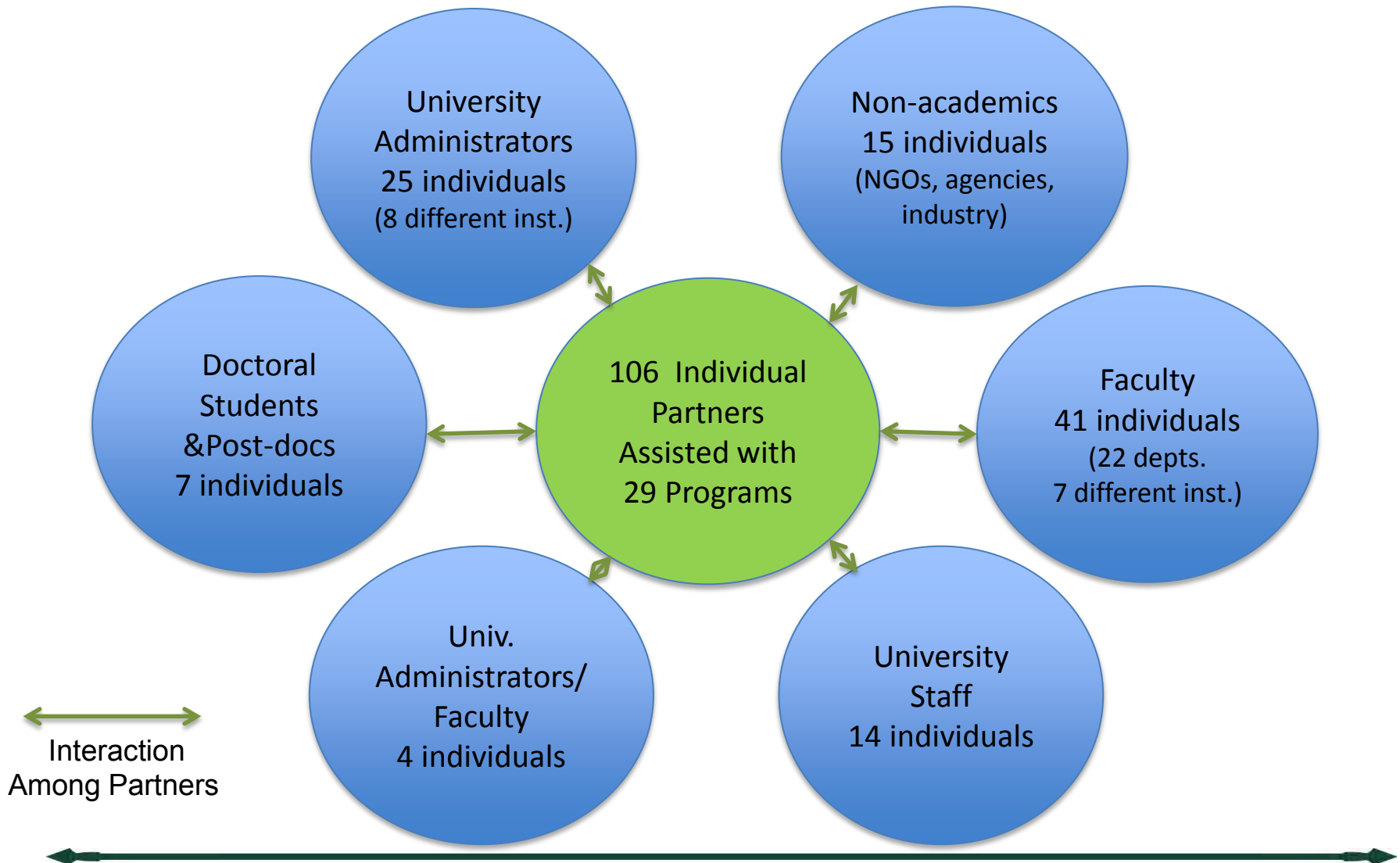
For more workshops in the PREP Plan Your Work Job Series, the PREP Collaboration Series, and the PREP Communication Series, as well as additional workshop offerings and the full PREP calendar, visit:

<http://grad.msu.edu/prep/workshops.aspx>

For Graduate School events, career and professional resources, and personalized career planning tools, visit our Career Success website:

<http://careersuccess.msu.edu>

29 full-day or evening programs from Sept 2004 to November 2012



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

MODES OF COLLABORATION

Individual training

Individual training & flexible collaboration

Structured collaboration



Writing in the Disciplines: Peer Mentoring

Partners:

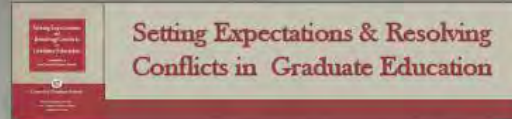
- Graduate School
- Graduate Program Director
- Writing Center
- Graduate Students

Model:

- Writing Center facilitator training
- Facilitators and graduate directors set group focus
- Facilitators mentor peers
- Facilitator assessment to Graduate School

Benefits:

- Focus on disciplinary expertise
- Peer interaction in department and across the university
- Integration, retention, and completion



Partners:

- Graduate School Conflict Resolution Team
- MSU Global
- Individuals
- Groups (labs, teams, programs, etc.)

Model:

- Online interface
- Individual adaptive training: certificate
- Short modules for group use
- Supplemental face-to-face training available

Benefits:

- Return to concepts learned in workshops
- Learn concepts before workshops
- Adaptation of method for multiple users and settings
- Enter the material based on role (faculty, grad student, TA)



University Graduate Certification in College Teaching Program

Partners:

- Graduate School
- Colleges
- Primary Advisor
- Teaching Mentor
- Graduate Students

Model:

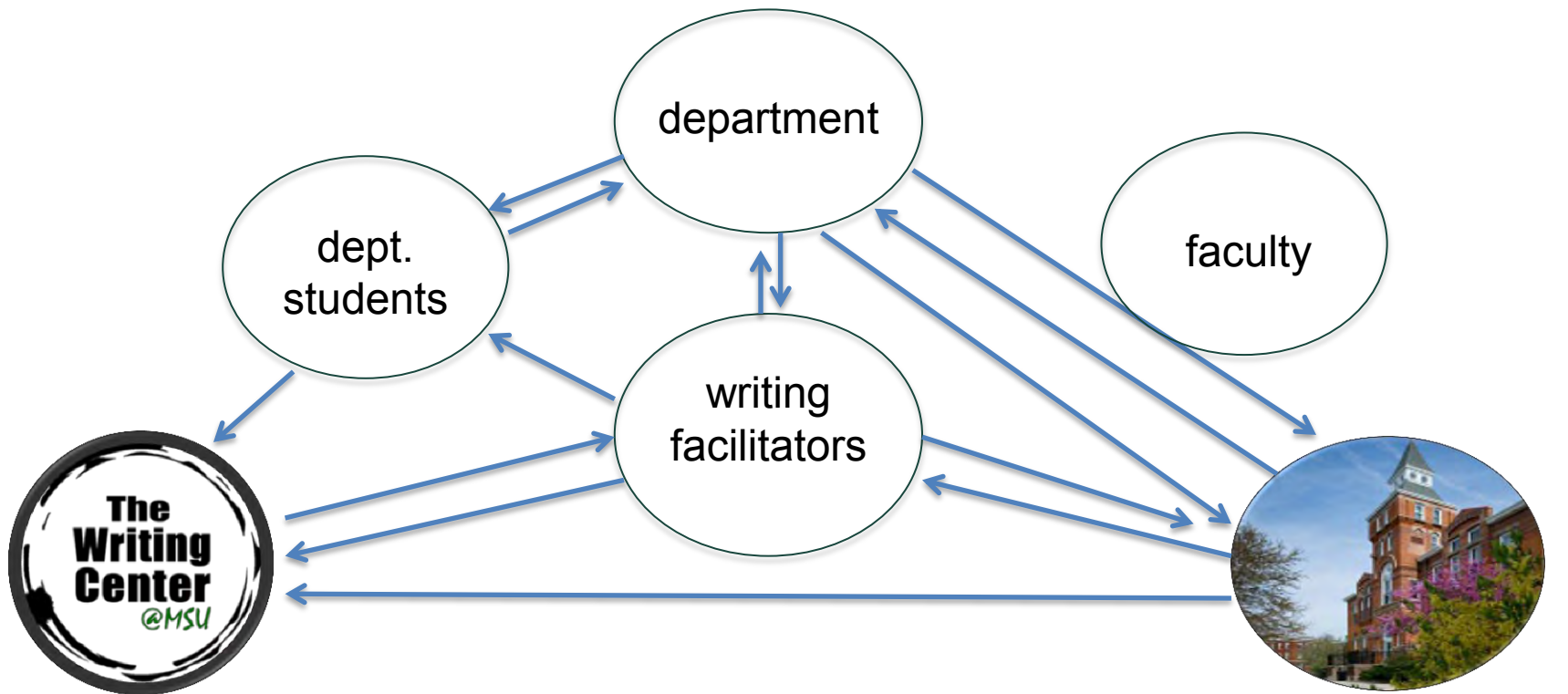
- College adapted program
- Two-day institute by Graduate School
- Disciplinary teaching course in department or college
- Mentored teaching project
- Portfolio certification by college and Graduate School

Benefits

- Provide competency-based training for future faculty
- Create multi-disciplinary learning cohorts
- Multiple levels of buy-in and support
- Increase participation in and completion of Certification

Writing in the Disciplines: Peer Mentoring

Collaboration Model



Writing in the Disciplines: Peer Mentoring

Results spring 2011:

- All Sociology participants passed 2nd-year paper, most with no revisions required.
- Genetics dissertation proposals passed with no revisions required.
- 4 Neuroscience students published peer-reviewed articles.
- Students and facilitators reported that participants' "writing and confidence level improved dramatically."
- Both participants and facilitators felt better connected to department.

Writing in the Disciplines: Peer Mentoring

Some participant comments:

"I feel the end result was a much easier to read and more directed proposal. My committee was very impressed with the proposal and passed me with no conditions. The writing group was very helpful with the structure and arrangement of the proposal."

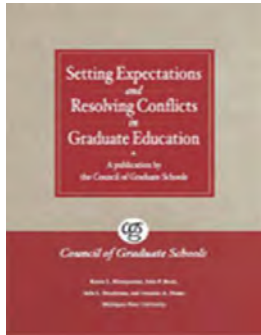
"the group helped me to network and meet more people in the department. The group really helped me prepare for the scariest part for me-- faculty feedback--by doing run-throughs and asking good questions it helped me grow as a 'colleague' through the discussion and editing process."

"by the end I was able to synthesize a lot of information into a concise response, and felt more confident about my conclusions."

Faculty comments:

"It has helped the students with their writing and collaboration, benefiting the instructors' mentoring and teaching skills, and helping students value collaboration and appreciate the craft of writing. It has also reduced the work load of faculty who no longer have to do all of the heavy lifting in improving their advisees' writing skills."

"Our writing groups have definitely shown students the value of constructive criticism for effective communication of a topic to a potentially broad (but knowledgeable) scientific audience."



Setting Expectations & Resolving Conflicts in Graduate Education

Convert interactive workshop to online resource

Findings from assessment study of workshop*

- avoidance, not competition, primary conflict strategy
- workshop shifted preference (to collaboration) but not practice

More students than faculty used the program


*Brockman, J., Nunez, A. and Basu, A. (2010). An impact assessment of a conflict resolution program for graduate students. *Innovative Higher Education*, 35, 4.


Conflict Resolution on Career Success


Conflict Resolution


Enhancing Your Productivity: Preventing and Resolving Conflict AKA Negotiation Strategies


COURSE DEMO













Setting Expectations & Resolving Conflicts in Graduate Education

New online version:

- Allow repetition of concepts and additional practice
- Provide short modules for group use
- Adaptation of method for multiple users and settings (research groups, labs, departments)
- Enter by role (faculty, grad student, post doc) (by 2013)
- Flexible collaboration: GS as consultants and follow-up training
- Integrate with professional development resources

Career Success



- ABOUT US
- MAKE YOUR PLAN
- EVALUATE YOUR SKILLS
- INVEST IN WELLNESS
- CONFLICT RESOLUTION**
- 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

University Graduate Certification in College Teaching Program

Partners

- Graduate School
- Colleges
- Graduate students
- Primary advisor
- Teaching mentor
- Undergraduates

Collaborative Model

- College adapted program
- Two-day GS institute
- Disciplinary teaching course
- Mentored project
- Portfolio certification

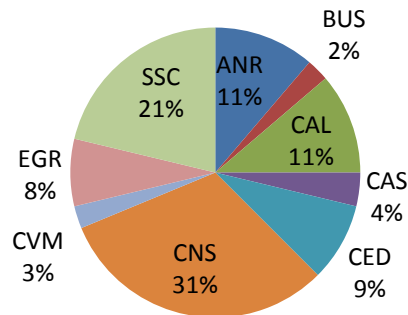
University Graduate Certification in College Teaching Program

	participants
1998-2008	42
2009 (pilot)	20
2010-2012 (institute)	235

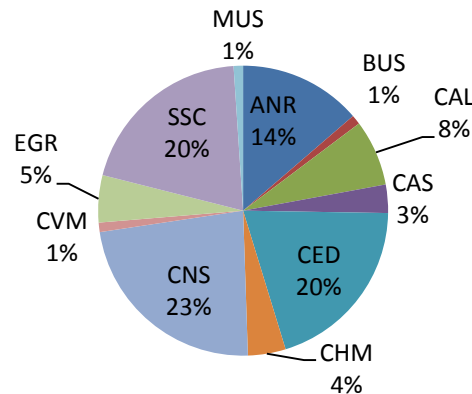
Improved visibility and coordination of program

Participation in MSU's Certification in College Teaching Institute Structured Collaboration

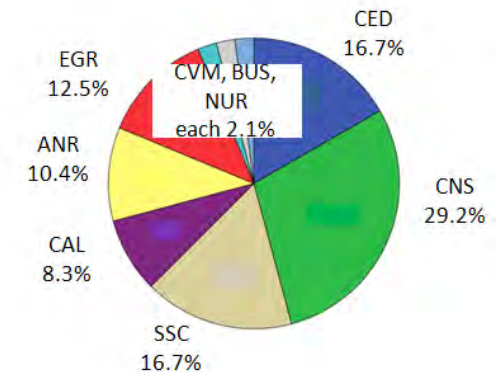
Certification in College Teaching Institute 2010



Certification in College Teaching Institute 2011

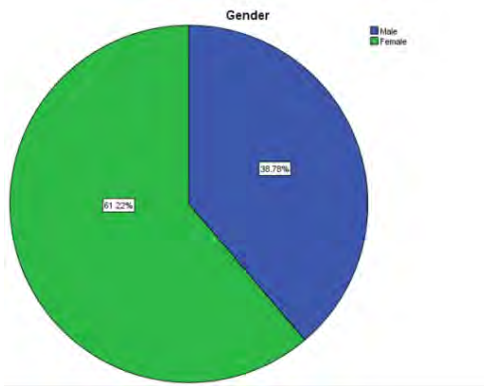


Certification in College Teaching Institute 2012

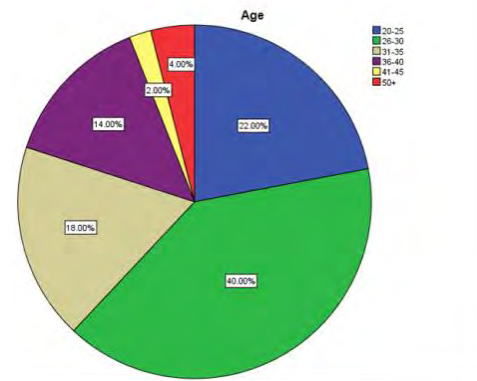


Accounting and Information Systems; African American and African Studies; Agricultural, Food, and Resource Economics; Anthropology; Biochemistry and Molecular Biology; Biosystems Engineering; CARRS; CEPSE; Cell and Molecular Biology; Chemical Engineering and Materials Science; Chemistry; CITE; Civil 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

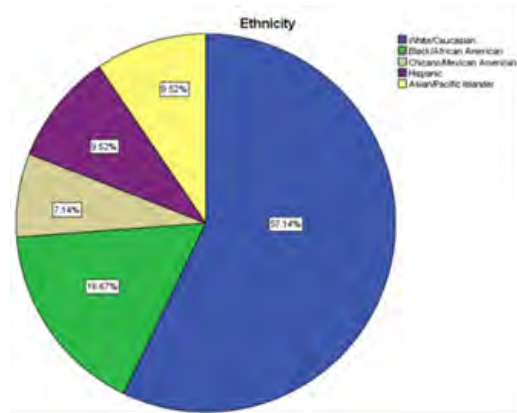
Certification in College Teaching Institute: Structured Collaboration-Who attends (e.g., 2012)?



2012 M/F
38.8% / 61.2%



2012 Age
40.0% 26-30 yrs
18.0% 31-35 yrs
4.0% 46-50 yrs



2012 Ethnicity

57.1% White/Cau.
16.7% Black/Af-Amer.
9.5% Hispanic
9.5% Asian/Pacific Islander
7.1% Chicano/Mexican-Amer.

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:

Creating partnerships on your campus

What are your major challenges to creating a culture for professional development?

What partnerships on campus can help you address those challenges?

What do you not have on your home campus that you need (e.g., expertise, program content, resources)?

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

Your extended network starts here

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