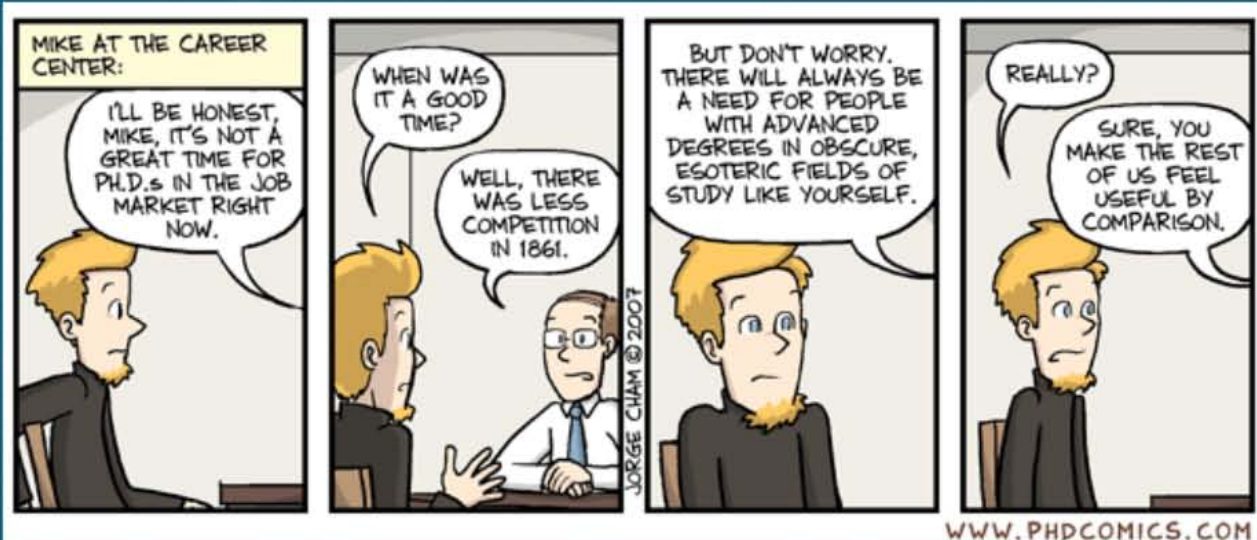


# Life Beyond Labs & Libraries







WWW.PHDCOMICS.COM

<http://www.phdcomics.com/comics/archive.php?comicid=911>

### Educating for Success



Education is the most powerful weapon which we can use to change the world.



### Success = Professorship

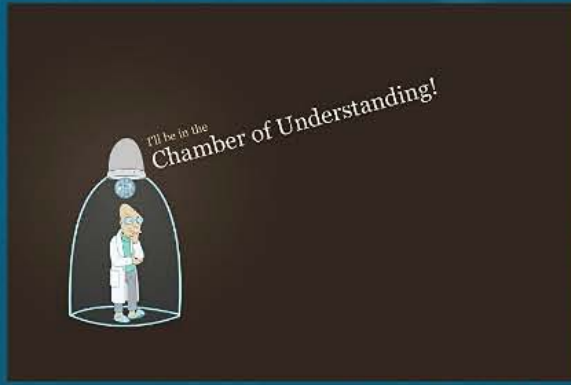


### Challenges



When I was asked to give a speech at a school assembly, I was asked to give a speech on the topic of 'Challenges'.

# Redefining Success



[www.hislofinages.com/futurama-cartoon-stupid-professor-farsworth-no-yes.html](http://www.hislofinages.com/futurama-cartoon-stupid-professor-farsworth-no-yes.html)

### Courage



### Language Matters

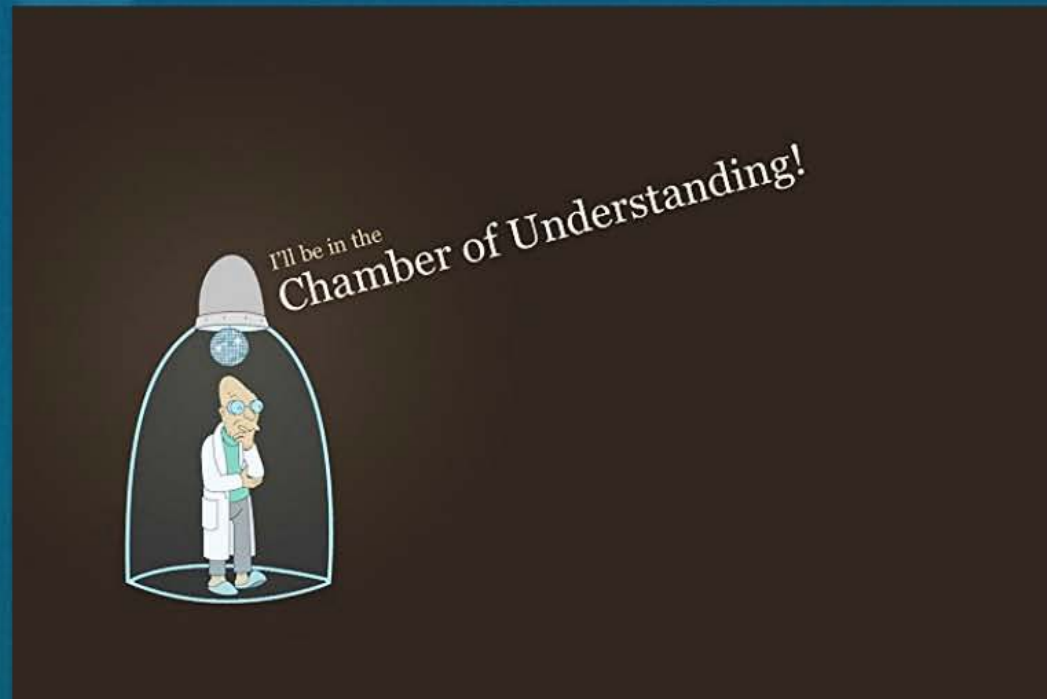


enges

then I was talking to my committee  
out leaving academia they didn't  
understand because none of them  
that."

be done @ my university? I'd love to  
see. Contact Professor Dr. Farnsworth  
www.farnsworth.com  
farnsworth@farnsworth.com

# Redefining Success



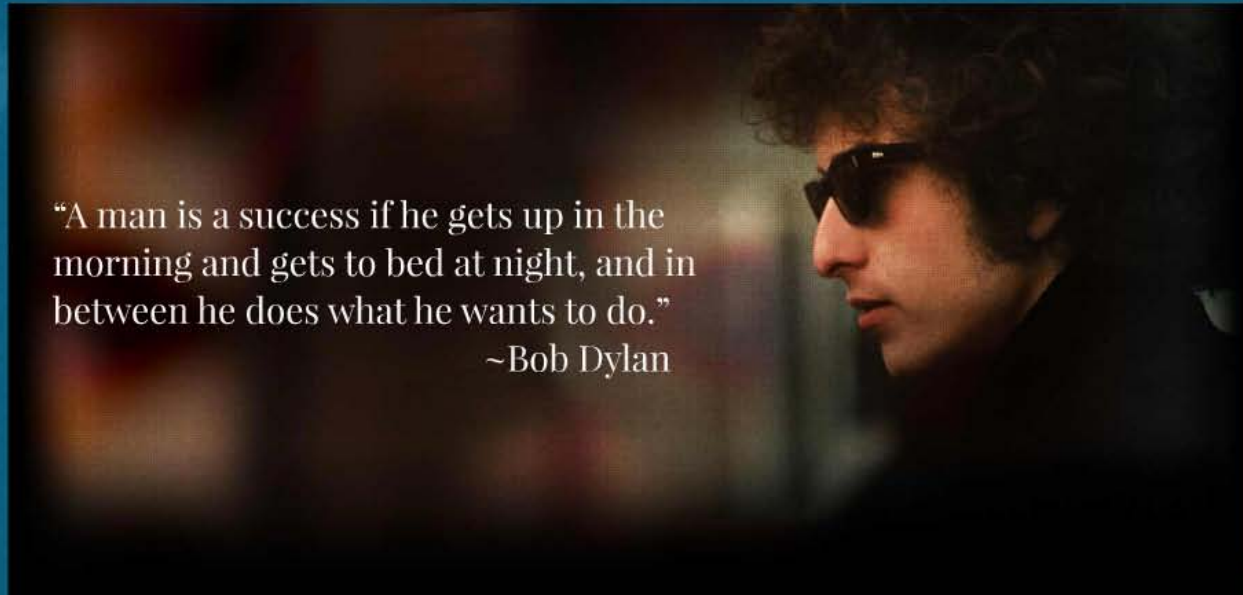
[www.listofimages.com/futurama-cartoon-simple-professor-farnsworth-movies.html](http://www.listofimages.com/futurama-cartoon-simple-professor-farnsworth-movies.html)

Courage

# *Success ≠ Professorship*

“A man is a success if he gets up in the morning and gets to bed at night, and in between he does what he wants to do.”

~Bob Dylan



[netstorage.metrolyrics.com/artists/hero/bob-dylan-52fe6be6-hero.jpg](https://netstorage.metrolyrics.com/artists/hero/bob-dylan-52fe6be6-hero.jpg)

*Language Matters*

**PLAN B**



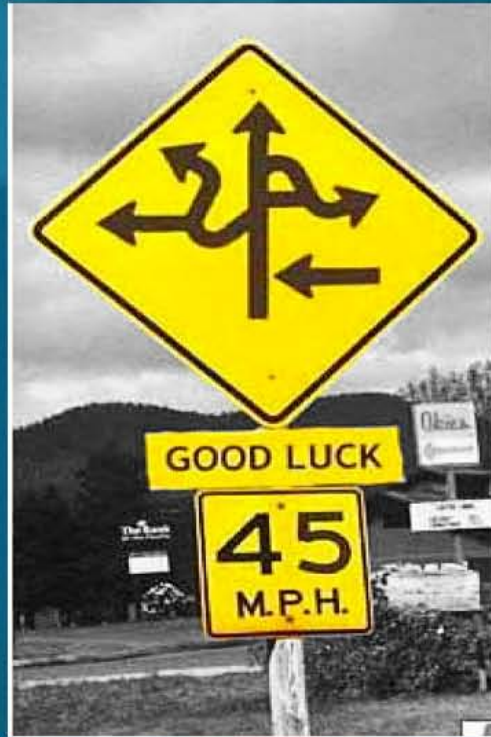
# *Courage*



image: Gerhard Lenz



# Challenges



*"When I was talking to my committee about leaving academia they didn't understand because none of them did that."*

Sekuler, Crow & Annan (2013) Beyond Labs and Libraries: Career Pathways for Doctoral Students

<http://www.heqco.ca/SiteCollectionDocuments/Beyond%20Labs%20and%20Libraries.pdf>

# *Educating for Success*

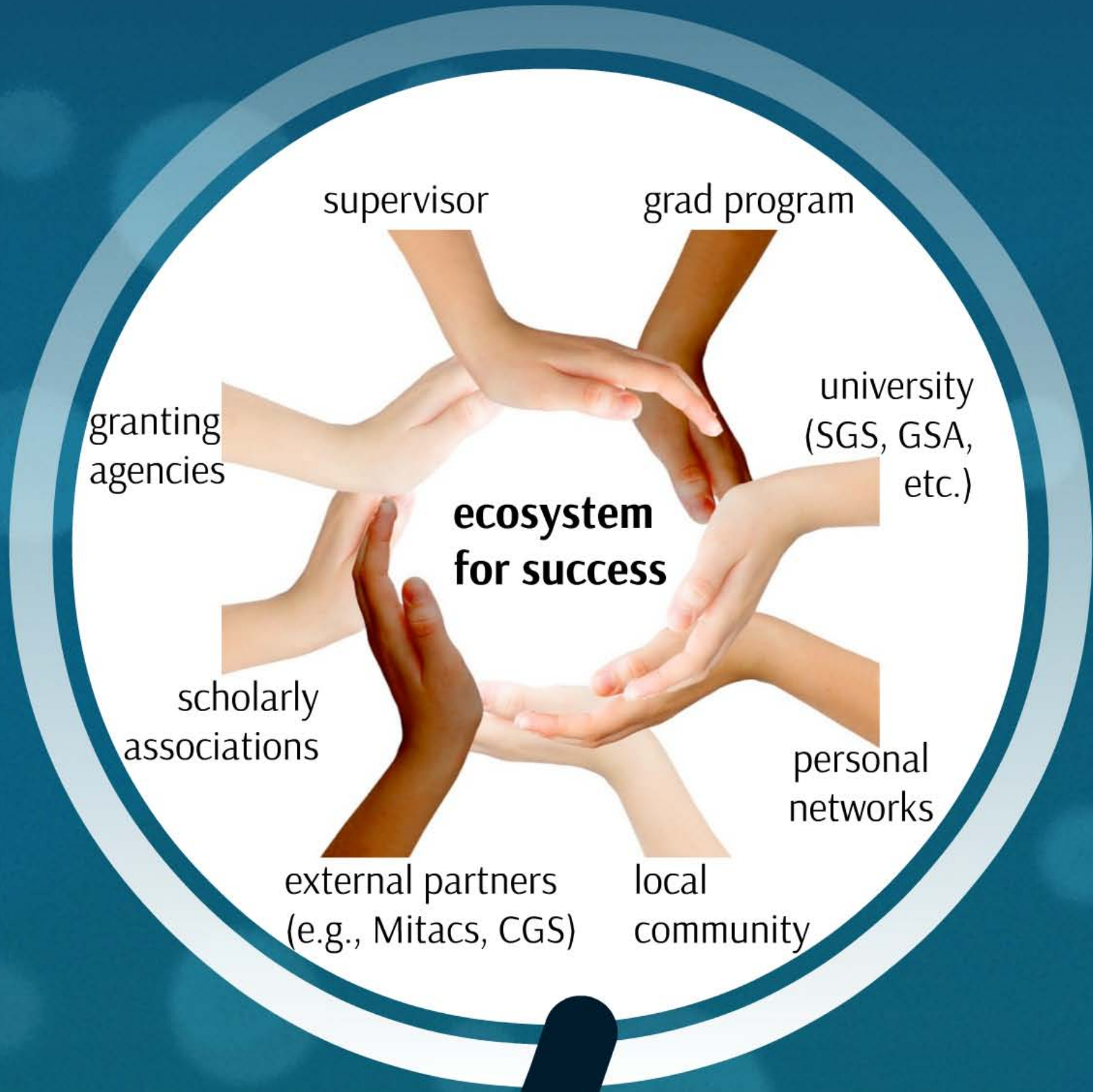


[www.phdomics.com/1000.htm](http://www.phdomics.com/1000.htm)

eco•sys•tem: /'i:koʊ,sɪstəm/ noun

: the complex of a community of organisms and its environment functioning as an ecological unit

Merriam-Webster.com



supervisor

grad program

granting agencies

university (SGS, GSA, etc.)

**ecosystem for success**

scholarly associations

personal networks

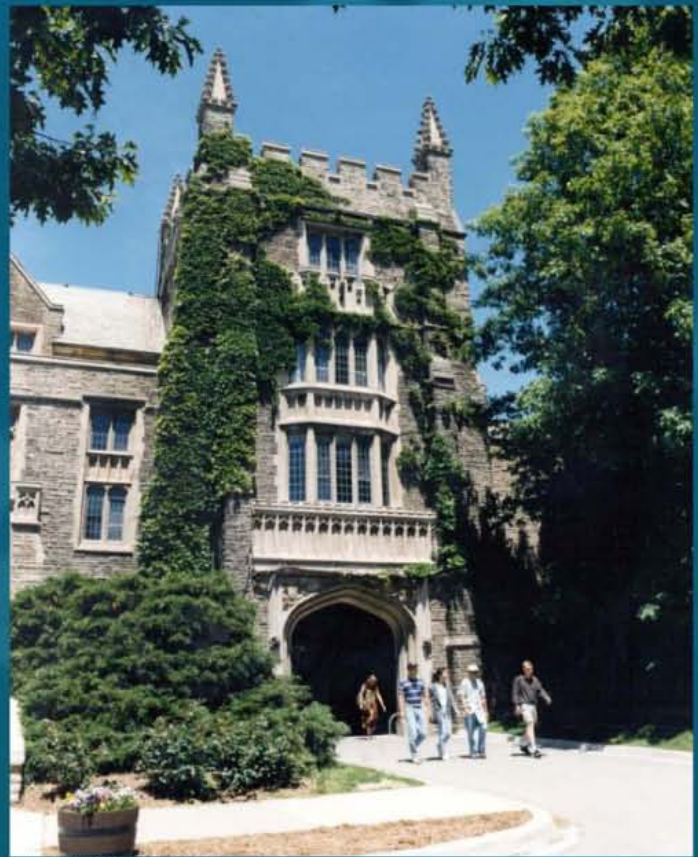
external partners (e.g., Mitacs, CGS)

local community



*Dine with the Dean*

- creativity
- social innovation
- entrepreneurship
- teaching & learning
- story telling
- social networking
- dealing with media
- work-life balance...



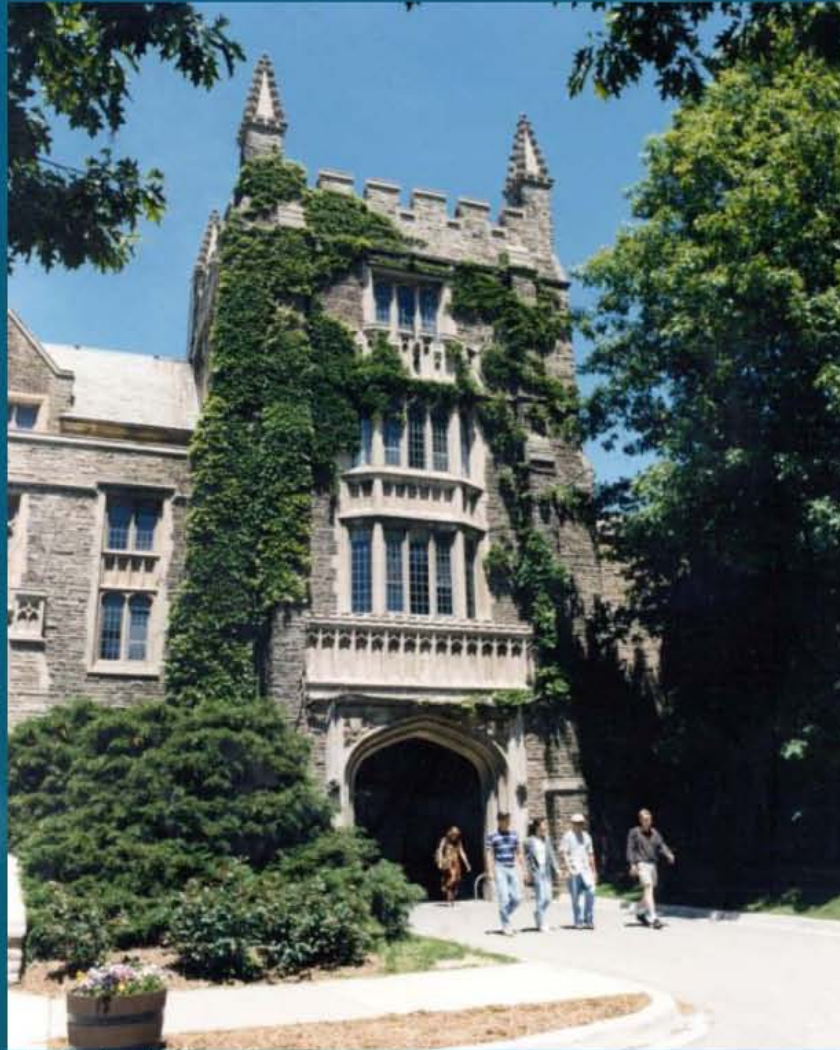
McMaster University  
<http://graduate.mcmaster.ca/>

*Community Engagement & Leadership*

Dig with the Dean  
 ARCH  
 SPICES



creativity  
social innovation  
entrepreneurship  
teaching & learning  
story telling  
social networking  
dealing with media  
work-life balance...



McMaster University  
<http://graduate.mcmaster.ca/>



*Communit  
Engagem  
& Leader*

Dig with the D  
ARCH  
SPICES

Home	
Future Students	+
Current Students	+
Scholarships	+
Graduate Student Life	-
The ARCH	
Research Week 2014	
Academic Resources	+
Graduate Professional Skills	-
Subscribe to our Newsletter	
Subscribe to Funding, Fellowships and More!	
Academic	+
Community	+
Professional	+
The Team	
SPICES	+
Graduate Student Life Team	
News and Events	+
Postdoctoral Fellows	+
Undergraduate Research	+
Graduate Council	+
Reports and Resources	

# GPS

## Graduate Professional Skills

... map your future

The School of Graduate Studies' **Graduate Professional Skills** – or **GPS** – is a program that focuses on ensuring McMaster grad students are equipped with the skills necessary to achieve success.

**We want to help you map your future!**

Graduate Studies partners with internal and external organizations to deliver career-planning sessions, professional development workshops and coaching to help students reach their professional goals.

Graduate students have opportunities to learn new skills and enhance those they already possess, helping them to transition from campus labs and libraries to a future career in any sector – academia, industry, government, not-for-profit, or as an entrepreneur.

**Graduate Studies offers a variety of programs aimed at helping graduate students enhance and expand their professional skills.**

**IMPROV-ing Your Presentation Skills**  
 Provides a fun and unique way to learn effective skills – from improvisational theatre pros! This interactive workshop for graduate students and postdoctoral fellows is delivered in partnership with Hamilton's Theatre Aquarius annually. It's a great opportunity to enhance:

- listening skills
- spontaneity
- focus
- a sense of play

# IMPROVing Communication

## UNIVERSITIES

### You're an elephant. On a job hunt.

Improv exercises help Ph.D. students learn to be 'less cerebral'

BY ALEXANDRA SHIMO • It's difficult to know exactly what Lisa Byers, 36, does wrong in her job interviews. Perhaps she's just not what potential employers were looking for, but it could also be that sometimes she forgets to breathe or she speeds through her answers when she's nervous. "I've not gotten a lot of jobs, so I must have been doing something not so well."

That's why, on a recent drizzly evening in Hamilton, Byers, a Ph.D. student in sociology at McMaster University, finds herself pretending to be an elephant. She's also swearing like a trooper, and vibrating her arms like

hiring new professors in the last few years. For example, the University of Calgary and the University of Waterloo are only hiring in "mission-critical areas." Some scholarship money is down this year, so many funds are linked to the stock market, so there is greater need to find outside work, says Sekuler. Universities have seen their budgets fall with smaller endowments, explains Roslyn Kumin, a Vancouver-based economist and job market analyst. "The tenure-track positions just aren't there and so there's a greater urgency to consider the private sector or part-time work."

Competition is fierce, and graduate students can be unaware of the demands of the business world, says Self. After years of not having to deal with the outside world, social skills may have suffered. Consider Alison Ronnyman, a 48-year-old mother of three currently doing her master's at McMaster in rehabilitation science. Since starting her degree, she's become a "social recluse," she says. The improv class taught her the importance of eye contact, which she usually tries to avoid. "You get intense, and trapped in your own world."

Eugenie Roudala, 26, in the third year of a Ph.D. program in psychology, neuroscience and behaviour, believes improvisation takes people out of their comfort zone and teaches them how to think on their feet. Or to think a lot less. Several times, the improv instructors warned the students not to analyze, just "do," because over-thinking was constricting their movements. And it was true that some students had a unique gift for making any action, whether hating a ball or digging a hole, look like they were focusing a microscope in the lab. Others would pause mid-movement, as if they'd had a sudden change of heart ("what am I doing here?"), and their arms would go from enacting something with gusto to falling limp by their sides. "It might not look difficult to sing a rhyning song in front of 200 people," Sekuler says, before the *Maclean's* interviewer interrupts to say that it certainly does. Still, the performances can be entertaining. "It can be like watching a train wreck," Sekuler explains. "You never know when it's going to go off the rails." ■



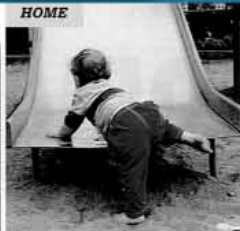
OUTSIDE their comfort zone at Theatre Aquarius, Hamilton

a pneumatic drill. The exercises were designed to help people like Byers learn how to be "less cerebral" under pressure.

The brainchild of Allison Sekuler, dean of graduate studies at McMaster University and a professor in the department of psychology, neuroscience and behaviour, the improvisation program paired about 45 students (graduate and post-doc) with actors working out of Hamilton's Theatre Aquarius. The course is one of a series of programs the university introduced this year to prepare students for life outside the ivory towers. Peter Self, assistant dean for graduate student life and research training, helped organize the improvisation workshop. "People often say, 'Well, now you've got to enter the real world,'" he explains. "And how do you do that? We're attempting to help them with that transition."

Learning how to cope outside of academics has become particularly pressing as strapped universities have sharply curtailed

## HOME



FATHERS give kids more leeway to explore

### Check this out, dad

BY CHARLIE GILLIS • One eye on your three-year-old and another on the football game isn't exactly textbook parenting. But take heart, inattentive dad: new research suggests you may be giving your kid a leg up. A study led by researchers at the Université de Montréal found that fathers, more so than mothers, tend to give toddlers the leeway to take risks and explore, and that equips youngsters for the challenges of life that lie ahead. "The less protective the parent, the more exploratory the behaviour in the child," says Daniel Paquette, a psychology professor at the university. "For a child to become self-confident, the parent mustn't be too far or too close."

The study is part of an emerging line of inquiry called "activation theory," which stresses the importance of risk-taking and competition in early childhood development. It's the flip side of 20th-century "attachment theory," which focused exclusively on nurturing the belief that primary caregivers fulfill a child's emotional needs and guarantee survival. To test their hypothesis, Paquette and his colleagues, whose study appears in the current issue of *Early Child Development and Care*, placed kids aged 12 to 18 months, each with a parent, in risky situations—near toys at the top of a stairway, say, or in a room where a strange adult enters. They then measured the responses of both parent and child, and found fathers were more likely to give the child space to take risks. More importantly, they identified a link between this arm's-length style of parenting and the intrepidity of the kids.

That doesn't mean men should take a nap when on daddy duty. No one's interests are served when a child falls down the stairs. But it does suggest hidden virtue in hands-off child-rearing—and a little less guilt when the big game demands a fellow's attention. ■

# *Resource Fairs*



photo Tony Huang



# *Dine with the Dean*



Lawrence Hill, Author; photo AB Sekuler

creativity  
social innovation  
entrepreneurship  
teaching & learning  
story telling  
social networking  
dealing with media  
work-life balance...

# *Community Engagement & Leadership*



photo Peter Self

Dig with the Dean  
ARCH  
SPICES

*IMPROVing  
Communication*



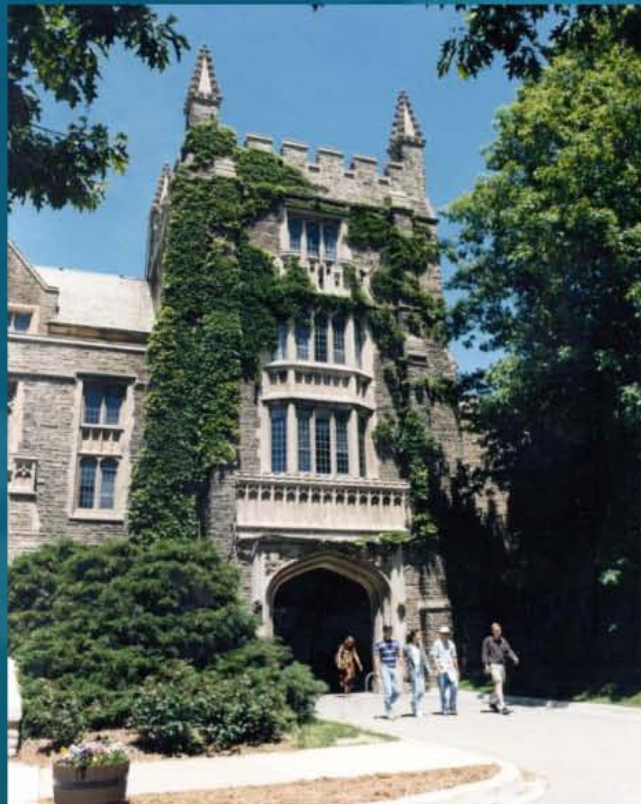
*Resource Fairs*



*Dine with the Dean*



creativity  
social innovation  
entrepreneurship  
teaching & learning  
story telling  
social networking  
dealing with media  
work-life balance...



McMaster University  
<http://graduate.mcmaster.ca/>

*Community  
Engagement  
& Leadership*



Dig with the Dean  
ARCH  
SPICES

Snapshot 2013



# Mitacs



[www.mitacs.ca](http://www.mitacs.ca)

### Mitacs Step

in person workshops  
business environment  
communication  
entrepreneurial thinking  
project management

### Mitacs Accelerate

grad student internships  
all disciplines  
\$15k/4 months up to \$2M+  
multiple opportunities

### Mitacs Inspire

2 year PhD  
20.25 hours  
\$6000/4 months  
\$15000/8 months



Snapshot 2013



# Mitacs



[www.mitacs.ca](http://www.mitacs.ca)

Mitacs Step

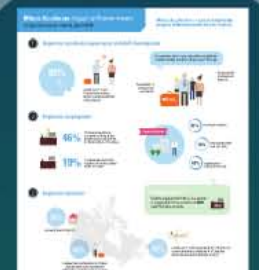
in person workshops  
business environment  
communication  
entrepreneurial thinking  
project management

Mitacs

grad students  
all disciplines  
\$15k/4 months  
multiple

Mitacs

7 year step  
\$22.5k/4 months  
looking for a industry  
any time period



# *Snapshot 2013*



**50 +**  
UNIVERSITY PARTNERS



**900 +**  
INDUSTRY PARTNERS



**\$10.4M**  
PRIVATE SECTOR INVESTMENT



**1700 +**  
RESEARCH INTERNSHIPS



**260 +**  
PROFESSIONAL SKILLS WORKSHOPS



**6300 +**  
STUDENTS CAREER-READY

The logo for MitACS Step is contained within a dark green rectangular box. The word "MitACS" is written in a bold, white, sans-serif font, with a small white dot above the letter 'i'. Below it, the word "Step" is written in a smaller, white, italicized sans-serif font.

**MitACS**  
*Step*

A list of five topics is presented in a white, sans-serif font, centered within a large white circular outline. The topics are: "in person workshops", "business environment", "communication", "entrepreneurial thinking", and "project management".

in person workshops  
business environment  
communication  
entrepreneurial thinking  
project management



grad student internships  
all disciplines  
\$15k/4 months up to \$2M+  
multiple opportunities





2 year PDF

\$57.5k/year

linking Uni & industry  
any discipline

**Mitacs Accelerate: Impact on Former Interns**  
 Longitudinal study results, April 2014

Mitacs Accelerate is a research internship program delivering results for over 10 years.

**1 Impact on academic experience and skill development**



Most interns feel more employable and attribute a better starting position to the program through...

Acquisition of professional experience



An expanded professional network.

**2 Impact on employment**



Former interns



working in industry



have started their own company



working in an R&D environment

**3 Impact on retention**



currently live in Canada



believe their participation in Mitacs Accelerate has increased their satisfaction with their stay in Canada

**Did you know?**

Results suggest that Mitacs Accelerate is responsible for the creation of **200** new R&D jobs annually.



would recommend to students from their home country that they participate in a Canadian industrial research internship program

**ABOUT THE SURVEY**

The survey was available online from October 31st to November 29th, 2013. 686 former interns from 3 provinces and 44 Canadian universities responded to the survey, an overall response rate of 22%.  
[www.mitacs.ca](http://www.mitacs.ca) | [evaluation@mitacs.ca](mailto:evaluation@mitacs.ca)



## 1 Impact on academic experience and skill development



would recommend Mitacs Accelerate to fellow graduate students and postdocs

Most interns feel more employable and attribute a better starting position to the program through...

Acquisition of professional experience



An expanded professional network

## 2 Impact on employment



46%

of Accelerate interns currently working in the private sector were hired by their partner companies



19%

of internships led to the creation of a new position at the company

Former interns



51%

working in industry

14%

have started their own company

67%

working in an R&D environment

## 3 Impact on retention



currently live in Canada

87%

believe their participation in Mitacs Accelerate has increased their satisfaction with their stay in Canada

### Did you know?

Results suggest that Mitacs Accelerate is responsible for the creation of **200** new R&D jobs annually.



93%



would recommend to students from their home country that they participate in a Canadian industrial research internship program

### ABOUT THE SURVEY

The survey was available online from October 31st to November 29th, 2013. 686 former interns from 9 provinces and 44 Canadian universities responded to the survey, an overall response rate of 27%.

[www.mitacs.ca](http://www.mitacs.ca) [evaluation@mitacs.ca](mailto:evaluation@mitacs.ca)

Snapshot 2013



# Mitacs



[www.mitacs.ca](http://www.mitacs.ca)

### Mitacs Step

in person workshops  
business environment  
communication  
entrepreneurial thinking  
project management

### Mitacs Accelerate

grad student internships  
all disciplines  
\$15k/4 months up to \$2M+  
multiple opportunities

### Mitacs Inspire

2 year PhD  
20.25 hours  
Research & industry  
\$15,000/18 mo



**GPS**  
Ontario Consortium for  
Graduate Professional Skills



[www.MyGradSkills.com](http://www.MyGradSkills.com)



*Just the start!!*



*Serving the world, not only for Ontario*

sustainability plan to enable  
content partners  
global access  
language translation, etc.

[www.MyGradSkills.com](http://www.MyGradSkills.com)

- 18 on-line modules:
  - teaching & learning
  - research & academic ethics
  - communication
  - entrepreneurship
  - community engagement
  - mental health & wellness
  - intercultural competency
  - career development
- information clearinghouse
- blogs
- discussion panels & more
- coming September, 2014!





**GPS**  
Ontario Consortium for  
Graduate Professional Skills



*www.MyGradSkills.com*



# *www.MyGradSkills.com*

- 18 on-line modules:
  - teaching & learning
  - research & academic ethics
  - communication
  - entrepreneurship
  - community engagement
  - mental health & wellness
  - intercultural competency
  - career development
- information clearinghouse
- blogs
- discussion panels & more
- coming September, 2014!





Part II - Foundations of Community Engaged Scholarship (46:36 / 57:52)

## Common Challenge #1



1. REWRITE RESEARCH QUESTION?
2. CHANGE DATA COLLECTION METHOD?

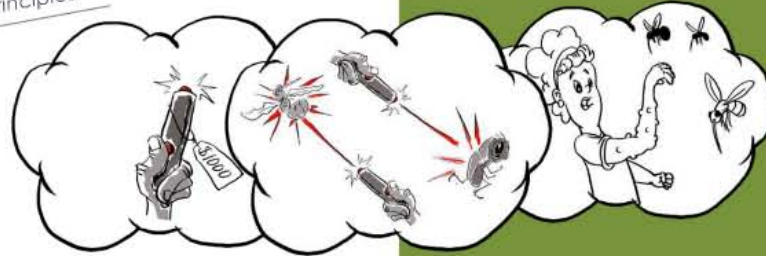
Menu

- Scholarship
- ▶ Unit 1 - Choosing Community-Engaged Scholarship
- ▶ Unit 2 - Planning a Community-Engaged Scholarship Project
- ▼ Unit 3: Conducting a Community Engaged Scholarship Project
  - ▶ Data Collection Methods
    - Recruiting Participants and Co-Researchers
  - ▼ Communication with Community Partners
    - Interview: Sarah Glen
    - Common Challenge #1**
    - Common Challenge #2
    - Common Challenge #3
  - Checkpoint 4: Conducting Community Engaged Scholarship
- ▶ Unit 4: Concluding a Community-Engaged Scholarship Project
- ▶ Unit 4: Concluding a

Search...

◀ PREV NEXT ▶

**BUSINESS IDEA**  
Principles



**YOUR SOLUTION MUST SOLVE** A GAP / OR A PAIN

C.C.

## The Online Learner

Read the following profiles of two typical online students.

### Rachel



Rachel is a 20 year old undergraduate Arts and Business student in her second year at university. Most of her courses were on-campus, but while on her co-op term last summer, she enrolled in her first fully online course. This experience allowed her to reduce her course load in the following academic term and to take on a part-time job at a local restaurant. She logged onto the course most days after work and on the weekends. She enjoyed the experience of learning online; the ability to review course content at any time and any place was extremely convenient for her. This term, Rachel has enrolled in another online course. Taking both on-campus and online courses took some getting used to but Rachel found that scheduling set times every week to work on the course was a good strategy for keeping up with her workload. (Image source: ©Thinkstock. Inc.)

### Stephen



Stephen is a part-time graduate student at university and a full-time employee with Ontario's Ministry of Health and Long-Term Care. After moving into a leadership role with the Ministry, Stephen applied to a Masters program. As a 42 year old mid-career professional, Stephen was interested in the program for many reasons including the convenience of earning a graduate degree online and the university's reputation of excellence in applied health sciences and public health management. Stephen lives in Northern Ontario with his wife and their two sons. According to Stephen, the greatest benefit of his experience with online learning is the connections he is forging with public health professionals across Canada and around the world. (Image source: ©Thinkstock. Inc.)

While these profiles provide only a small glimpse into the life of an online learner, they do suggest that people who take online courses do so for a variety of reasons. Most like the flexibility of learning when it fits in their calendar, the ability to review course materials at a convenient time and the opportunity to share experiences with a diverse student population. Fully online courses should be designed and delivered with these unique characteristics and expectations in mind.

In addition, "learners have different capacities for making decisions regarding their own learning" (Moore & Kearsley, 2005, p. 228). For example, some adult learners may be highly independent, choosing their own learning path. Undergraduate students, on the other hand, may require more structure and guidance with their learning so the online instructor or teaching assistant will need to provide more guidance through the duration of the course offer. Courses and programs may be designed with this in mind and students may come to a learning experience with differing needs and aspirations. Instructors and TAs should be prepared to adjust their online teaching behavior

# *www.MyGradSkills.com*

- 18 on-line modules:
  - teaching & learning
  - research & academic ethics
  - communication
  - entrepreneurship
  - community engagement
  - mental health & wellness
  - intercultural competency
  - career development
- information clearinghouse
- blogs
- discussion panels & more
- coming September, 2014!

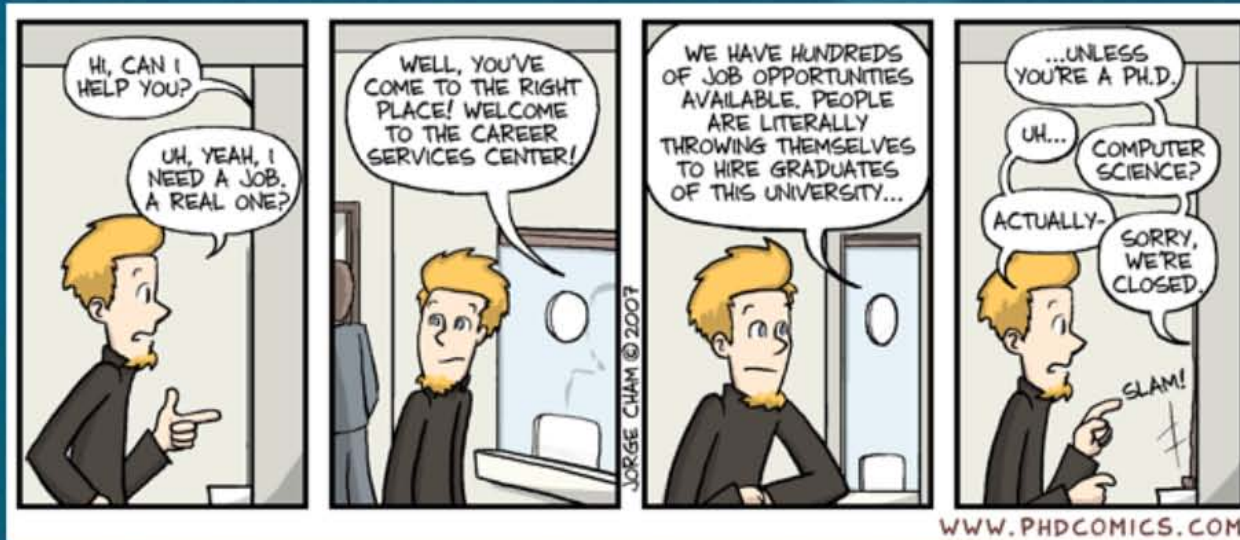


*Just the start!!*



**serving the world**, not only for Ontario

sustainability plan to enable:  
content partners  
global access  
language translation, etc.



<http://www.phdcomics.com/comics/archive.php?comid=910>



**MyGradSkills.com**  
**@GPSkills**  
**#GradProSkills**

[www.mitacs.ca](http://www.mitacs.ca)  
[@discovermitacs](#)

Allison Sekuler  
[deangrad@mcmaster.ca](mailto:deangrad@mcmaster.ca)  
[@asek47](#)  
[@mcmastersgs](#)

## References & Resources

AB Sekuler (2012) Ecosystems for Developing Transferable Skills. in *Global Perspectives on Career Outcomes for Graduate Students: Tracking and Building Pathways* Washington DC: Council of Graduate Schools  
<http://www.cgsnet.org/global-perspectives-career-outcomes-graduate-students-tracking-and-building-pathways-0>

AB Sekuler, B Crow & RB Annan (2013) *Beyond Labs and Libraries: Career Pathways for Doctoral Students*. Toronto: Higher Education Quality Council of Ontario.  
[http://www.mitacs.ca/sites/default/files/policy/Beyond-Labs-and-Libraries\\_FINAL\\_2013.pdf](http://www.mitacs.ca/sites/default/files/policy/Beyond-Labs-and-Libraries_FINAL_2013.pdf)

V Maldonado, R Wiggers & C Arnold, C (2013) *So You Want to Earn a PhD? The Attraction, Realities, and Outcomes of Pursuing a Doctorate*. Toronto: Higher Education Quality Council of Ontario.  
<http://heqco.ca/SiteCollectionDocuments/At%20Issue%20Doctoral%20ENGLISH.pdf>

White Paper on the Future of the PhD in the Humanities. Institute for the Public Life of Arts and Ideas, McGill University. December 2013.  
[http://www.mcgill.ca/iplai/sites/mcgill.ca/iplai/files/white\\_paper\\_on\\_the\\_future\\_of\\_the\\_phd\\_in\\_the\\_humanities\\_dec\\_2013\\_0.pdf](http://www.mcgill.ca/iplai/sites/mcgill.ca/iplai/files/white_paper_on_the_future_of_the_phd_in_the_humanities_dec_2013_0.pdf)

<https://www.MyGradSkills.ca>

<http://fromphdtolife.com/>



# Life Beyond Labs & Libraries

