

Developing a Campus Culture of Graduate Student & Post-doc Professional Development

-Reflection Before the Workshop-

- What professional development programs does your institution provide for graduate students and post-docs?
- Who are your on- and off-campus partners for graduate student and post-doc professional development programs?
- Why do you connect with these partners?

Designing Effective Career Programs for Graduate Students and Post-docs: A Campus-Wide Approach to Professional Development

Council of Graduate Schools Annual Meeting
December 2010, Washington, D.C.

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The Graduate School, campa@msu.edu

Program Objectives

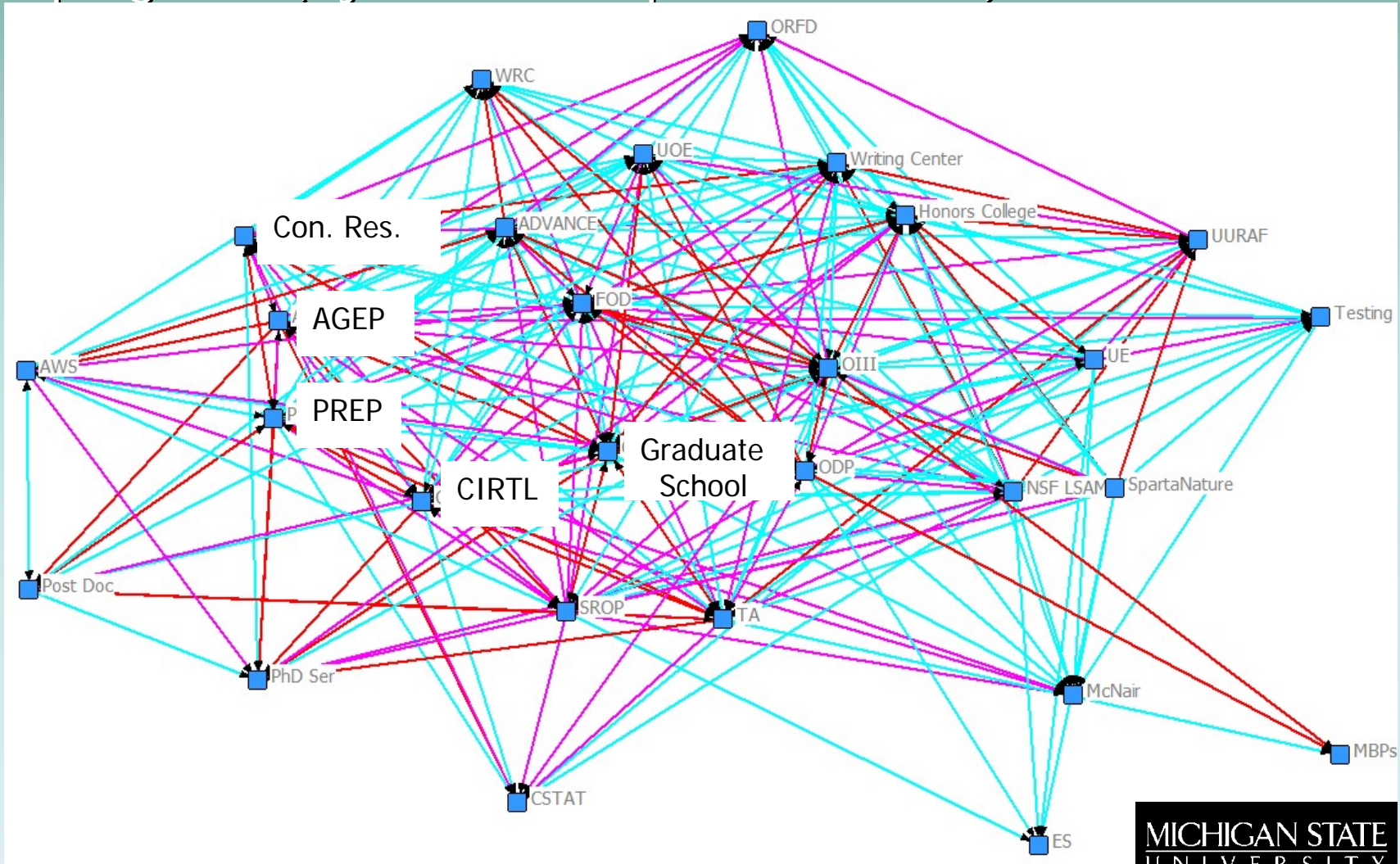
- Describe the fundamentals of building campus partnerships, how to create coherent programming, and use research-based methods for measuring outcomes.
- Develop goals and measurable objectives for professional development programs at your institutions.

You and Your Network-Who are your partners?



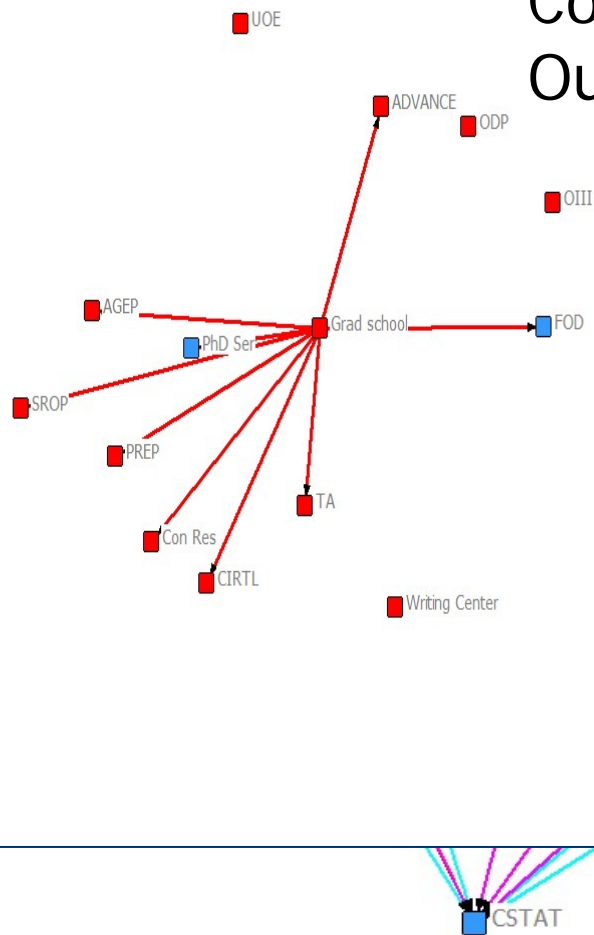
Program Integration Networks

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Program representatives are communicating regularly about professional development with other programs (Ryan et al., unpublished data)

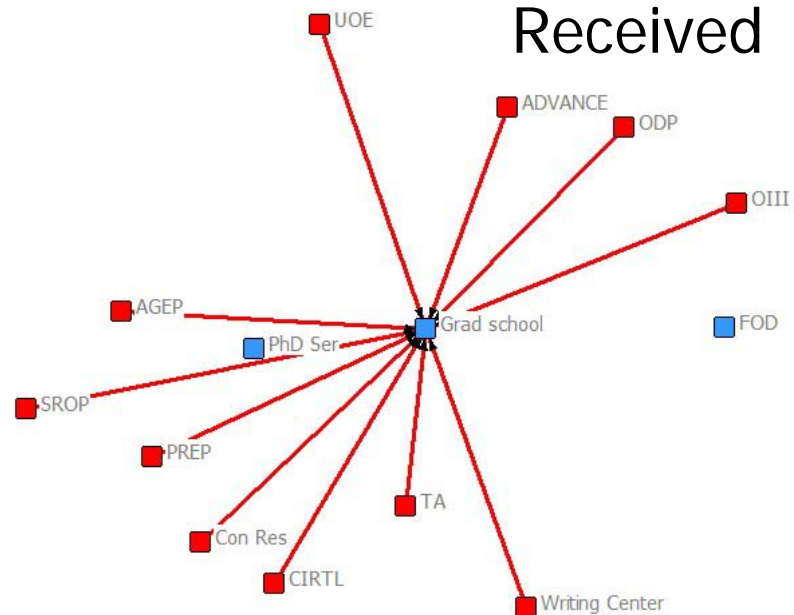


The Graduate School-Communications

Communication Out



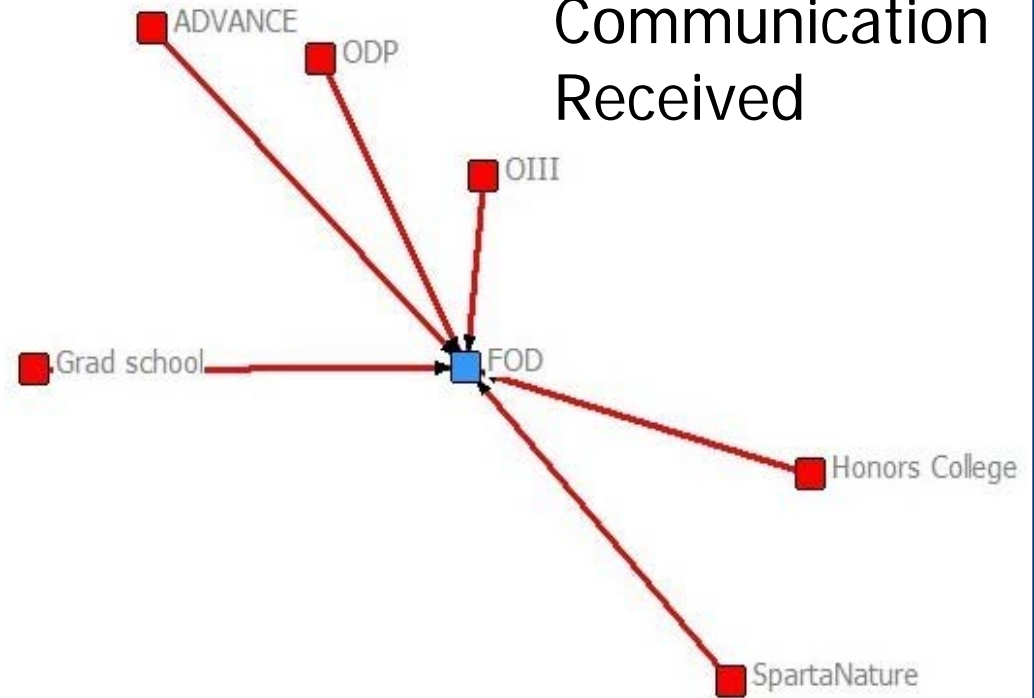
Communication Received



Faculty and Organizational Development-Communications

Communication
Out

Communication
Received



Michigan State University Graduate School Team and Partners

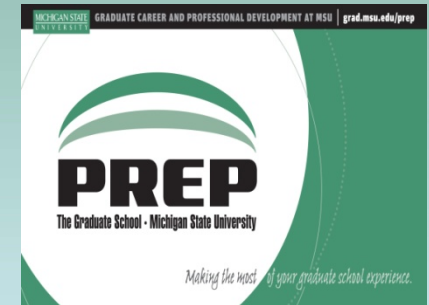
K. Klomparens, Dean GS;
Plant Biology

Program Partners

GS Evaluation Team

J. Stoddart, Asst. Dean GS;
English
R. Campa, Asst. Dean GS;
Wildlife Ecology
M. Helm, Career Services; GS
T. Nunez, Assoc. Dean GS;
Neuroscience
J. Brockman, CR Coordinator GS;
Labor and Industrial Relations
K. Johnston, Director, TAP
J. Jackson, Assoc. Dean GS;
Microbiology

PREP Concept
Development



VP for Research &
Graduate Studies-
T. May

FOD, Provost's
Office

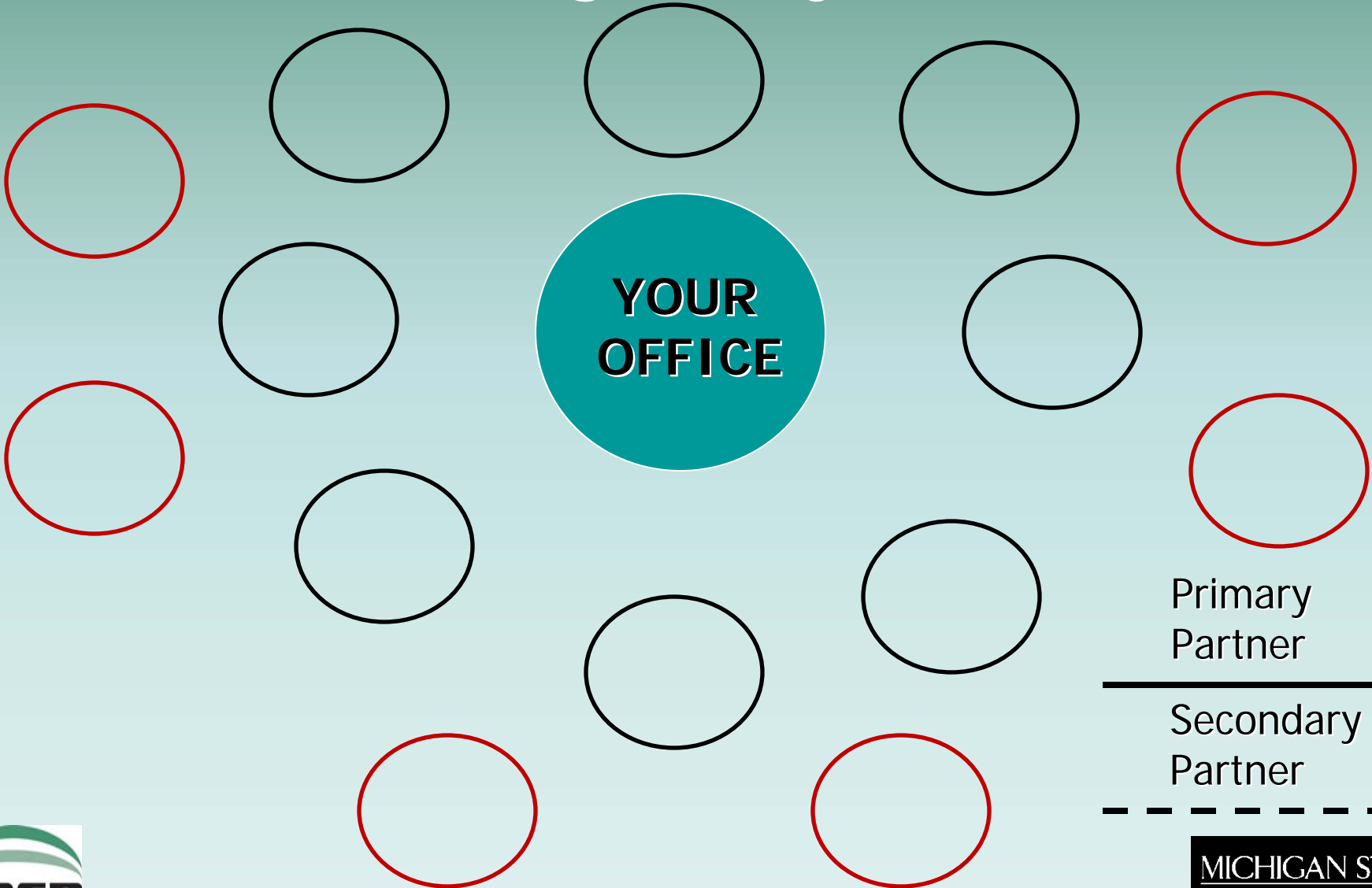
Counseling
Center

Writing
Center



You and Your Network

Who is missing from your network?



Program Goal and Objectives

Goal: The overarching end state or desired outcome

Objective: A specific, quantifiable statement of program achievement

- ▶ **SMART: specific, measurable, attainable, realistic, tangible**
- ▶ **Cognitive, Behavioral, Affective
(Knowledge, Skills, and Attitudes)**

Program Goal and Objectives

Partnerships at Your Institution

***Develop a goal for building partnerships at your institution for professional development programs.**

PREP

MSU Career and Professional Development Programs (Planning, Resilience, Engagement, Professionalism)

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**

PREP

Focus Goal for 2009-2010

Prepare students to plan and manage their own careers:

Develop students' transferable skills across a range of programs

Objectives

- ▶ Facilitators-Describe transferable skills using common language across programs
- ▶ Students-Acquire and explain the applications of transferable skills presented in workshops
- ▶ Students-Develop strategies for implementing skills in numerous contexts after workshops

Measures

- ▶ Content analysis of curriculum
- ▶ Common questions for pre- and post-workshop surveys
- ▶ Follow-up e-mail survey about skill application

PREP Professional Themes

Transferable Skills

How to: Affiliated Partners

Planning

Communication
Job Search Strategies

Office of Career Services
AGEP Grant
The Graduate School
Local colleges and universities
NSF I-cubed Grant

Resilience

Balance and Resilience

Writing Center
Olin Health Center
The Counseling Center
Employee Assistance Prog

Engagement

Collaboration
Leadership

CIRTL NSF Grant
CGS PhD Completion Grant
COGS/Grad. Student Org.
The Graduate School

Professionalism

Research
Scholarship
Creative Activity
Ethics and Integrity

Vice President for Research
Teaching Assistant Program
Faculty Development Office
CGS RCR Grant
Certification in College
Teaching
The Graduate School



Co

A Workshop
Ph.D. Career

Designed for graduate students
job process from locating
and mastering the in
<http://grad.msu.edu/prep>

Launching Your A

- Sept. 22 Searching Institution
- Oct. 6 Webinar Materials
- Oct. 11 Talking A
- Oct. 23 Mastering
- Nov. 20 Developin

Drop in CV and Cover Let
Services Building. No ap

Landing Non-Acad

- Nov. 10 The New J
- Jan. 19 How to Fi
- Feb. 16 Webinar Positions

Drop in Resume and Cover
Student Services Building

Persons with disabilities should
later than two weeks prior to

The Graduate School at Michigan S



2010-11 PREP Workshop Series: Leadership

A Workshop Series Sponsored by The Graduate School, Ph.D. Career Services, and Teaching Assistant Programs

Designed for graduate students and post-docs, these workshops focus on understanding how leadership skills can be developed and employed in the classroom, the lab, the department, and the institution. For full descriptions and registration information, go to <http://grad.msu.edu/prep/workshops.aspx>. All workshops are free, but pre-registration is required.

Developing Communication and Conflict Management Skills to Save Time and Enhance Productivity

Friday, September 17, 2010
9 a.m.-2:30 p.m.

Student Services Building, Room 6

Learn effective negotiation and communication strategies to resolve conflicts and also to prevent them from occurring. Presenters: Dr. Tony Nunez, The Graduate School; Dr. Janet Lillie, Department of Communication

Developing Your Leadership Potential for Career and Life Success

Monday, Nov. 15, 2010
5:00-7:00 p.m.

International Center, Room 115

In the face of rapidly changing structures in higher education, corporations, agencies, and other professional organizations, employers are actively seeking advanced degree holders with strong, demonstrable leadership skills. This workshop will expose graduate students to a variety of leadership models and present to attendees practical applications of leadership. Participants will discover how they can act as leaders in all areas of their lives (their departments, on campus, in their communities, and in the world) without necessarily being in traditional leadership positions of power and authority. As part of this workshop, graduate students will begin developing their own unique leadership development plan and begin identifying opportunities for enhancing and building leadership skills. Presenter: Dr. Matt Helm, Director, Ph.D. Career Services

Persons with disabilities should contact the Graduate School at 517.353.4730 to request accommodations no later than two weeks prior to the session date. Requests received after this date will be met when possible.

11/1/10

Workshop Series: Management

The Graduate School, Assistant Programs

Workshops focus on project management
and time management projects. For full descriptions and
registration information, go to <http://grad.msu.edu/prep/workshops.aspx>. All workshops are

Save Time!

International Center, Room 115

Workshop (that would be the one on the topic
you are sure you know much about). It
can we, as Therese Huston artfully
can we take what we DO know and
participants will learn strategies for
teaching efficiently. The workshop
assessing teaching "on time." Fulfills
"Creating Learning Environments or
Johnston, Director, Teaching

Successful Project Management

Student Services Building, Room 6


Workshop for prevention and resolution of
conflicts. The workshop will explore how an
effective workshop will explore how an
both conflict prevention, by setting
conflicts develop. The workshop also
managing conflicts and setting expectations
workshop; Dr. Janet Lillie, Department of

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10/27/10

Common PREP Slides For Partners

MICHIGAN STATE UNIVERSITY GRADUATE CAREER AND PROFESSIONAL DEVELOPMENT AT MSU | grad.msu.edu/prep



PREP
The Graduate School - Michigan State University

Making the most of your graduate school experience.

PREP SKILLS

- **PLANNING** for career and professional goals-entry to exit
- **RESILIENCE** and tenacity through multiple career and life stages
- **ENGAGEMENT** in decision-making and skill development
- **PROFESSIONALISM** in research, teaching, and service

PREP: MSU Career and Professional Development Model

- **Stages of professional development**
 - the process of socialization and integration into a professional context, and the continued process of learning and growth throughout a career
- **Development of transferable skills**
 - practical abilities that are fundamental to success in graduate school and in a range of professional contexts, from academia to industry, corporations, agencies and government

Professional Development Matrix

	P LANNING	R ESILIENCE	E NGAGEMENT	P ROFESSIONALISM
EARLY STAGE				
MID STAGE				
LATE STAGE				



PREP

The Graduate School • Michigan State University

Making the most of your graduate school experience.

What the Research Tells Us: The Scholarship of PREP

- ▶ ~ 75% of Ph.D.s 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 institution.
- ▶ 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
- ▶ Ph.D.s struggle to crossover to industry, government, and non-profit sectors.
- ▶ At MSU in 2003, 64% ($n=304$) of Ph.D. students were very-fairly interested in teaching positions after graduation

PREP

Professional Development

The process of socialization and integration into a professional context, and the continued process of learning and growth throughout a career

Transferable Skills

Practical abilities that are fundamental to success in graduate school and in a range of professional contexts, from academia to industry, corporations, agencies, and government

Important Transferable Skills

Research, Scholarship, and Creative Activities

Leadership

Ethics and Integrity

Collaboration

Communication

Balance and Resilience

Becoming Your Own Manager

5 strategies for a productive graduate career

1. **Take responsibility and ownership for your success**
2. **Know available resources**
3. **Think ahead**
4. **Have a plan**
5. **Identify (and deal with) obstacles**

Graduate student tasks & responsibilities?

PREP

PLANNING for career and professional goals-entry to exit

Planning during graduate school helps you identify and achieve your professional and career goals.

PREP

RESILIENCE and tenacity through multiple career and life stages

Resilience: the ability to adapt effectively to adversity or change

Wellness: The integration and balance of mental, physical, emotional, and spiritual well-being through taking responsibility for one's own health

PREP

ENGAGEMENT in decision-making and skill development

Engagement in your discipline and in your personal and professional development is critical for enhancing transferable skills, expanding professional networks, and creating partnerships and collaborations.

PREP

PROFESSIONALISM in research, teaching, and service

Professionalism: how you reflect on what you do in your discipline and the types of attitudes, standards, and behaviors you demonstrate throughout your career.

Three Stage Model of Graduate Student Development*

1. Early Stage

2. Mid Stage

3. Late Stage

This model responds to some of the commonly encountered challenges facing graduate students.

*Adapted from materials MIT model

* Adapted from Stewart, Donald W. (1995). Developmental Considerations in Counselling Graduate Students. *Guidance & Counseling*, 10, 3, 21-24.

P PLANNING

R RESILIENCE

E ENGAGEMENT

P PROFESSIONALISM

	P PLANNING	R RESILIENCE	E ENGAGEMENT	P PROFESSIONALISM
EARLY STAGE	<ul style="list-style-type: none"> Financial planning Setting expectations Identifying career goals 	<ul style="list-style-type: none"> Developing support systems Creating a wellness plan 	<ul style="list-style-type: none"> Professional networking Choosing an advisor Identifying transferable skills 	<ul style="list-style-type: none"> Developing teaching skills Research ethics training
MID STAGE	<ul style="list-style-type: none"> Preparing for comprehensive exams Preparing for the job search or postdoc Developing professional standards for integrity in research 	<ul style="list-style-type: none"> Conflict resolution Stress management 	<ul style="list-style-type: none"> Funding your research Working with committees Acquiring transferable skills 	<ul style="list-style-type: none"> Project planning Creating your teaching portfolio
LATE STAGE	<ul style="list-style-type: none"> Writing the dissertation Conducting the job search Finding a postdoc position 	<ul style="list-style-type: none"> Managing the research program Sustaining support networks 	<ul style="list-style-type: none"> Choosing the academic path Choosing the nonacademic path Writing a postdoc grant 	<ul style="list-style-type: none"> Negotiating the job search Translating transferable skills for the next career stage

Professional Development Matrix

	P LANNING	R ESILIENCE	E NGAGEMENT	P ROFESSIONALISM
EARLY STAGE				
MID STAGE				
LATE STAGE				

Completed by a finishing STEM Ph.D. Student

Professional Development Matrix

	P LANNING	R ESILIENCE	E NGAGEMENT	P ROFESSIONALISM
EARLY STAGE	<ul style="list-style-type: none"> •Preliminary research and writing research proposal •Developing research skills 	?	<ul style="list-style-type: none"> •Developing relationships with mentors •Networking 	<ul style="list-style-type: none"> •Research ethics training •Teaching skills development •Developing professional speaking and writing skills
MID STAGE	<ul style="list-style-type: none"> •Project time & resource mgt. skills; Skills for academic positions •Understand expectations for prelims and comps 	?	<ul style="list-style-type: none"> •Working w/ collaborators in- and out of discipline •Attend/present at confer. •Publish research •Participation/leadership in dept/college I committees 	<ul style="list-style-type: none"> •Teaching portfolio & philosophy development •Further teaching skill development through courses and research projects
LATE STAGE	<ul style="list-style-type: none"> •Dissertation writing •Find postdoc •Preparing written materials for apps. •Coordinate spouse's career 	<ul style="list-style-type: none"> •Maintaining mentor and network contact relationships •Time management •Stress management 	<ul style="list-style-type: none"> •Publishing research •Grantsmanship skills 	<ul style="list-style-type: none"> •Negotiation •Interviewing skills •Coordination of spouse's career

Program Goal and Objectives

***Develop a learning goal for the professional development programs at your institution.**

Developing Measurable Objectives

- Select one of your goals and develop a cognitive and behavioral objective that can be used to assess whether you have met that goal.

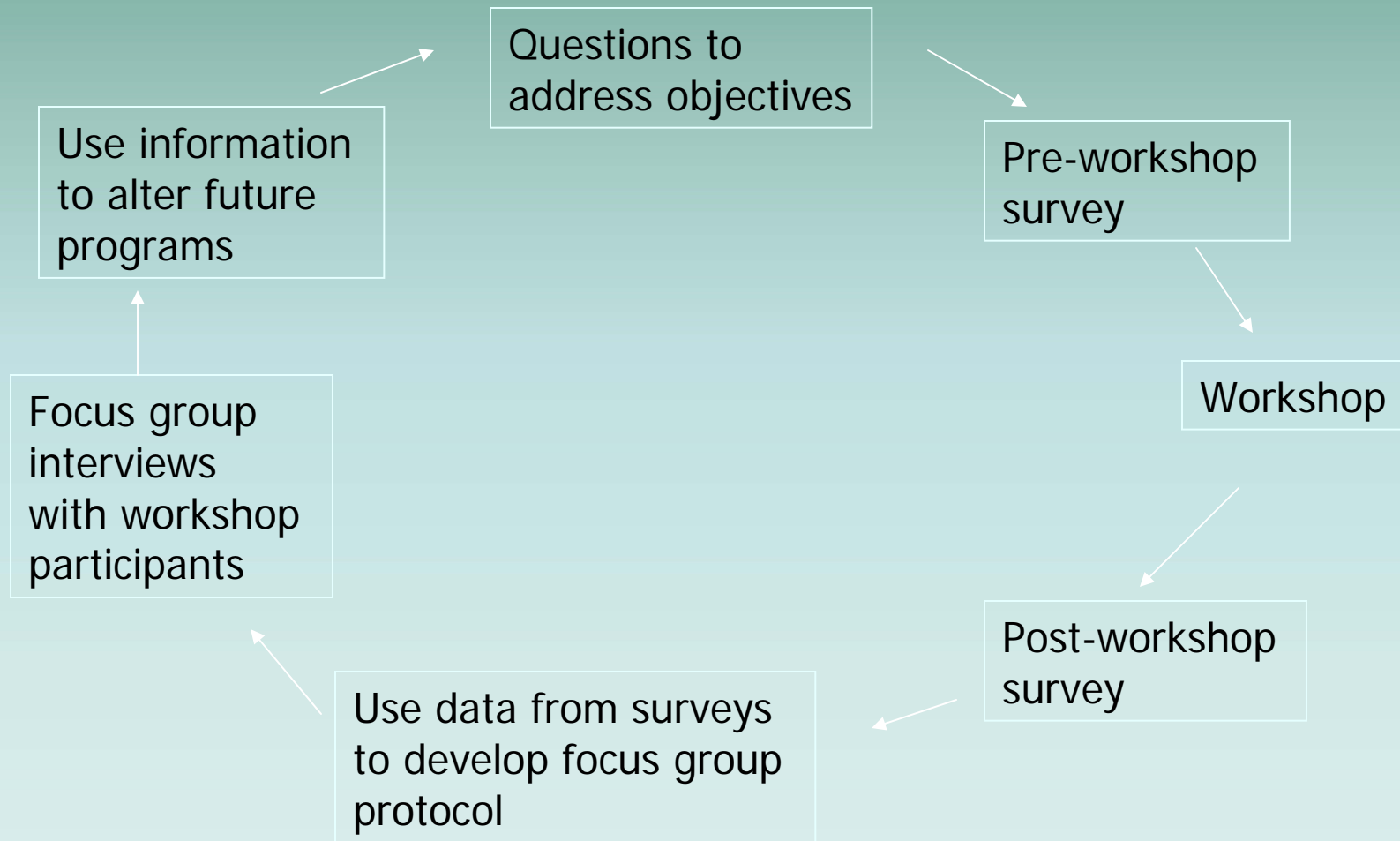
Levels of Program Evaluation

- ▶ **Participation**
- ▶ **Satisfaction**
- ▶ **Learning**
- ▶ **Application**
- ▶ **Overall Impact**

**Each can be measured in a variety of ways-
qualitative/quantitative**

Connolly, M. and Millar, S. (2006) Using workshops to improve instruction in STEM courses. Metropolitan Universities, 17, 53-65.

PREP PROGRAMS EVALUATION PROCESS



Mastering the Academic Interview

October, 2010

Goal

Create awareness of the skills needed to successfully prepare for an academic interview and secure a position.

Student learning objectives

- ▶ Effectively describe your area of research, outside of your prepared job talk, to diverse audiences in multiple venues
- ▶ Summarize your career to potential colleagues in a short period of time who have little familiarity with your research and teaching areas
- ▶ Describe strategies of how to set yourself apart in an academic interview and get your audience interested in you to secure the position

Measures

- ▶ Pre- and post-workshop questionnaires on cognitive outcomes
- ▶ Post-workshop follow up e-mail survey on behavioral outcomes

Mastering the Academic Interview – October, 2010

What did participants say?

What skills did they learn?

"I learned how to describe my research in 2 or 3 sentences for people outside my discipline."

"I learned about questions I would never expect to be asked."

"I will be investing far more time in preparing my 'scripts'."

"I will practice the interview process with colleagues."

"The vignettes were eye-opening and also the practice session. They helped me evaluate myself."

"Reflect on questions that might arise and prepare for all odds. Discuss this with my advisor and junior faculty."

Designing Programs The Backward Design

- **Start with goals—How do you know you are meeting them?**



PREP

Focus goal for 2009-2013

Promote graduate student retention and completion

Objectives

- ▶ Track relationships between participation in professional development workshops and completion
- ▶ Track relationships between participation in workshops and time to degree
- ▶ Track relationships between participation in workshops and placement outcomes
- ▶ Develop patterns in participation to see impact of clusters of experiences

Measures

- ▶ New registration database records participation and demographics
- ▶ Network analysis of graduate student outcomes (following MSU NRC faculty study model)
- ▶ Influential variables impacting career trajectories

Career Success



ABOUT CAREER SUCCESS

MAKE YOUR PLAN

EVALUATE YOUR SKILLS

MANAGE YOUR STRESS

EVENTS

Done programmed by S. Kim et al.