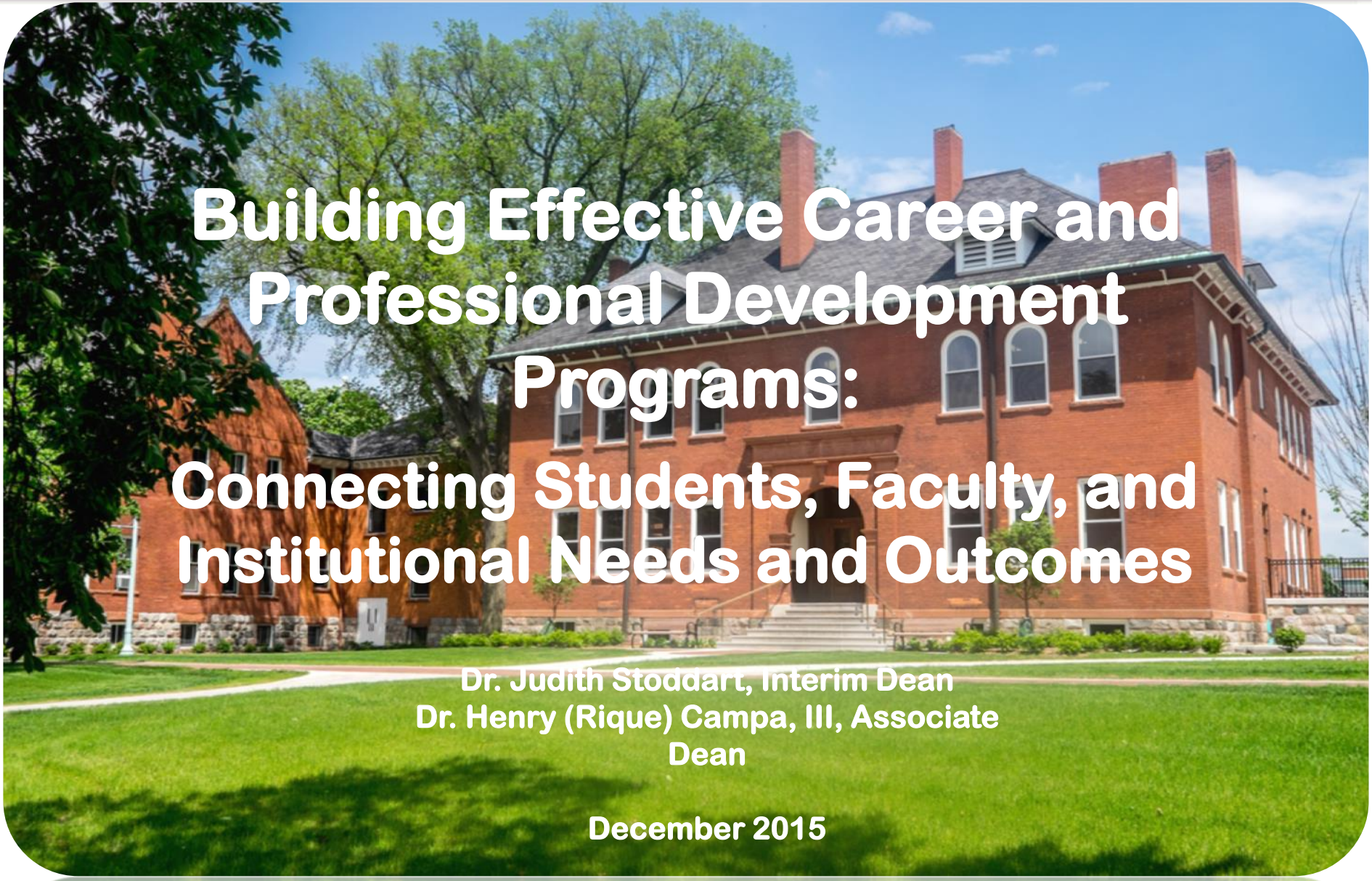

Building Effective Career and Professional Development Programs:

Connecting Students, Faculty, and Institutional Needs and Outcomes

Dr. Judith Stoddart, Interim Dean
Dr. Henry (Rique) Campa, III, Associate Dean

December 2015

Agenda

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- Describe existing attitudes and practices surrounding professional development and mentoring.
- Discuss challenges and barriers to effective career and professional development programs.
- Provide examples of structured collaborations between the Graduate School and campus partners at Michigan State. Who are your partners?
- Introduce different models for evaluation and assessment of programs.
- Share tools for building programs, designing collaborations, and creating assessments.

10-Minute Activity

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Introduce yourself at your table

What challenges do you see in building effective career and professional development programs on your campus?

What strategies have you found to be effective in addressing these challenges?

Report out

Where we started 2000-2004

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Individual workshops and activities (Expanded Careers, Conflict Resolution workshops, Responsible Conduct of Research workshops)

Pros:

- Students came!
- They liked them.
- They learned things (content evaluation).
- We collected some data through surveys.

Cons:

- "Just in time"
- Not really development.
- We were not consistent in approach or message.

PREP

MSU Career and Professional Development Programs

(Planning, Resilience, Engagement, Professionalism)

PREP Goals

- Broaden awareness of professional expectations in graduate education
- Prepare students to plan and manage their own careers
- Promote graduate student retention and completion
- Provide students with a competitive edge in securing professional positions

“Populating” a Career/Professional Development Program

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	PROFESSIONAL THEMES ▼			
	P PLANNING	**R** RESILIENCE	**E** ENGAGEMENT	**P** PROFESSIONALISM
EARLY STAGE	▪ Financial planning ▪ Setting expectations ▪ Identifying career goals	▪ Developing support systems ▪ Creating a wellness plan	▪ Professional networking ▪ Choosing an advisor ▪ Identifying transferable skills	▪ Developing teaching skills ▪ Research ethics training
MID STAGE	▪ Preparing for comprehensive exams ▪ Preparing for the job search or postdoc ▪ Developing professional standards for integrity in research	▪ Conflict resolution ▪ Stress management	▪ Funding your research ▪ Working with committees ▪ Acquiring transferable skills	▪ Project planning ▪ Creating your teaching portfolio
LATE STAGE	▪ Writing the dissertation ▪ Conducting the job search ▪ Finding a postdoc position	▪ Managing the research program ▪ Sustaining support networks	▪ Choosing the academic path ▪ Choosing the nonacademic path ▪ Writing a postdoc grant	▪ Negotiating the job search ▪ Translating transferable skills for the next career stage

Collaborative "Activities" within a "Program"

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	PLANNING	RESILIENCE	ENGAGEMENT	PROFESSIONALISM
EARLY STAGE	The PREPed Graduate Student: A Model for Career and Professional Development Improving Your Accent Time Attention and Management for Graduate Students and Postdocs	Navigating Your Way Through Graduate Student Life: Resources and People You Should Know Banishing Burnout: What Happy and Well Balanced Grad Students Know	Navigating the Ph.D.: Managing Time and Academic Relationships Plan Your Work, Work Your Plan: Essential Career Competencies for Ph.D. Students and Postdocs	TA Seminar on College Teaching Responsible Conduct of Research: Being an Early Career Scholar Responsible Conduct of Research: Crediting the Works of Others and Avoiding Plagiarism
MID STAGE	The New Job Search: Expanding Your Career Opportunities in the Ph.D. Job Market How to Find a Job Outside Academia: Applying Academic Skills for Expanded Opportunities Expanded Careers Conference	Developing Communication and Conflict Management Skills to Save Time and Enhance Productivity Time Management for Graduate Students, Postdocs and Faculty	Navigating the Ph.D.: Writing Processes and Strategies Graduate Certificate in Community Engagement Building Productive Relationships Through Mentoring	Responsible Conduct of Research: Misconduct in Research and Creative Activities Avoiding (and Handling) Classroom Incivility Facilitating Discussions that Work Creating the Inclusive Classroom
LATE STAGE	Mastering the Interview and Securing Positions at 2- and 4-year Institutions Developing Your Written Credentials and Preparing Application Materials: CV's, Cover Letter, and More Electronic Thesis/Dissertation Formatting and Graduation Requirements	Counseling Center Doctoral Support Groups Online Doctoral Support Groups Writing Center Dissertation Writing Groups	University Graduate Certification in College Teaching University Graduate Certification in College Teaching May Institute FAST Fellowship Program CASTL Fellows Program	Responsible Conduct of Research: Conflict of Interest, Peer Review and Collaboration/Teamwork Teaching as Leadership: Creating Classroom Environments for Civic Engagement Developing a Teaching Philosophy: Building Reflection Through Collaboration Grant Writing Workshops

Partners for Professional Development & Mentoring

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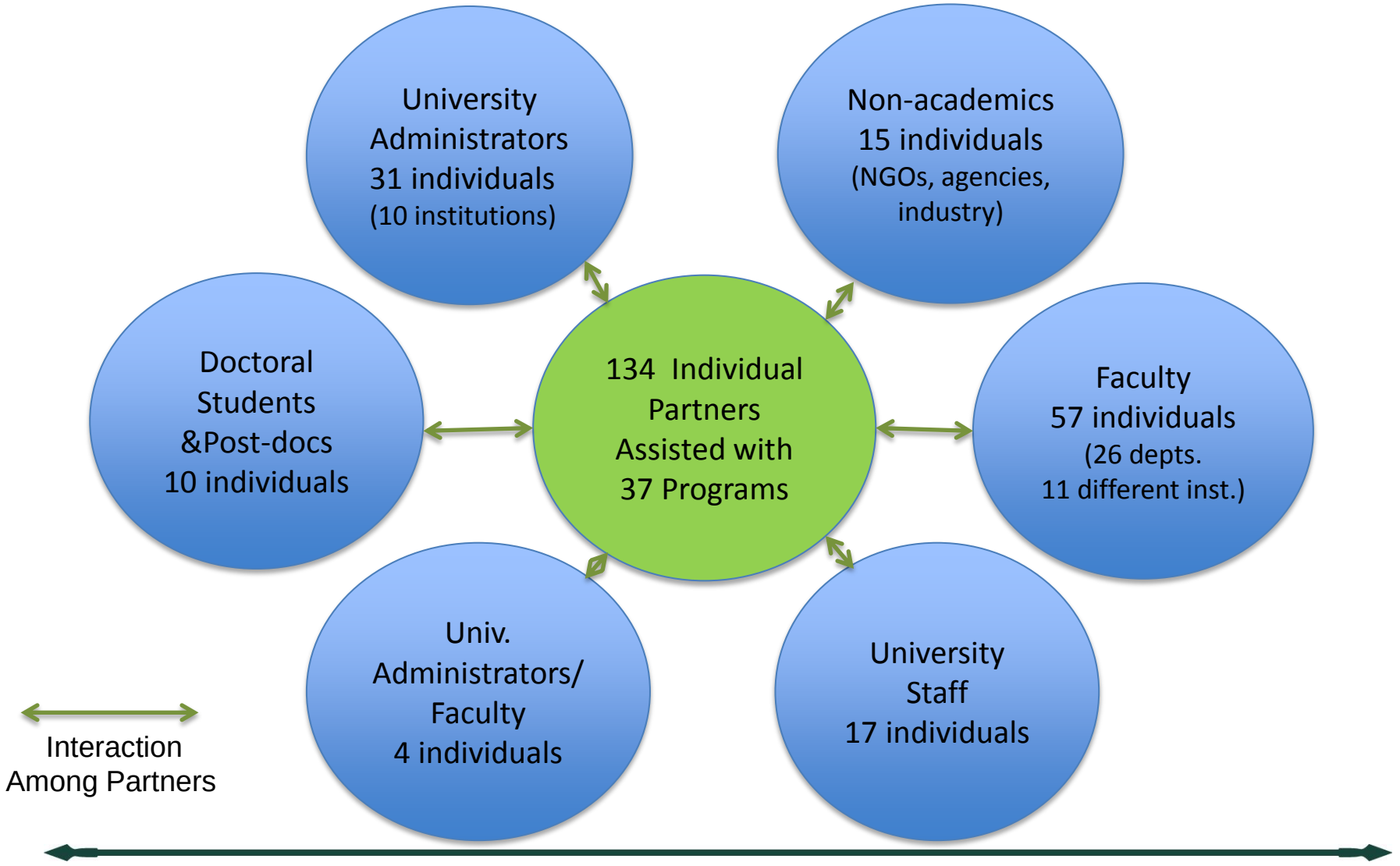
37 Full-day or Evening Programs from Sept 2004-December 2015



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First-year graduate student survey: planning

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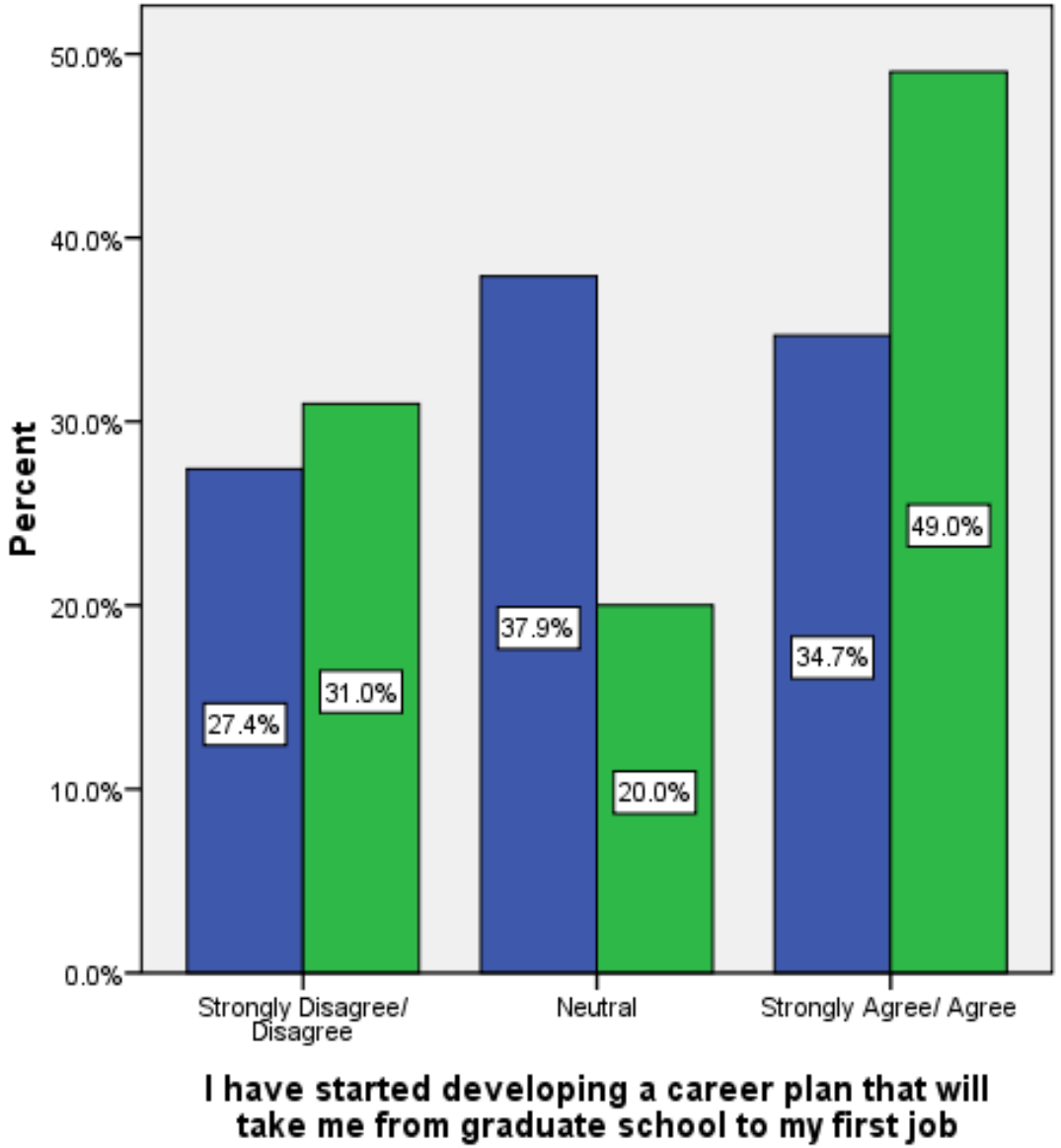
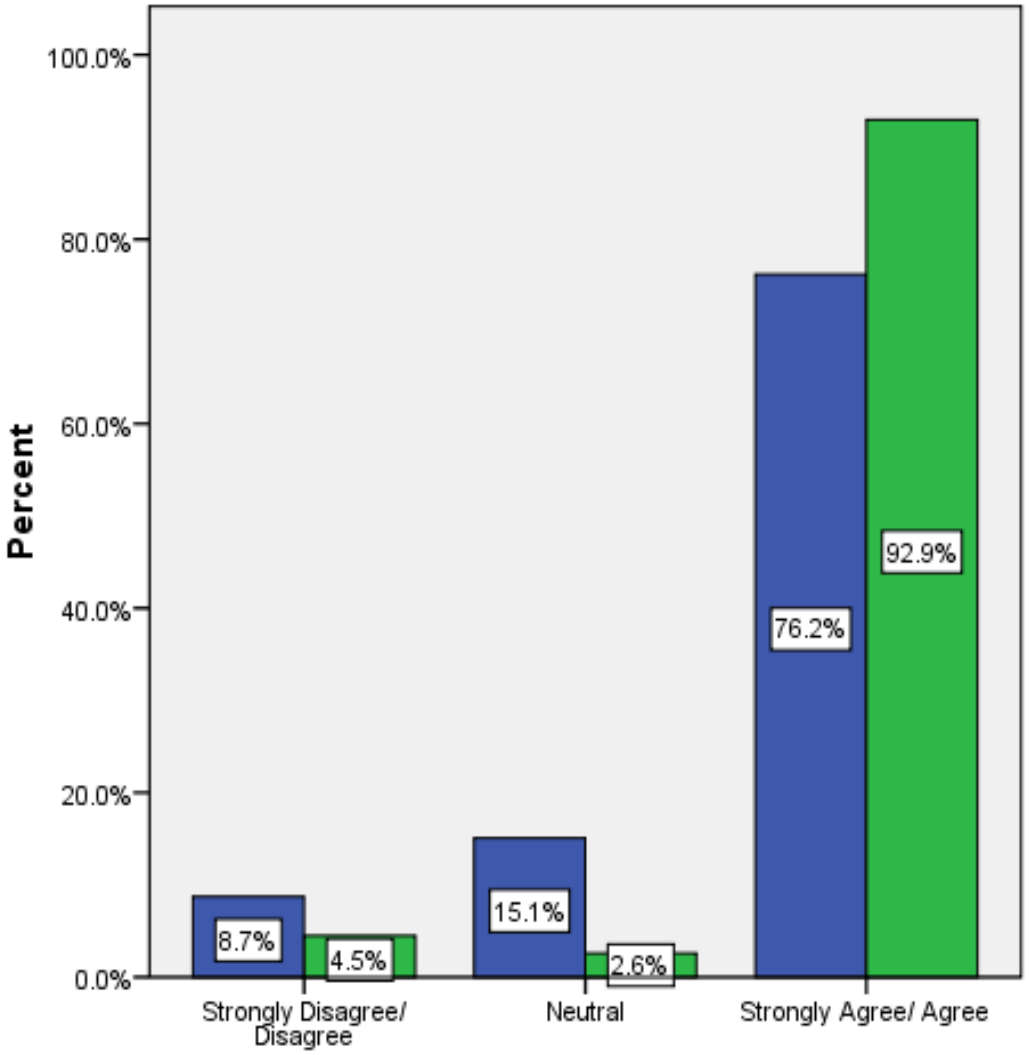


2009

(Nunez, unpublished)

First-year graduate student survey: awareness



2009

(Nunez, unpublished)

Creating a Climate: Is it happening?

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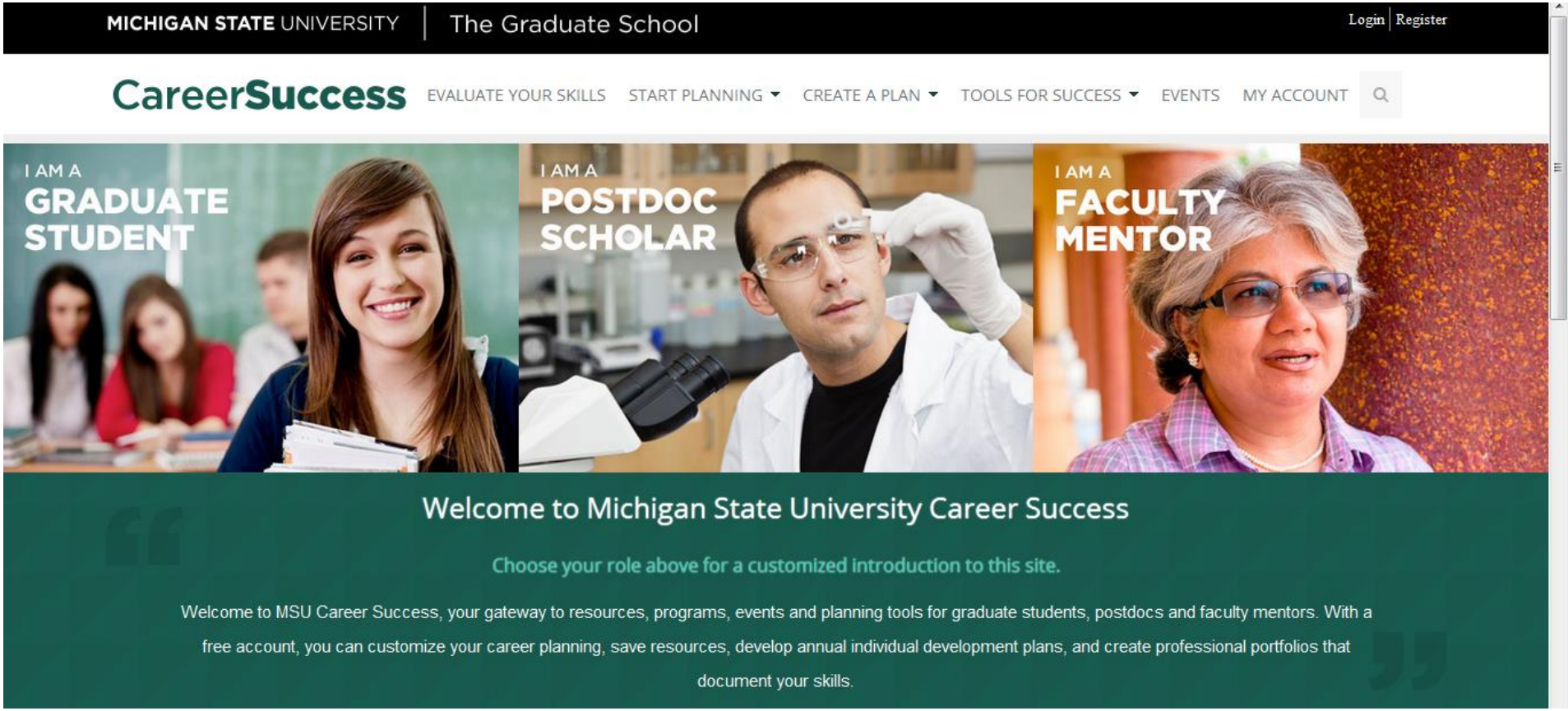
I talk to my advisor about non-academic positions and required skills (2006-2010)

I talk to my advisor about academic positions and required skills (2005-2010)

	Frequently non-academic	Frequently academic
1st yr	8.0%	9.3%
2nd yr	17.4%	25.6%
3rd yr	14.3%	21.7%
4th yr	0%	25.5%
5th yr	26.1%	27.2%
6+ yrs	0%	16.7%

Through "**Career Success**" participants <u>engage</u> in PREP and career and professional development materials:



PREP @ careersuccess.msu.edu

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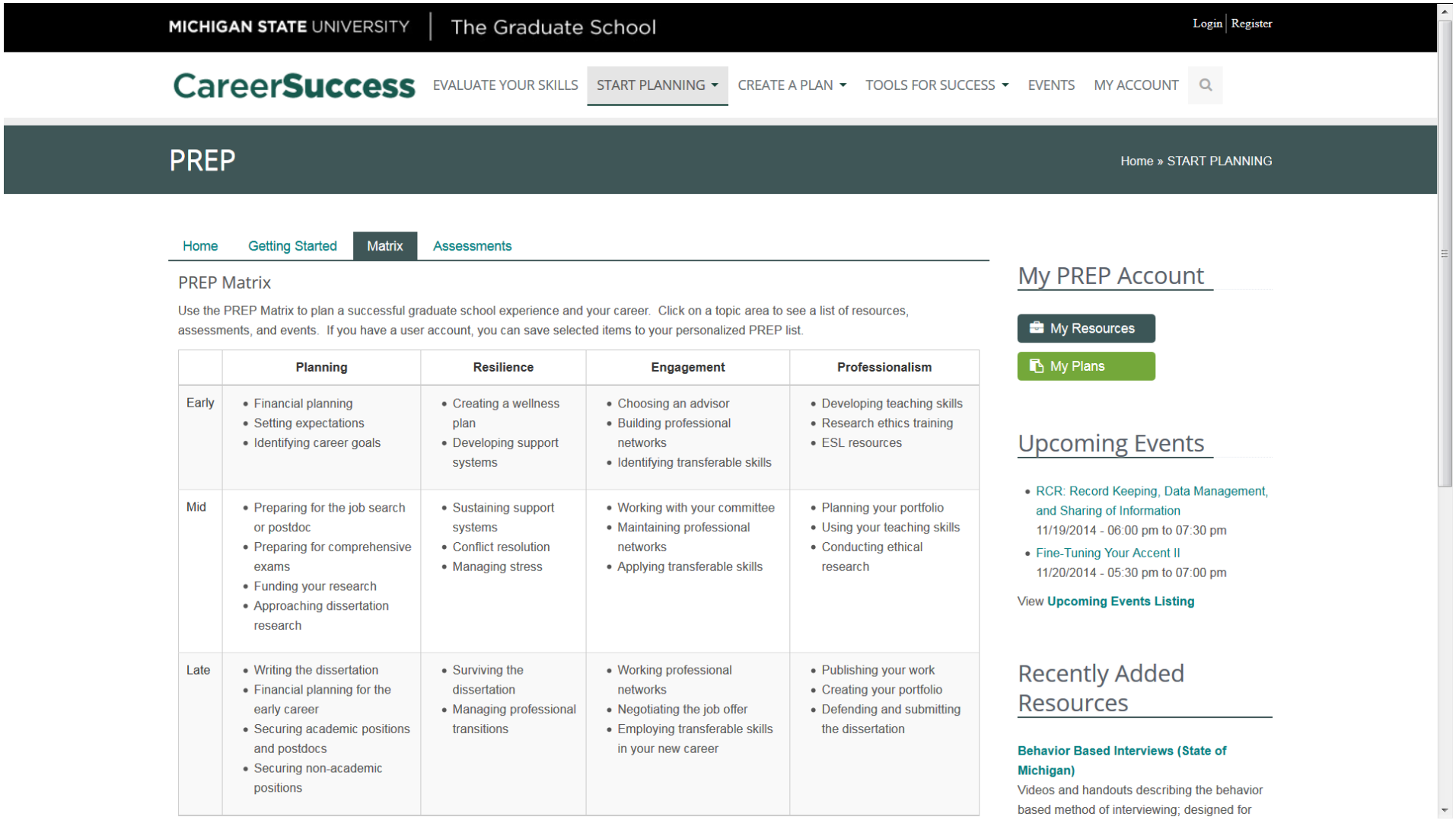

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Login | Register

CareerSuccess EVALUATE YOUR SKILLS START PLANNING CREATE A PLAN TOOLS FOR SUCCESS EVENTS MY ACCOUNT

PREP

Home » START PLANNING

Home Getting Started Matrix Assessments

PREP Matrix

Use the PREP Matrix to plan a successful graduate school experience and your career. Click on a topic area to see a list of resources, assessments, and events. If you have a user account, you can save selected items to your personalized PREP list.

	Planning	Resilience	Engagement	Professionalism
Early	• Financial planning • Setting expectations • Identifying career goals	• Creating a wellness plan • Developing support systems	• Choosing an advisor • Building professional networks • Identifying transferable skills	• Developing teaching skills • Research ethics training • ESL resources
Mid	• Preparing for the job search or postdoc • Preparing for comprehensive exams • Funding your research • Approaching dissertation research	• Sustaining support systems • Conflict resolution • Managing stress	• Working with your committee • Maintaining professional networks • Applying transferable skills	• Planning your portfolio • Using your teaching skills • Conducting ethical research
Late	• Writing the dissertation • Financial planning for the early career • Securing academic positions and postdocs • Securing non-academic positions	• Surviving the dissertation • Managing professional transitions	• Working professional networks • Negotiating the job offer • Employing transferable skills in your new career	• Publishing your work • Creating your portfolio • Defending and submitting the dissertation

My PREP Account

My Resources

My Plans

Upcoming Events

- RCR: Record Keeping, Data Management, and Sharing of Information
  11/19/2014 - 06:00 pm to 07:30 pm
- Fine-Tuning Your Accent II
  11/20/2014 - 05:30 pm to 07:00 pm

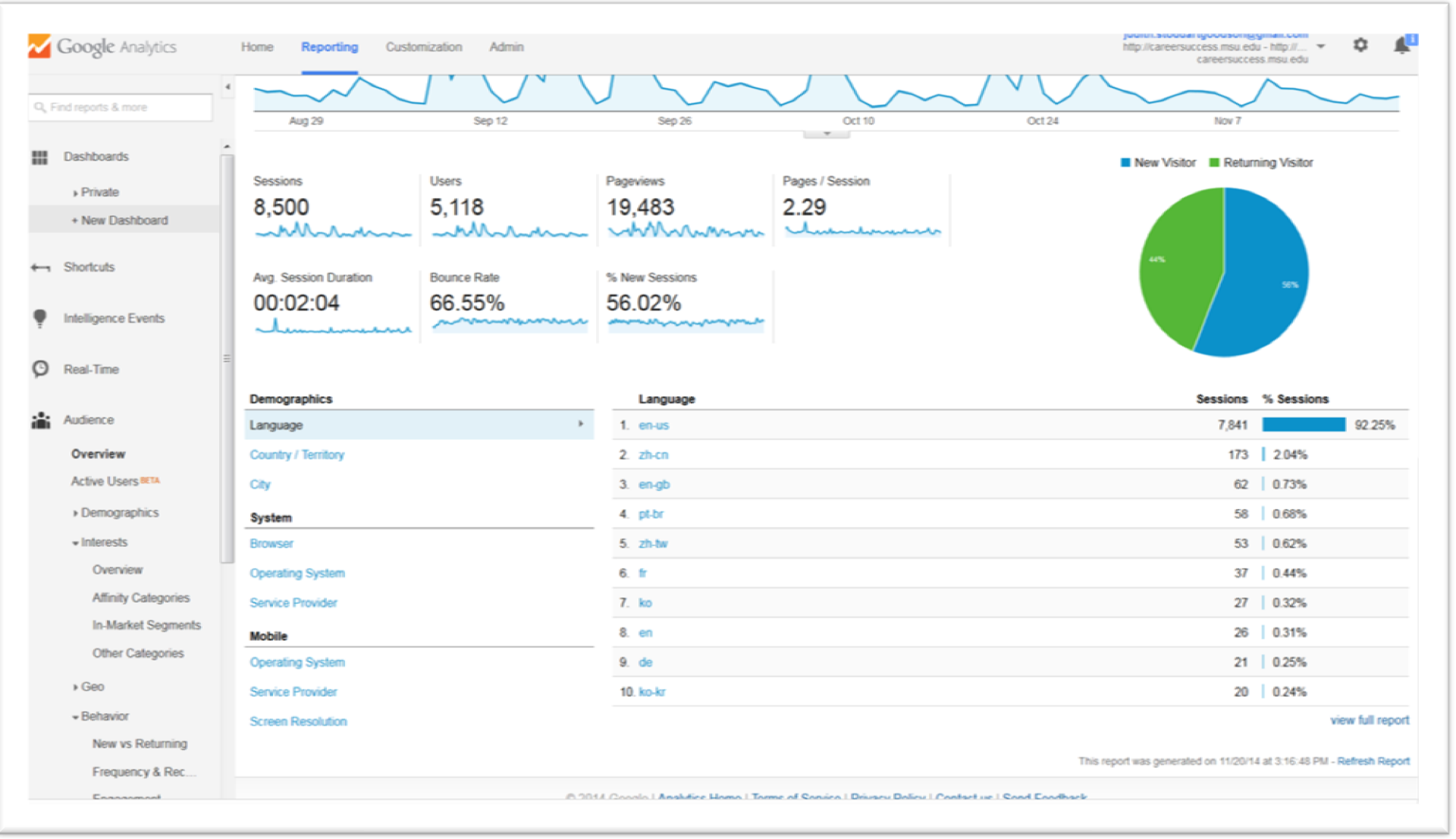
View **Upcoming Events Listing**

Recently Added Resources

Behavior Based Interviews (State of Michigan)

Videos and handouts describing the behavior based method of interviewing; designed for

Google Analytics careersuccess.msu.edu - 3 months



Professional Development On the Go!

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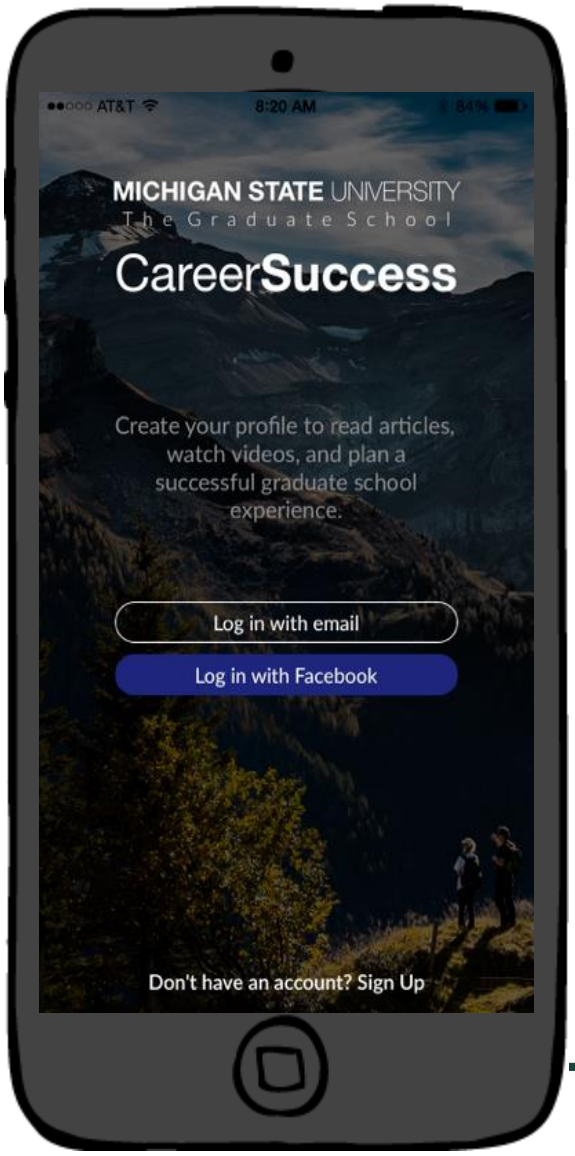
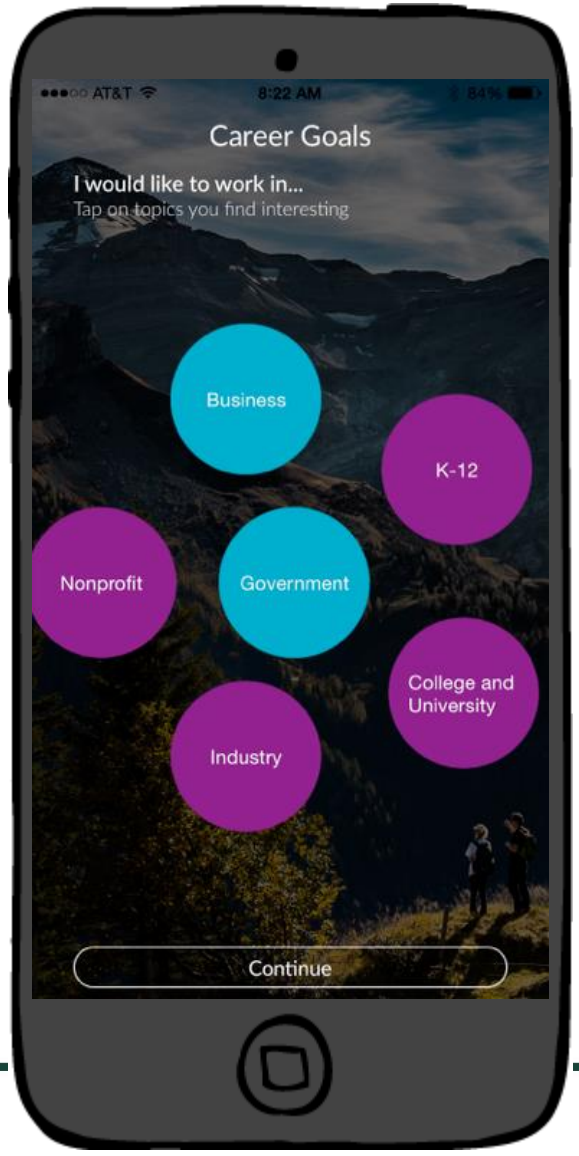
GoPREP app





1. Turning activities into a program: Career Success.

2. Restructuring a program: Certification in College Teaching

A program centered around individual workshops and activities (sound familiar?)

Pros:

- Good model
- One college had created a course related to the Certification
- Designed to include colleges

Cons:

- Little participation
- Little structure or guidance
- Depended on an individual mentor
- Few colleges participated

Intentional Restructuring: Who are the collaborators?

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Title of an existing program:____Certification in College Teaching

Audience being trained: _Graduate students—hope to add postdocs

What are your desired outcomes or goals?

1. More students and postdocs participating and completing and bring them together in a learning community
2. Increase the quality and level of engagement of those who were participating

Other needed collaborators to meet your goals?

1. Advisors
2. Colleges
3. Other units involved in teaching development (e.g., libraries, Writing Center)

Format and activities:

Create an institute to offer workshops around the main competency areas

Create a rubric to outline goals, skills, and levels of development

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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

Collaborative Professional Development Program

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Certification in College Teaching Institute

May 14-15, 2015
Union Ballroom

Thursday, May 14, 2015

8:30-8:50 a.m.	Registration
9:00-9:30 a.m.	Certification in College Teaching from Beginning to End
9:30-10:30 a.m.	**Understanding the University Context: Teaching as a Part of Faculty Life** Rique Campa (Associate Dean, The Graduate School; Professor, Fisheries & Wildlife) Melissa McDaniels (Assistant Dean and TAP Director, The Graduate School) Judith Stoddart (Associate Dean, The Graduate School; Associate Professor, English)
10:30-10:40 a.m.	Break
10:40—noon	**Breakouts: Developing Your Teaching Philosophy for Specific University Contexts** Breakout 1: Where do I start? Breakout 2: How do I make my rough draft or notes coherent? Breakout 3: I'm almost done: how can I make it better?
12:00-12:45 p.m.	Lunch, including college coordinators
1:00-2:30 p.m.	**Creating Effective Learning Environments: Five Easy Steps to Effective Peer Instruction** Bennett Goldberg (Professor of Physics and Biomedical Engineering, Boston University)
2:30-2:40 p.m.	Break
2:40-2:55 p.m.	Writing Reflection: Creating Effective Learning Environments
3:00-4:30 p.m.	**Incorporating Technology in Teaching** Bobby L. Smiley (Digital Scholarship & American History Librarian, MSU Libraries) Thomas Padilla (Digital Scholarship Librarian, MSU Libraries)
4:30-4:45	Writing Reflection: Incorporating Technology in Teaching

Friday, May 15, 2015

9:00-10:15 a.m.	**Assessing Student Learning** Tammy Long (Assistant Professor, Plant Biology)
10:15-10:30 a.m.	Writing Reflection: Assessment Student Learning
10:30-10:40 a.m.	Break
10:40-noon	Breakouts: Mentored Projects Group A: Tony Nunez (Associate Dean, The Graduate School; Professor, Psychology/Neuroscience) Group B: Melissa McDaniels (Assistant Dean and TAP Director, The Graduate School) Group C Rique Campa (Associate Dean, The Graduate School; Professor, Fisheries & Wildlife) Group D: Judith Stoddart (Associate Dean, The Graduate School; Associate Professor, English) Group E: Claudia Vergara (Academic Researcher, Center for Engineering Education Research)
noon-1:00 p.m.	Working Lunch including college coordinators Portfolios overview & final questions

Certification in College Teaching Program

Years	Participants
1998 – 2008	42
2009 (piloted with CGS Grant)	20
2010 – 2015 (Interventions: Certification Institute, rubrics)	501

Improved visibility and coordination of program

Assumptions we make about who attends?

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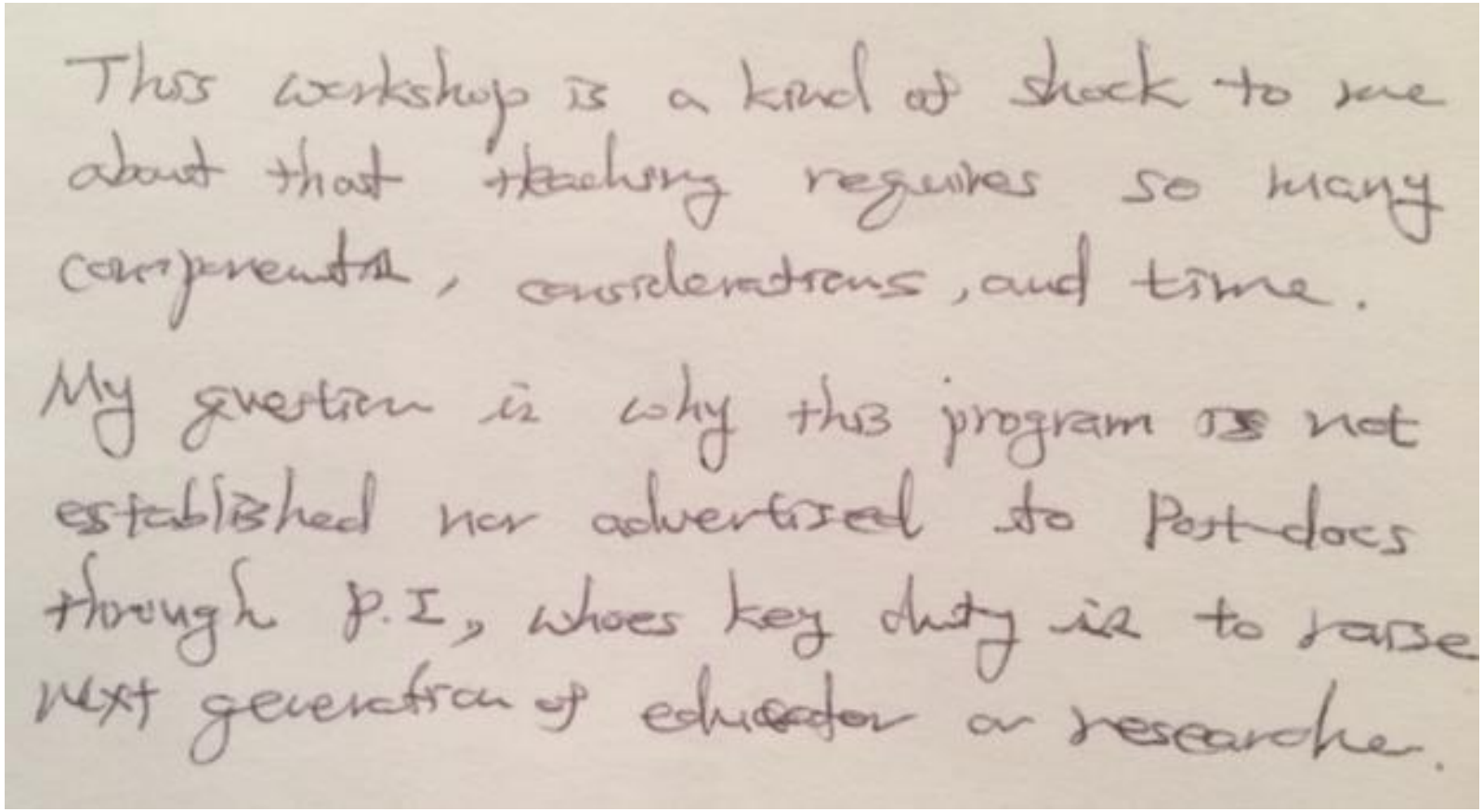

"This workshop is kind of a shock to me about that teaching requires so many components, considerations, and time. My question is why this program is not established nor advertised to post-docs through P.I.s, whoes [sic] key duty is to raise next generation of educator or researcher."

University-Wide Activity to Support a Program

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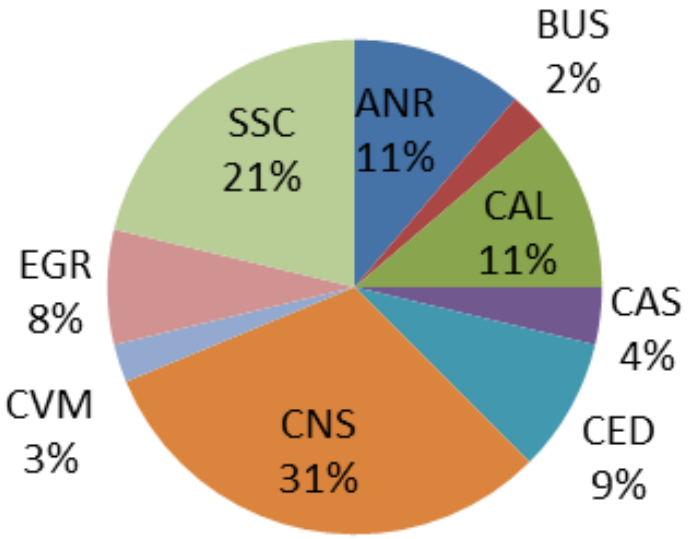
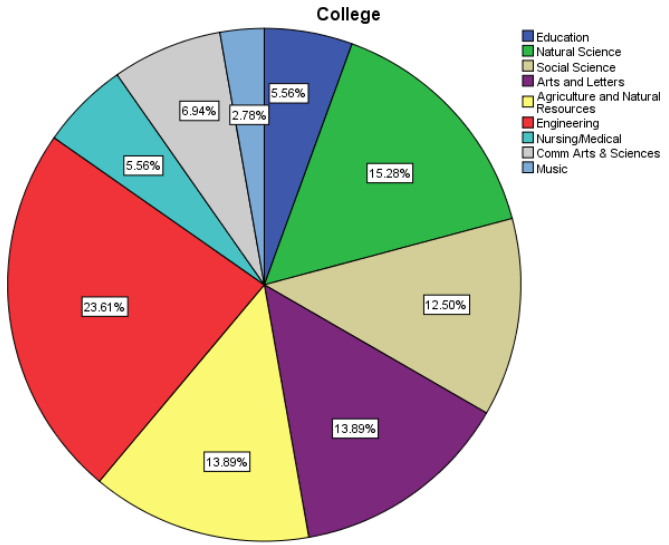
Certification in College Teaching Institute 2010



Certification in College Teaching Institute 2015



11 colleges have formal programs
75 departments represented

Certification Restructuring: Outcomes

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***Certification in College Teaching*– 2010-2015**

"Creating a Climate" – Shifts in college participation

- **Engineering doctoral students:**
  14% (2012) to 20% (2015)
- **STEM Post-docs:**
  3% (2014) to 23% (2015)

New colleges/units now participating: Nursing, Music, Veterinary Medicine, Education, Communication Arts & Sciences, Social Sciences (more active)

How do you "create a climate"?

Use the "activity" to INVITE college-level administrators to be on your agenda!

Creating a Campus Culture through Collaborations

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1. Turning activities into a program: Career Success.

2. Restructuring a program: Certification in College Teaching

3. Creating a new program: Graduate School Writing Fellows

Graduate School Writing Fellows in the Disciplines

Goal: 10 writing fellows across campus working in departments

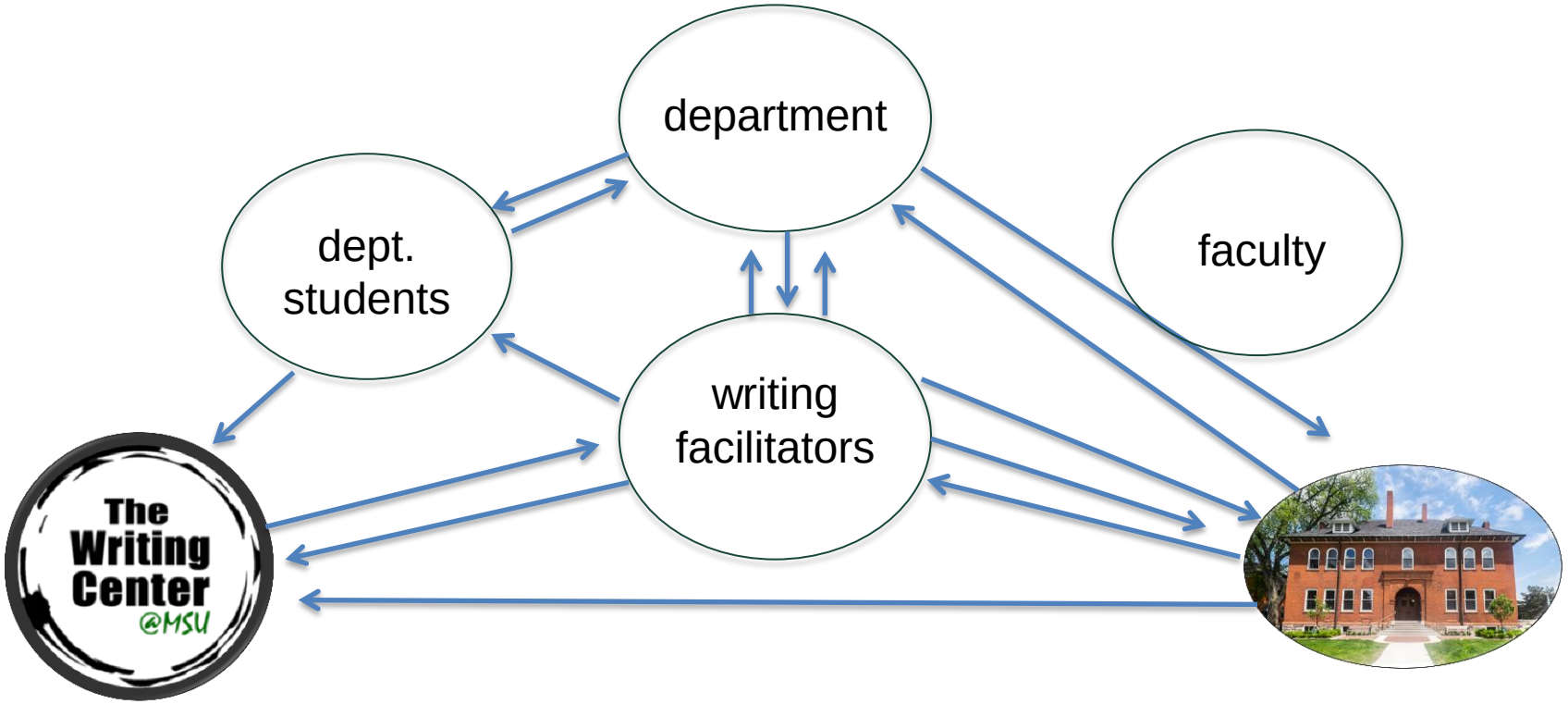
Eligibility: Advanced doctoral students

Requirement: Work with graduate program director to define needs

Assessment: GPD and fellow define goals, mechanisms, evaluation

Graduate School Writing Fellows in the Disciplines

Collaboration Model



Writing in the Disciplines: Peer Mentoring

Results from pilot:

- 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.

Models of Career & Professional Development

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Goal: Embedding the culture of career and professional development in colleges and departments.

Mechanisms: Structure for culture and tools.

Types of Programs/ Pros & Cons?	Individual Activities	Existing programs	New structured collaborations
Pros			
Cons			

Graduate School Staff Composition & Network

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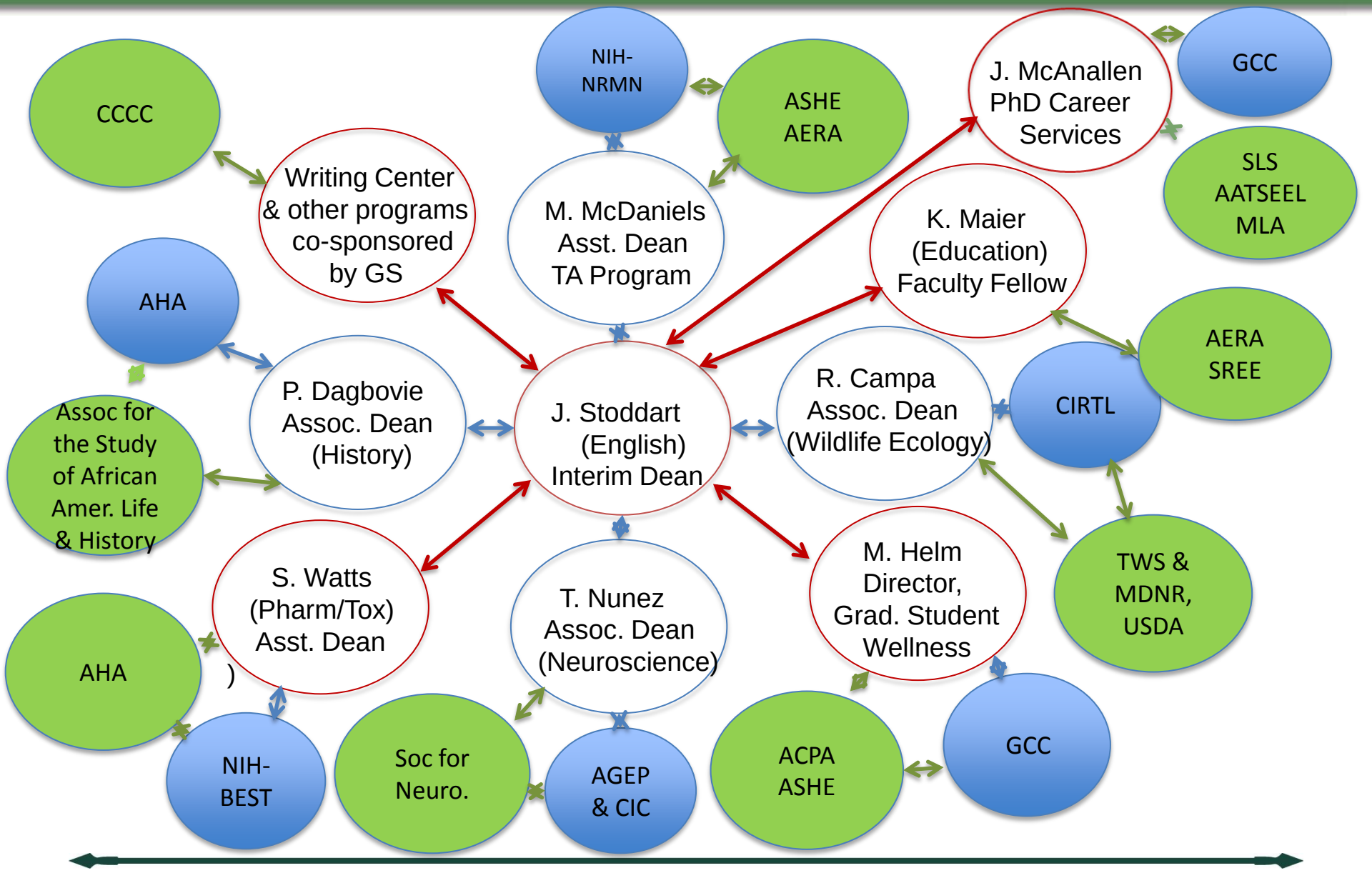

December 2015

Creating Partnerships on Your Campus

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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

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- Sharing plans for programs or activities

  What would you like to do?

- Posting questions

  Learn from your colleagues

- Finding expert presenters from other institutions

  You have national colleagues-invite them to co-present

- Sharing resources

  e.g., workshop descriptions, surveys, etc.

QUESTIONS?

Please contact us at:

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campa@msu.edu