

Creating and Sustaining Campus-Wide Career and Professional Development Programs

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CGS 2016

- Describe how to assess and scale-up existing career and professional development programs and activities.
- Provide examples of how to garner resources for creating and institutionalizing programs.
- Plan how to make the case within and outside your institution for the value of your programs.



In the last 3 minutes of your spring strategic planning meeting with the dean/provost, you are asked about a key career and professional development program or initiative that you said you wanted to pitch next year. The dean/provost asks you why s/he should support it. Give it your best pitch!

For the conversation partner: be the tough dean/provost. What questions do you need to have answered?



Questions about new initiatives

Assessment & Alignment

- How do you know it's what students want?
- Will it impede time to degree?
- How will you know it works?
- How will you evaluate "impact"?
- What data do you already have demonstrating impact?
- How does it fit into national conversations about graduate education?

Sustainability

- How will you get faculty buy in?
- Who else is a stakeholder around this program/issue?
- Is the Graduate School the right stakeholder to deliver the program? Or, should the Graduate School be a "partner"?
- Is it scalable or replicable?
- Is it worth the time?
- How will you fund it going forward?



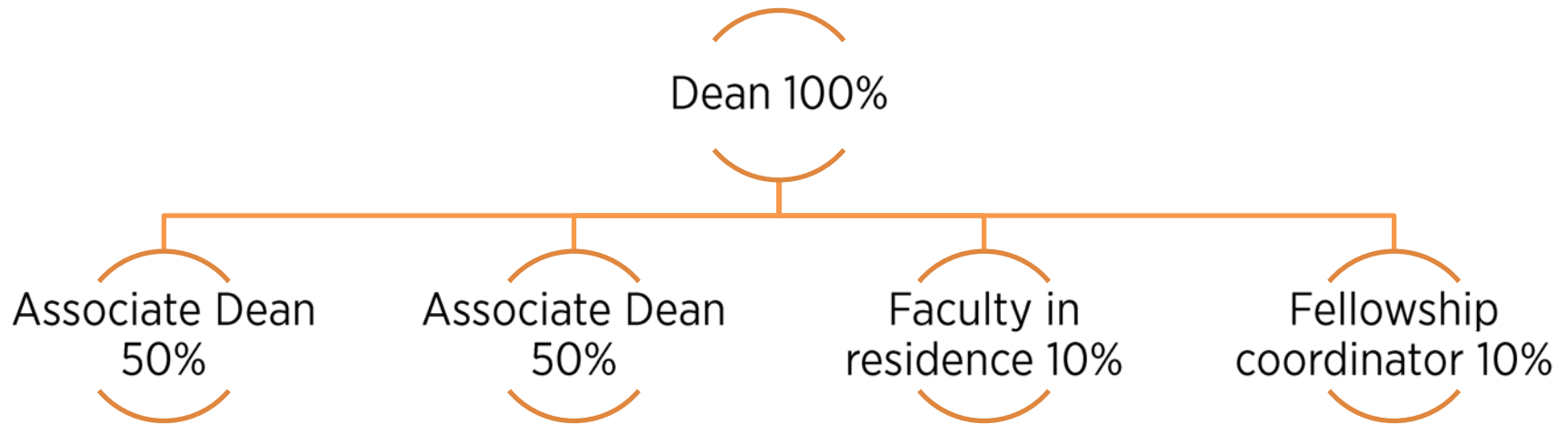
- Graduate programs in 14 colleges at MSU
- Graduate professional programs in 3 medical colleges (and at 7 regional medical campuses) and in the law college
- 11,254 graduate and graduate professional students enrolled fall 2016 (21.5% of MSU's student body)
- Students from 50 states and 169 countries
- 2014-15 degrees conferred:
 - 2138 master's
 - 627 grad prof
 - 588 PhD



The mission of the Graduate School at Michigan State is to advocate for graduate and post-doctoral education within and beyond the University, and to enhance the quality of graduate education at MSU in all its diverse dimensions.

- Partner with faculty and programs on innovations in research and graduate training, areas of national need, and cross-field graduate research
- Promote student success through a focus on professional development, career planning, and wellness
- Work to increase the recruitment, retention and completion of a diverse graduate population
- Provide national leadership on graduate education

Where we started 2004



Where we started 2004-2006

Individual workshops and activities

- e.g.,
- Expanded Careers Workshop
 - 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.



Professional Socialization for the PhD: An Exploration of Career and Professional Development Preparedness and Readiness for PhD Candidates







Students surveyed from 119 programs in 2006; 668 responded

Career goals of graduate students change over time:

Questions	Enrolled 1-2 yrs vs. Enrolled >3 yrs	P
Very interested in career research in an academic setting		P = 0.015
Very interested in career teaching at a research university		P = 0.026
Not interested at all or Somewhat interested in careers working in govt.		P = 0.039

(Helm, Campa, Moretto, 2012)

Students' confidence in their skill preparation:

Types of skills (e.g)	% of respondents IMPORTANCE	% of respondents PREPARATION
Do independent research	95	95 
Publish and present research	95	93 
Lead a research project	93	85 
Collaborate in teams	94	77 
Teach a large lecture	80	60 
Teach a lab	58	50 

I) Emerging: Start small--offer a few activities and collect data (demographics, what did participants learn & what do they want)



Strategic planning (and evaluation):

- Data from MSU
- Data and information from the literature



II) Developing: Creation of the PREP Matrix (Planning, Resilience, Engagement, Professionalism)

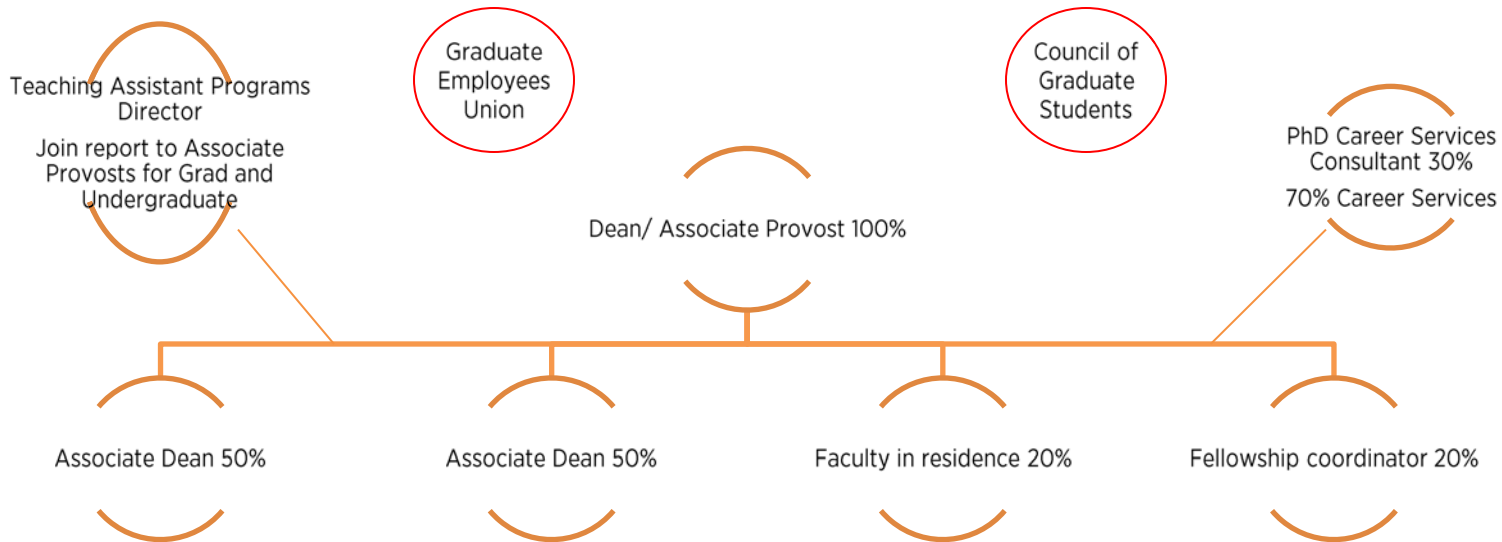
	P _{LANNING}	R _{ESILIENCE}	E _{NGAGEMENT}	P _{ROFESSIONALISM}
EARLY STAGE				
MID STAGE	Low- to Medium- to High-Engagement Activities (1-2 hrs [Low] to 1 + Semesters [High])			
LATE STAGE				

Career and professional development planning and evaluation tool.

- What do we want to do?
- What are the impacts?




Where we moved 2006



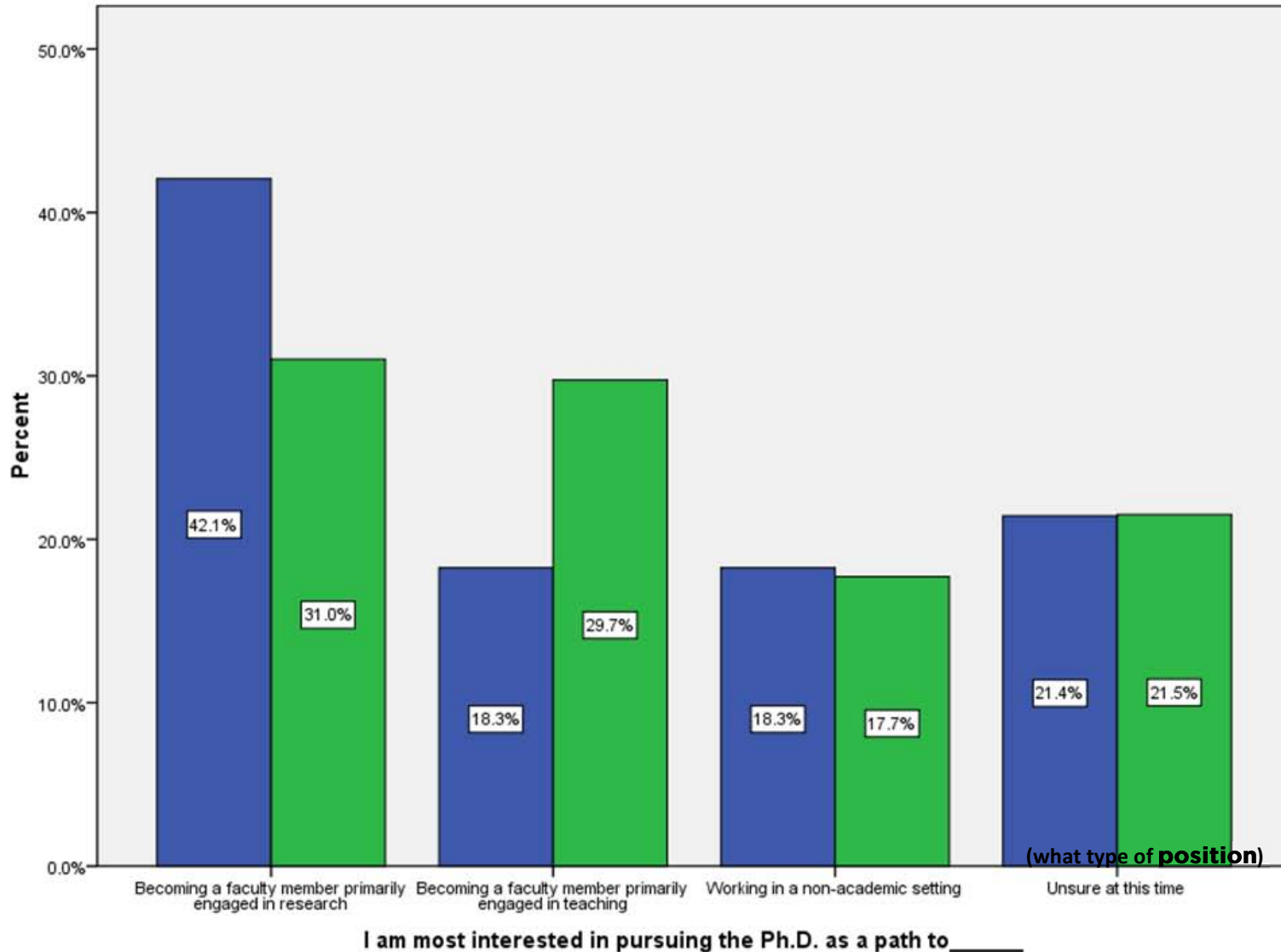
Planning/Resilience/Engagement/Professionalism

The stages of career and professional development

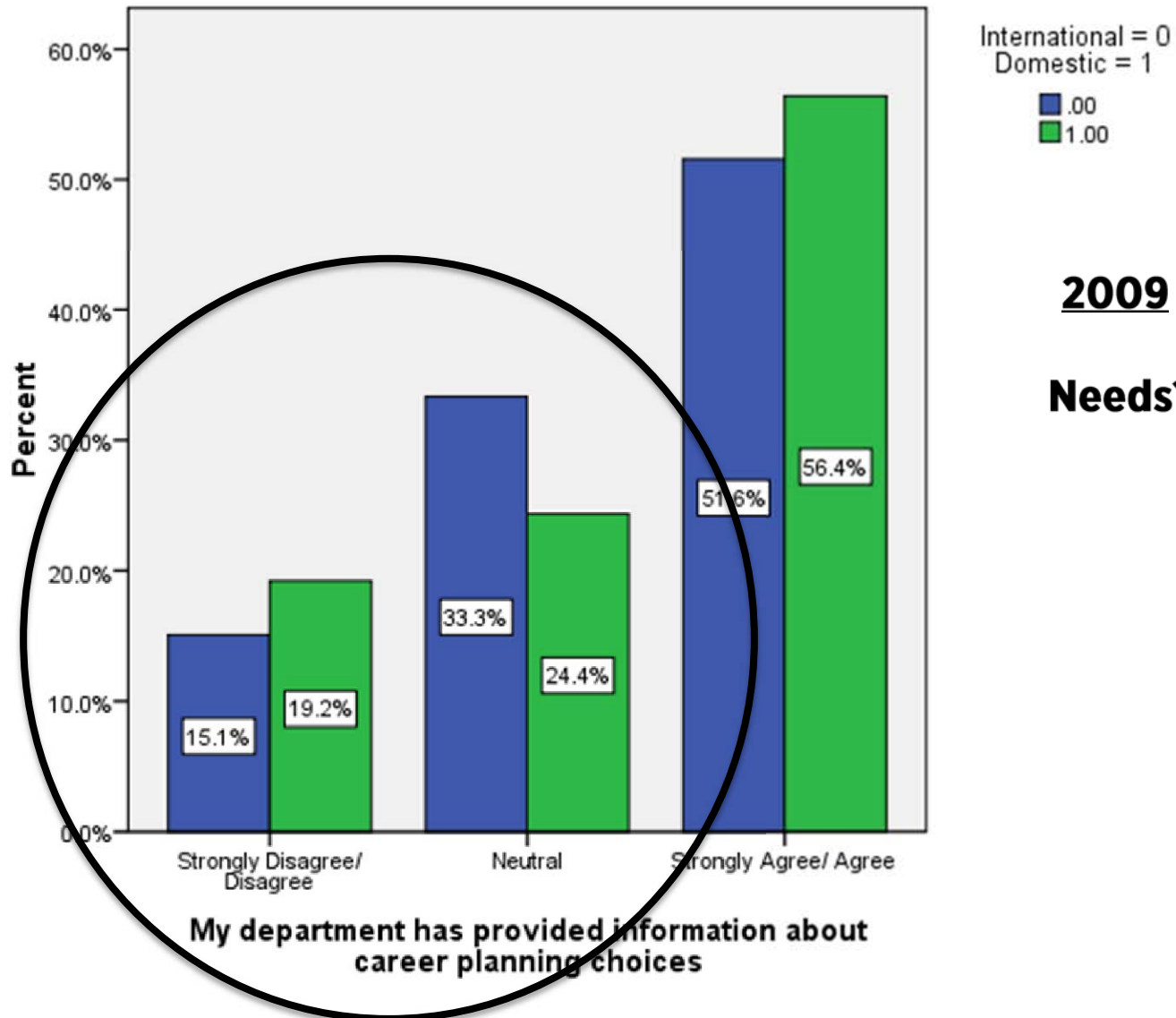
 PREP The Graduate School Michigan State University	PLANNING	RESILIENCE	ENGAGEMENT	PROFESSIONALISM
EARLY STAGE				
MID STAGE				
LATE STAGE				

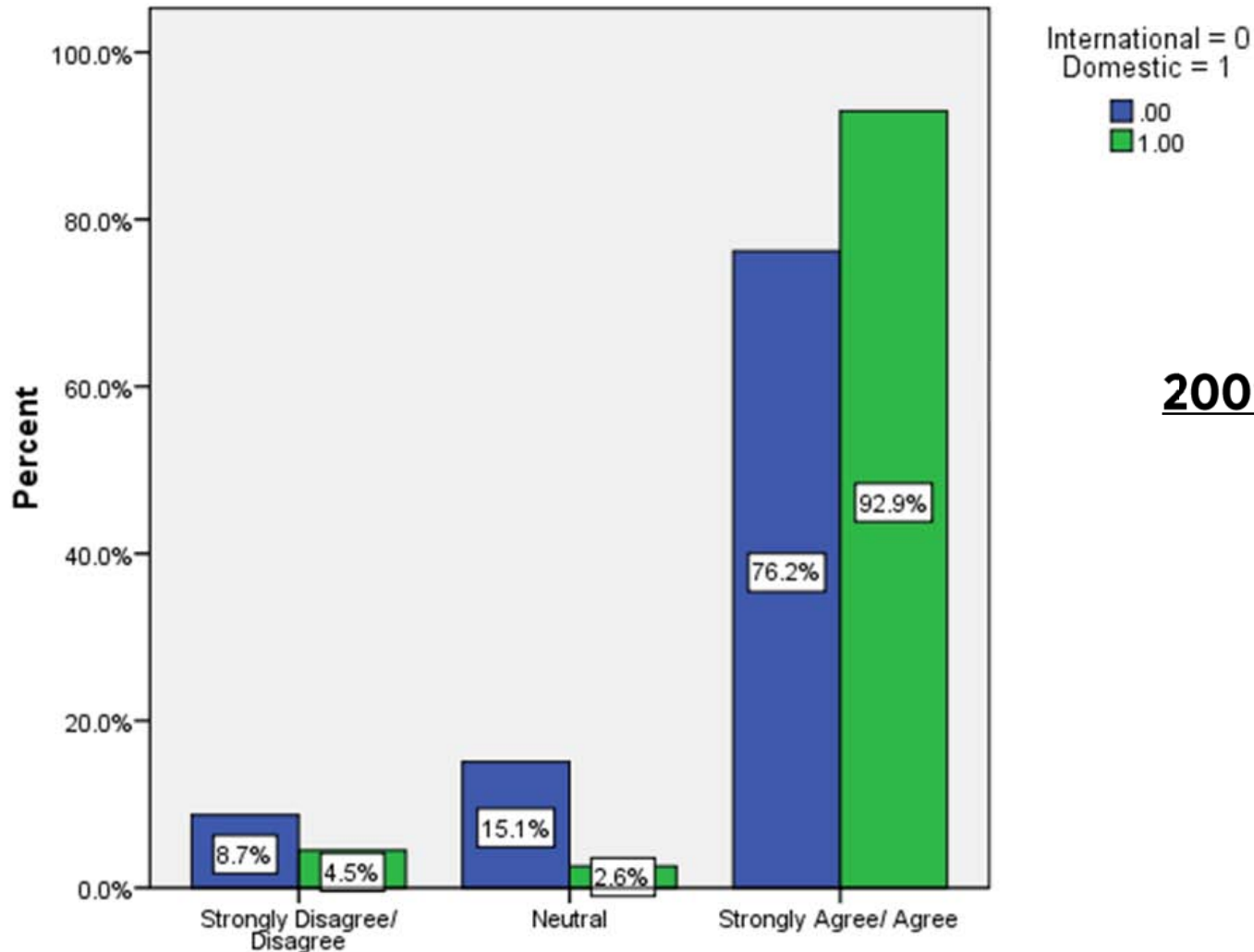


First Year Graduate Students – Career Plans



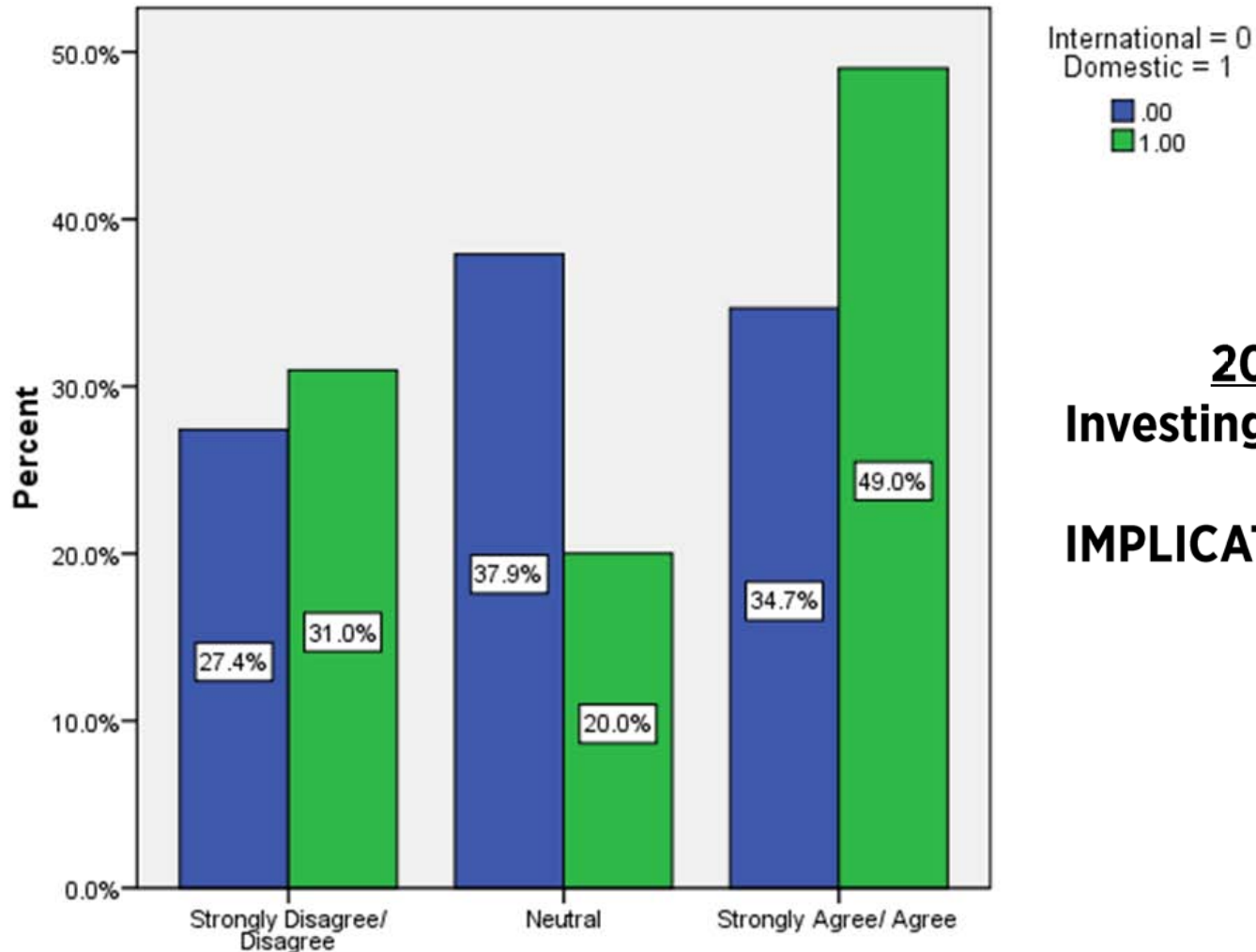
✓ **2009**
International students most interested in research track
✓ Domestic students distributed across paths
✓ ~21% of all students “unsure at this time”





2009

I have seen announcements about career planning workshops from the Graduate School



I have started developing a career plan that will take me from graduate school to my first job

2009
Investing early!
IMPLICATIONS?

III) Over-populating: Offering too much—the bulging PREP Matrix

(Including the “kitchen sink”; Implications?)



PREP Professional Development Matrix 2010-2011

	PLANNING	RESILIENCE	ENGAGEMENT	PROFESSIONALISM
EARLY STAGE	The PhD/PhD Graduate Student: A Model for Career and Professional Development Improving Your Accent	Wellness Week Conflict Resolution Rec and Fitness classes	Navigating the Ph.D.: Managing Time and Academic Relationships Navigating the Ph.D.: Writing Processes and Strategies for Academic Writing	TA Seminar on College Teaching Investing in Responsibility and Integrity for a Productive Career Responsible Decision-Making in Academic Research: Ethical and Moral Perspectives Personal Responsibility in Conducting Research and Advancing Your Career
MID STAGE	The New Job Search: Expanding Your Career Opportunities in the Ph.D. Job Market So What Are You Going to Do With That: Finding Careers Outside Academia Planning, Managing, and Funding the Research Project Financial Planning	Developing Communication and Conflict Management Skills to Save Time and Enhance Productivity From Graduate Student to Professor: How To Be Effective in the Academy Time Management	Leadership Institute Graduate Certificate in Community Engagement P232 (Entrepreneurial Faculty for the 21 st Century) Mentorship program Leading by Example: Save Time and Increase Productivity through Conflict Management	Maintaining a Productive and Responsive Environment for Conducting Research Responsibility to the Subjects of Research: Animals Responsibility to the Subjects of Research: Humans Objectivity and Conflicting Interests in Academic Research Effective Teaching “On Time!” Handling Classroom Inevitability
LATE STAGE	Searching for an Academic Position: How to Be Successful at 2 and 4-year Institutions Developing Your Written Credentials and Preparing Application Materials: CV’s, Cover Letters, and More Talking About Teaching in the Interview Mastering the Academic Interview From CV to Resume: Developing Written Credentials for Non-Academic Positions 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 FASD (Future Academic Scholars in Teaching) fellowship program CASFL (Carnegie Academy for Scholarship of Teaching and Learning) fellows program	Creating the Inclusive Classroom Teaching as Leadership Developing a Teaching Philosophy Effective Classroom Assessment Facilitating Discussions that Work



[Enter: Leveraging-Partnerships, Networks, & New People]

MICHIGAN STATE UNIVERSITY

Search...

Vice President for Research and Graduate Studies



Colleges, Admins,
Faculty, Staff



+ Others external to MSU!

IV) Career and Professional Development “Curriculum”

What do you need to offer, when, and who is offering and evaluating it?

Need?	When?	Who?
<ul style="list-style-type: none"> • What is needed? • No opportunities for graduate students/post-docs in depts • Employers want it 	<ul style="list-style-type: none"> • Does it need to be offered every year, every semester? • Time of offering? Evenings? Weekends? 	<ul style="list-style-type: none"> • Where is the expertise? <ul style="list-style-type: none"> -In the Graduate School? -At your institution? -Beyond your institution? -Face-to-face or Online?

Evaluation: Did you meet your objectives? Cognitive & Behavioral



Plan Your Work & Work Your Plan: Essential Career Competencies for PhDs

<https://grad.msu.edu/sites/default/files/content/prep/planyourwork.pdf>



introduction

finding 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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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
<http://depts.washington.edu/cirgweb/c/>
- Re-Envisioning the Ph.D. Project
<http://www.grad.washington.edu/envision/>
- National Postdoctoral Association
<http://www.nationalpostdoc.org/>

PREP Themes

Transferable Skills

Partners

Planning

Communication
Job Search Strategies

Office of Career Services
Writing Center
NSF I-cubed Grant
Local colleges and universities

Resilience

Balance and
Resilience

Office of Student Affairs
Olin Health Center
The Counseling Center
Employee Assistance Program

Engagement

Collaboration
Leadership

CIRTL NSF Grant
COGS/Grad. Student Org.
Alumni Office
University Outreach &
Engagement

Professionalism

Research, Scholarship, &
Creative Activity
Ethics and Integrity

Vice President for Research
Teaching Assistant Program
Academic Advancement
Network



EXPLORE professional development resources
ASSESS your professional skills
CREATE your career and professional development plan
USE professional development tools
BUILD professional portfolios

The screenshot shows a web browser window with the URL careersuccess.egr.msu.edu. The page header includes "MICHIGAN STATE UNIVERSITY | The Graduate School" and "Login | Register". The main navigation bar features "CareerSuccess" and several menu items: "EVALUATE YOUR SKILLS", "START PLANNING", "CREATE A PLAN", "TOOLS FOR SUCCESS", "EVENTS", and "MY ACCOUNT". Below the navigation is a row of three role-based selection cards: "I AM A GRADUATE STUDENT" (with a photo of a smiling student), "I AM A POSTDOC SCHOLAR" (with a photo of a scientist in a lab coat), and "I AM A FACULTY MENTOR" (with a photo of a woman with glasses). A dark green banner at the bottom contains the text: "Welcome to Michigan State University Career Success", "Choose your role above for a customized introduction to this site.", and a paragraph: "Welcome to MSU Career Success, your gateway to resources, programs, events and planning tools for graduate students, postdocs and faculty mentors. With a free account, you can customize your career planning, save resources, develop annual individual development plans, and create professional portfolios that document your skills."

V) Institutionalizing – Strategically Using Resources

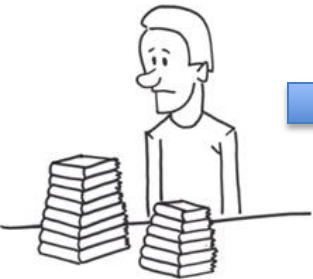
How does “institutionalizing” (process) occur at your institution, what programs or activities have been “institutionalized” (what does it look like)? Which stage describes your campus?

Have a question, Develop an idea.

Sell/Pitch the idea, Generate pilot resources

Implement the idea and evaluate

Institutionalization & Resource allocation/sharing



Disseminate, Generate Value, Adapt, Repeat

e.g., Nursing, Vet Med., Music, Educ., & Post-docs NOW Participating



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



Certification in College Teaching Program

Years	Participants
1998 – 2008	42
2009 (piloted with CGS Grant)	20

Improved visibility and coordination of program



University Graduate Certification in College Teaching Program

Partners

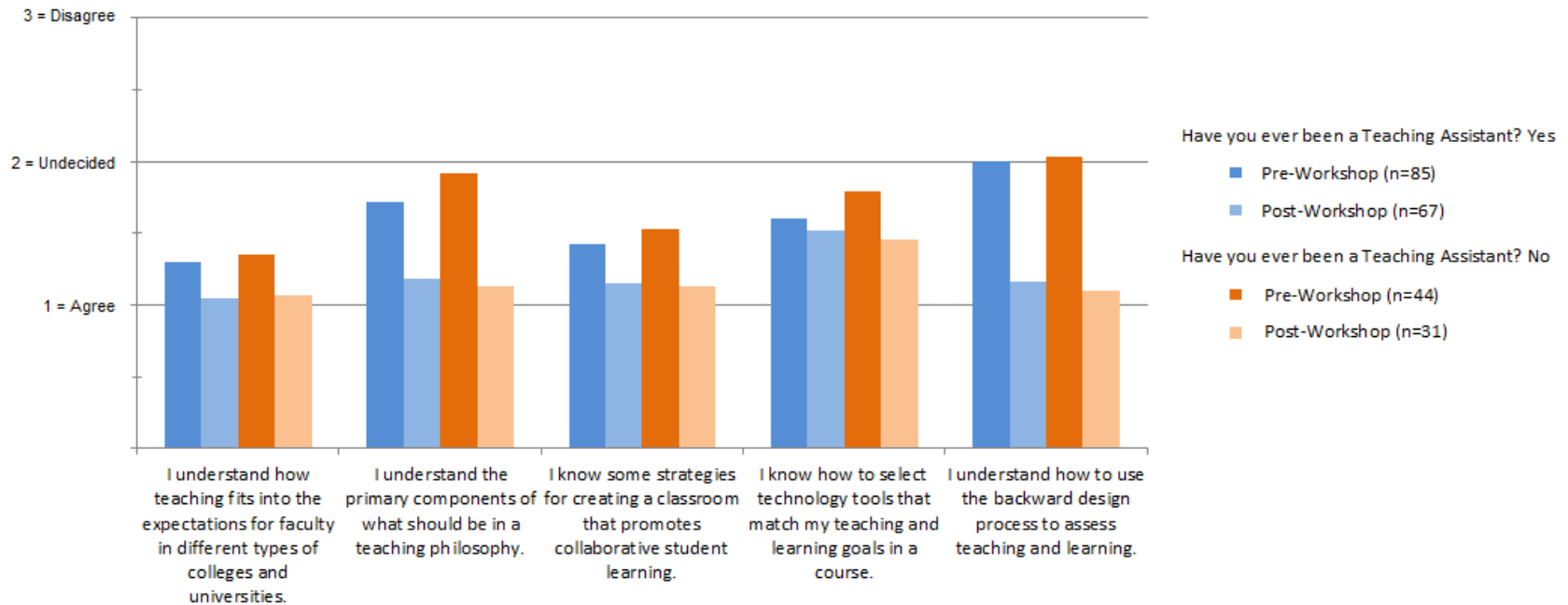
- Graduate School
- Colleges
- Graduate students
- Primary advisor
- Teaching mentor
- Undergraduates

Collaborative Model

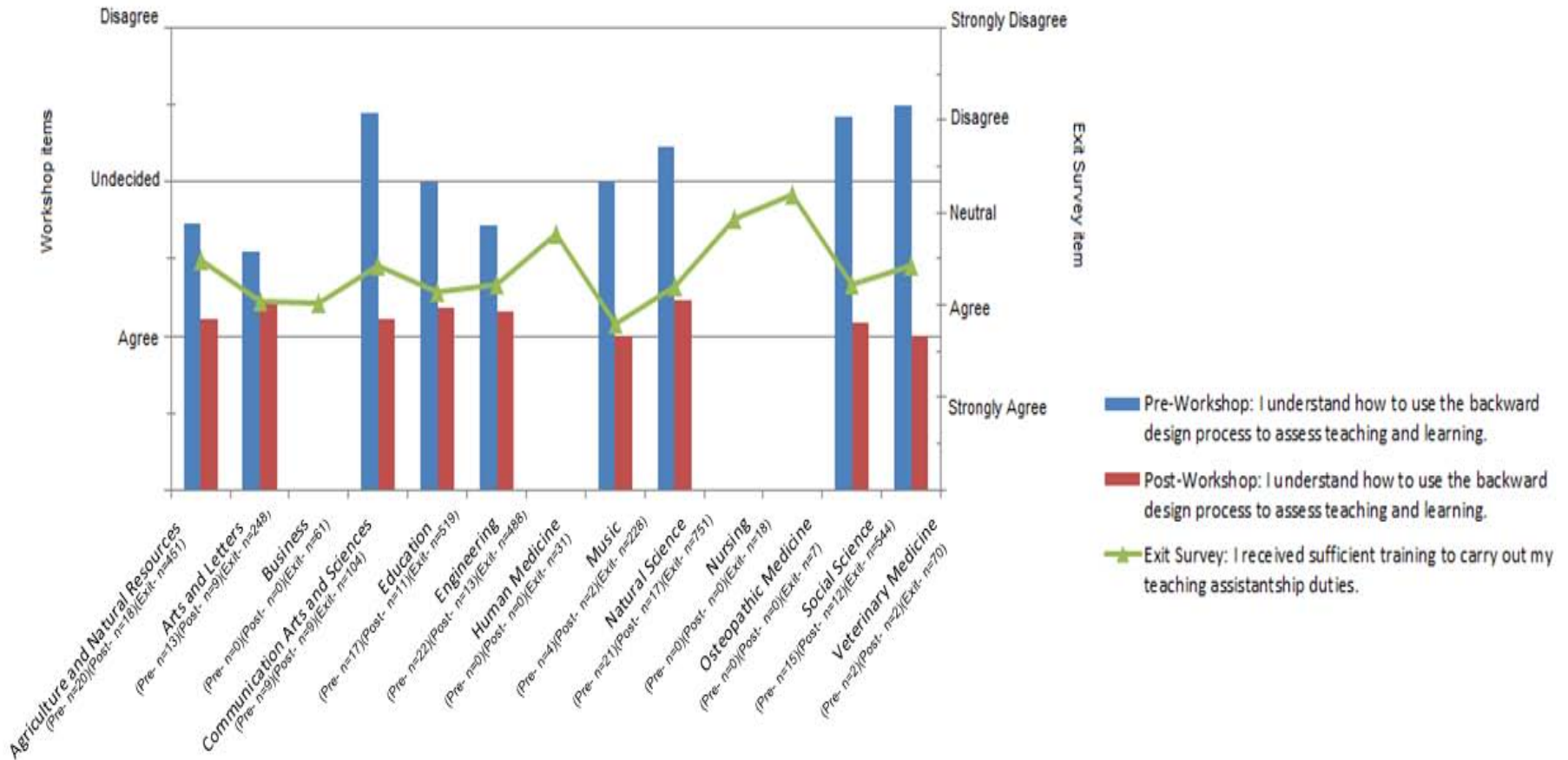
- College adapted program
- Two-day GS institute
- Disciplinary teaching course
- Mentored project
- Portfolio certification



Certification Institute Assessment (2015 & 2016) pre and post workshop



Certification Institute Assessment (2015 & 2016) compared to exit survey data fall 2010-spring 2015



Pushing information out to students and integrating with department career planning: *Career Success 4.0 Spring 2017*

The screenshot displays the CareerSuccess Matrix V3 interface. At the top left is the 'in CareerSuccess' logo, and at the top right is the user name 'Matrix V3'. Below the logo is a navigation menu with 'CareerSuccess', 'PATHWAYS', 'PLAYLISTS', 'COMMUNITY', and 'PROFILE'. A user profile picture and a notification bell icon are also visible. The main content area is titled 'PhD Career Stages' and contains a section for 'My Playlists'. Three playlist items are shown, each with a progress bar and a 'CONTINUE' button:

- EARLY PLANNING**: Building Relationships with your Advisers (4 of 24 steps complete)
- EARLY ENGAGEMENT**: 10 Transferable Skills to Master During Your PhD (9 of 24 steps complete)
- MID RESILIENCE**: Time Management and Productivity Workshop (20 of 24 steps complete)

On the right side of the dashboard, there is a welcome message: 'Welcome back, Jenn!' followed by a large '72%' indicating the percentage of the pathway completed. Below this, two statistics are shown: '6 / 10 courses complete' and '4 / 6 assessments complete'.



Recent grants to pilot and support programs

NIH-BEST (2014-19) \$1.25 million

NSF-WIDER MOOC (2014-17) \$810,000

Great Lakes Higher Education Guaranty Corporation (2013-17) \$129,300

POD Network Research Grant \$2500 (2015-16)

CGS/ETS Award for Innovation in Promoting Success in Graduate Education (2011-13) \$20,000

NSF-Institutional Integration (I³) grant (2010-14) \$1.2 million

CGS PhD Completion Grant (2007-10) \$90,000

Co-PI on Alliance grants: 2 NSF-AGEP Michigan Alliance grants (\$3 million), 2 NSF-CIRTL grants (\$10 million)



Faculty leveraging our programs to be more competitive for training grants:

- NIH, NSF, USDA, DOE, GAAN
- Recent examples include:
 - » Reproductive and Developmental Sciences Training Program
 - » Integrative Pharmacological Sciences Training Program
 - » Training Program in Drug Dependence Epidemiology
 - » Pathobiology and Diagnostic Investigation
 - » Integrative Neurobiology of Social Processes
 - » Plant Biotechnology for Health and Sustainability

Also using our programs to strengthen broader impacts in individual investigator proposals

Started with FAST fellows program 2006 (NSF-CIRTL)

Teaching as research fellows (6 programs)

Community engagement fellows

Writing in the disciplines fellows (started with CGS grant)

Sea Grant fellows

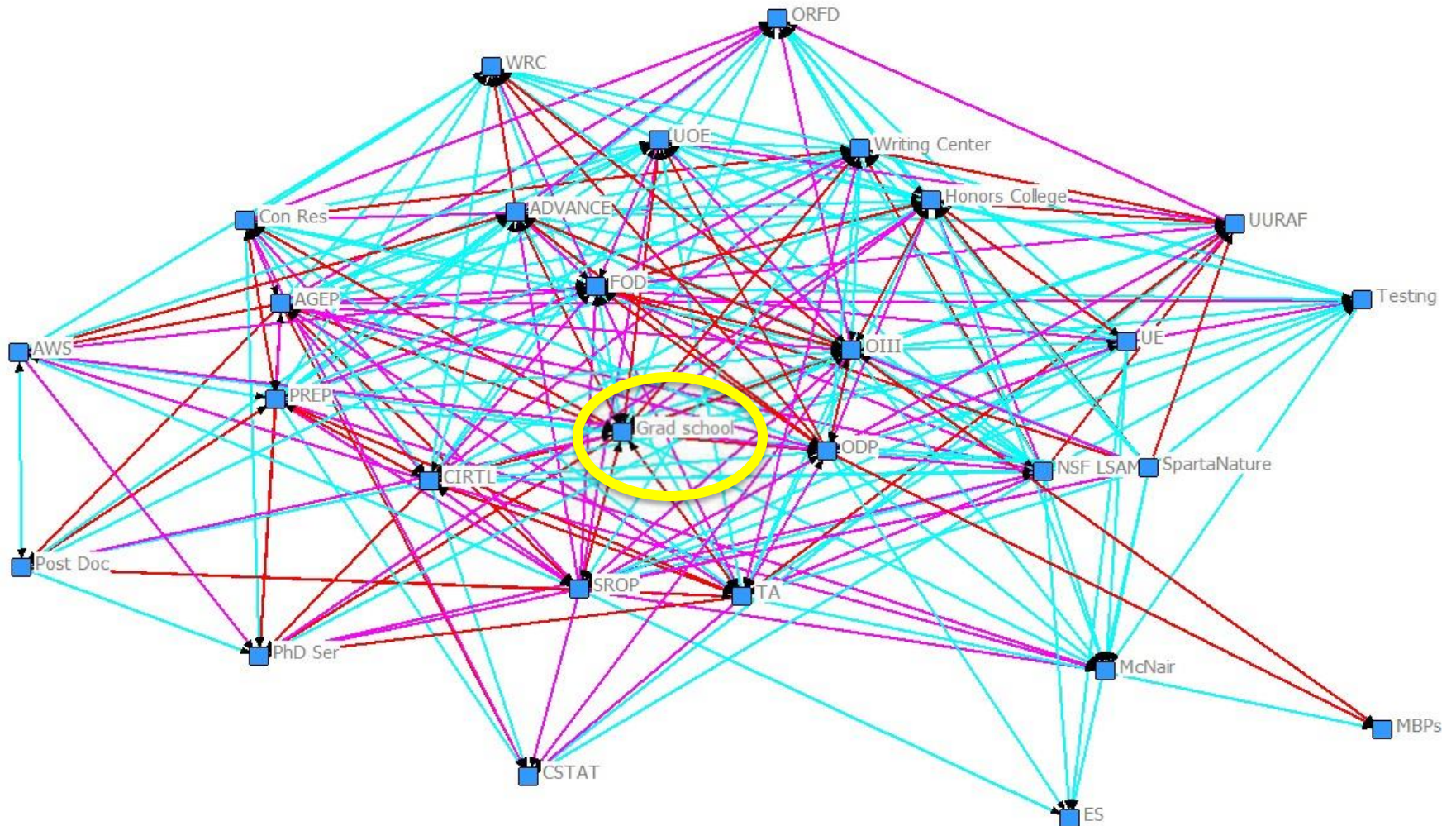
Administrative “internship” fellows

Library digital fellows

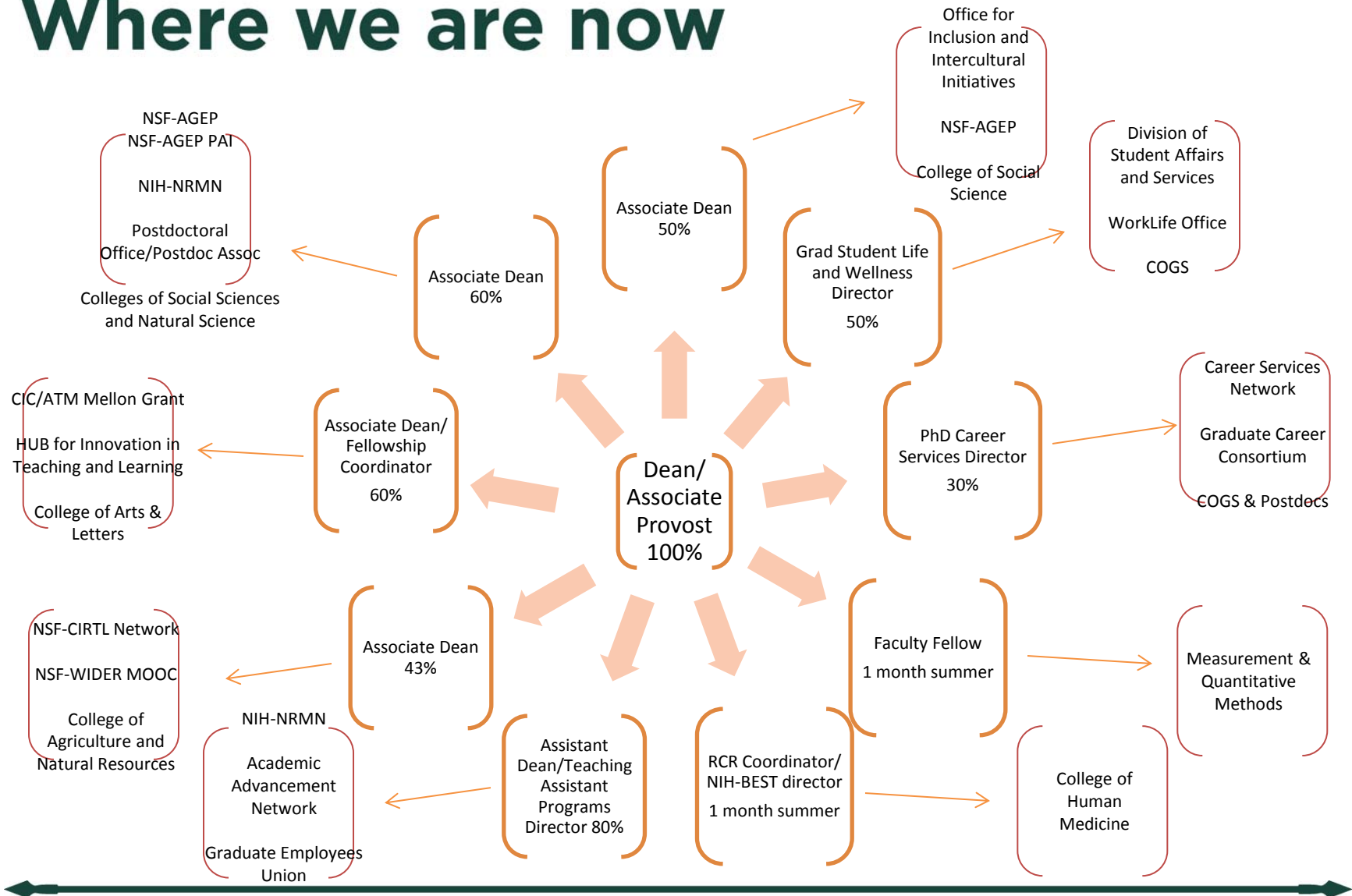
~ 100 practitioners per year and growing

Integration Network

The network is dense: Program representatives are communicating regularly about professional development with other programs (Ryan et al., 2011, unpublished data)



Where we are now



Where are you in the phases of career and professional development programming?

- How would you assess and scale-up the existing program or activity? Is it aligned with student/institutional/national needs?
- How will you garner resources for creating, sustaining and institutionalizing your big idea?
- How will you make the case within and outside your institution for the value of your idea?



Partnering with departments to better achieve institutional goals: *Doctoral Student Recruitment and Retention Program*

Prospective Doctoral Student Recruitment and Retention Program

A funding and partnership opportunity with the Graduate School

Proposals due Oct. 30, 2016

Michigan State University values diversity and inclusion in graduate education. In order to advance diversity and inclusion at MSU, the Graduate School is committed to promoting change through leadership and a variety of innovative programs and strategic initiatives.

The fundamental goal of the new *Prospective Doctoral Student Recruitment and Retention Program* is to help graduate programs at MSU recruit, retain, and support a diverse group of traditionally underrepresented domestic doctoral students who will contribute in meaningful ways to the intellectual, geographical, racial, and ethnic diversity of the future professoriate. The Graduate School, with generous funding from the Office of Inclusion and Intercultural Initiatives, is offering a seed-grant program and partnering opportunities for doctoral programs that develop a 3-year plan for the sustained recruitment, professional development, and completion of a diverse doctoral cohort. These grants will begin in spring 2017.

Existing Graduate School programs such as the *Summer Research Opportunity Program (SROP)* and *Advance to Adventure (ATA) Prospective Graduate Student Visits* and program have sought to provide rewarding opportunities for an inclusive group of prospective graduate applicants to visit MSU. The MSU *Alliances for Graduate Education and the Professoriate (AGEP) Community*, MSU's involvement in the NSF-CIRTL network, as well as an array of career and professional development programs and workshops support students as move toward faculty careers.

- Assessing and ending ineffective programs/models
- Bringing national conversations to campus
- Leveraging cohort model from previous grants
- Partnering with Provost and Office of Inclusion
- Internal RFP



Thank you and Questions

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*Please fill out the workshop evaluation and return to CGS

