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# CGS PANEL:

## Internships, Practica, and Other Models of Immersive Professional Development

### Panelists:

Laura Carlson, VP & Dean, University of Notre Dame

Prasant Mohapatra, VP & Dean, Univ California, Davis

Max Poole, Dean, Appalachian State University

# Overview of session



## Immersive Professional Development

- Carlson:
  - 3 Models of Immersive Professional Development
- Poole:
  - Experiences in Preparation for Non-Academic Positions
- Mohapatra:
  - GradPathways



# 3 Types of Immersive Professional Development at Notre Dame: Carlson

# Issues to cover



Responsibilities

Rationale

Operational Details

Challenges

# Team Based Approach: Professional Development



Career:  
Grad Career  
Services:

Research:  
Grad Grants and Fellowships:  
Writing Center

- Campus-collaborations
- Common calendar
- Common registration and feedback
- Unified marketing

Ethics:  
Distributed –  
e.g.,  
Office of  
Research;  
Reilly Center  
for Science,  
Technology &  
Values

Teaching: Kaneb Center for  
Teaching and Learning

# PROFESSIONAL DEVELOPMENT



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# Graduate Assistantships The Writing Center

# Graduate Student Assistantships: The Writing Center



## Responsibilities:

- Consult with graduate students, postdocs, and faculty on a wide variety of writing projects (e.g., dissertations, publications, proposals, and book chapters).
- Provide one-on-one writing support for non-native English speakers.
- Plan and deliver writing workshops
- Mentor undergraduate tutors
- Plan and staff writing camps and retreats

# Graduate Student Assistantships: The Writing Center



## Rationale:

- Requires a high degree of intellectual and interpersonal flexibility
- Engages and cultivates skills of listening, analytical reasoning, problem solving, and interpersonal communication at a very high level.
- Hones teaching skills in the intense instructional interactions of the tutorial setting.
- Requires presence of mind and sincere attentiveness that can be intellectually and emotionally draining
- Gratifies because of the immediacy of the tutor's instructional impact.



# Graduate Student Assistantships: The Writing Center



## Operational Details:

- 4 Graduate Writing Center Tutors (plus one Graduate Assistant Director of the Writing Center)
- Hours: 6-9 hours per week
- Pay Structure: Stipend paid monthly
- In AY 2016-2017
  - Consultations: 401
  - Writing camps and retreats: +200.

# Graduate Student Assistantships: The Writing Center



## Professional Development Impact:

- Intensive writing pedagogy training (a 3-credit course in writing pedagogy plus continuing training in the form of monthly staff meetings and small group ongoing education projects).
- Experience with project management, including workshop development and delivery.
- Opportunities to supervise and mentor undergraduate tutors.
- Enhanced writing skills through constant practice solving problems in writing and assisting advanced writers in their exploration of the options available to them in their compositions.

# Graduate Student Assistantships: The Writing Center



## Testimonial:

Bryan Santin, Ph.D., English (Current Position: Assistant Professor of English, Concordia University, Irvine, CA)

*"During any given week, I help graduate students from a variety of disciplines make consistent progress on their upcoming conference papers, soon-to-be published articles, master's theses, and dissertations. As several graduate students I've worked with have pointed out, I read their projects almost as closely as their faculty advisers. However, the crucial difference—and this is where the Writing Center's unique value to graduate students truly reveals itself—is that our expertise in composition, and relative lack of specialization in their disciplinary fields, opens up a rare space wherein a graduate student can discuss the foundational techniques of building a large-scale writing project such as claims, evidential supports, clarity, paragraph transitions, rhetorical warrants and assumptions, issue-framing, etc. For many of the graduate students I've worked with, a graduate tutor in the Writing Center is one of the only people with whom they can talk about the issues and challenges related solely to their writing."*





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# Part-Time Fellowships Kaneb Center for Teaching and Learning

# Part-Time Fellowships: Kaneb Center for Teaching and Learning



## Responsibilities:

- Develop/offer workshops to TA's and graduate instructors
  - Collaborate with a full time faculty or staff member.
  - Co-facilitate "Foundations of Teaching" series
  - Each offers also 5-8 workshops per year.
- Plan, coordinate, and present at annual TA Orientation program
- Maintain communications and other programming
  - e.g., composing and sending the weekly Kaneb Center email, coordinating blog posts, managing the Community Engaged Tutoring Program, etc.
- Special projects, according to interests
  - e.g., weekly pedagogy journal club
- Attend weekly staff meetings and pedagogy book group
- One-on-one meetings to discuss goals and progress

# Part-Time Fellowships: Kaneb Center for Teaching and Learning



## Rationale:

- Offer an expanded slate of pedagogy programming to graduate students while maintaining current levels of full-time center staffing.
- Provide real-world experience, meaningful professional development, and mentoring to a small group of graduate students.

# Part-Time Fellowships: Kaneb Center for Teaching and Learning



## Operational Details:

- Approximately 5 hours per week (variable with rhythm of the semester)
- Pay is \$16/hour.
- 5 graduate students & postdocs, built from 2 over 5 years
- Applicants must have TA'd at Notre Dame.
- Application process consists of a teaching statement, a few additional brief written questions, and an in-person interview.
- 300+ graduate students and postdocs attend GA-led workshops each semester.

# Part-Time Fellowships: Kaneb Center for Teaching and Learning



## Professional Development Impact:

- Leadership experience – treated as experts in depts
- Performance-review like meeting
- Career Discernment:
  - Experience in hiring
  - Employability
- Experience comes up in interviews
- Intensive mentoring



# Part-Time Fellowships: Kaneb Center for Teaching and Learning



## Testimonials:

*I am an example of someone who took such a teaching assistant position in an effort to bolster applications to TT positions, and discovered that I loved this work and wanted to do this full time.*

- 2 Kaneb GA veterans have followed a similar trajectory.

Andre Audette, O16 ND PhD in Political Science  
Assistant Prof. of Political Science at Monmouth College

My experience as a graduate associate (GA) with the Kaneb Center for Teaching and Learning was among the most foundational experiences I had during my graduate school career. *While PhD programs emphasize narrow specialization in one's research field, my work as a GA allowed me to expand the boundaries of my learning:* from deciding how to teach various topics in my field of political science to developing teaching examples for graduate students in other fields to exploring research in educational psychology, I was consistently able to challenge myself to bring new perspectives to my work.



Assistant  
Director, Kristin  
Rudenga:



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Hourly positions:  
Grad Grants and Fellowship Consultants  
Grad Life Graduate Student Assistants

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# Hourly Grad Consultants: Grants and Fellowships Office



## Responsibilities:

- Develop individualized funding plans
- Provide discipline-specific feedback
- Hold mock interviews for awards
- Review drafts
- Develop and present peer-led workshops
- Participate in strategic planning to develop future competitiveness with a focus on campus resources
- Generate standardized and discipline-specific resources across multiple media
- Train new peer consultants

# Hourly Grad Consultants: Grants and Fellowships Office



## Rationale:

- A dedicated office open exclusively to graduate students
- Goal is to enhance student experience relative to scholarly research and merit-based grants and fellowships.
- Uses the peer-mentoring model to guide students to incorporate external funding into their graduate training

# Hourly Grad Consultants: Grants and Fellowships Office



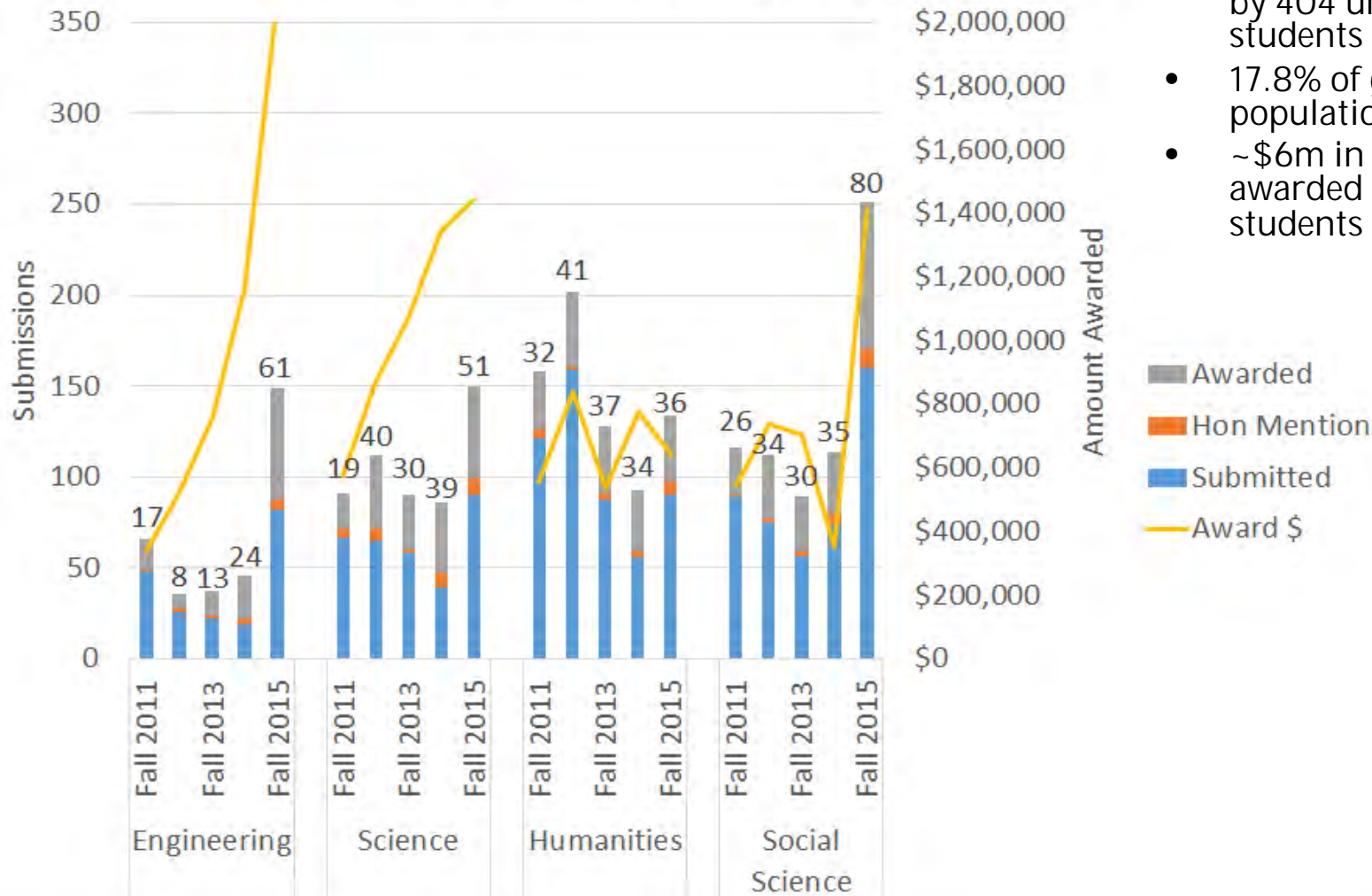
## Operational Details:

- 9 grad students in social sciences, humanities, and STEM
- Successfully obtained external funding
- Extensive training in fellowship advising
- Pay is \$15/hr and includes training and other tasks
  
- 1230 consultations (30 min each) by grad consultants in AY 2016-2017
- Consultants set their own schedule, typically 5-7 hours per week.
- In a year, a consultant will typically meet 50-300 times with 20-80 unique students each
- Consultants handle ~50% of consult volume; full-time staff cover the rest alongside other duties
  
- On average, students who use our service spend 3+ hours working one-on-one with consultants; super users may seek +30 hours
- Students may self-select consultants: they may seek discipline-specific feedback from STEM consultants or a broad, cross-disciplinary review of their materials

# Hourly Grad Consultants: Grants and Fellowships Office



## Grants And Fellowships Applications



2016-2017

- 468+ external submissions by 404 unique grad students
- 17.8% of grad student population
- ~\$6m in external funding awarded to graduate students

# Hourly Grad Consultants: Grants and Fellowships Office



## Professional Development Impact:

- Training in grant-writing
- Practice articulating an argument with evidence across disciplinary boundaries
- Refine skill at writing a persuasive essay for multiple audiences
- Mentoring experience
- Editing
- Opportunities for projects to develop their leadership, teaching, and other professional skills

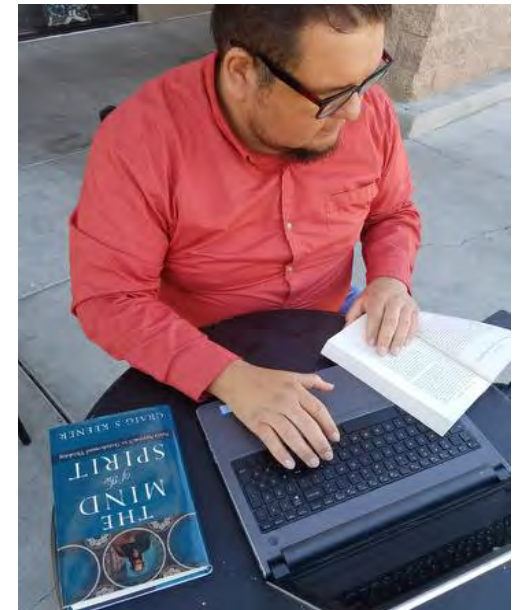
# Hourly Grad Student Assistances: Graduate Student Life



## Testimonial: César Soto, PhD Candidate in English

- Ford Foundation Pre-Doctoral Fellowship
- Joseph L. Gaia Distinguished Fellowship
- Ford Foundation Dissertation Fellowship
- Alternate for a Fulbright Research Grant to Ireland

*"It's a long, strenuous process, but I love seeing a project transform from a good idea into a sharp, coherent project. Admittedly, I can be a rigorous mentor, but I'm also their biggest cheerleader. My goal is to get them to believe they can do it, that their projects are good and that they can win. And I want them to win! I want them to beat a psychological foe. **Of course, in helping them with their essays, I also stay sharp and focused on my own writing skills. It's win-win.**"*







# Challenges and Tactics

# Graduate Student Assistantships: The Writing Center



## Challenge across all models:

- Convincing faculty and administrators that this work is not a distraction from graduate students' course of study and does not impede their progress toward their degrees.

# Graduate Student Assistantships: The Writing Center



## Tactics to Overcome:

- Emphasize benefits to the grad student
- Prioritize their degree requirements; time to degree
- Use accommodating schedules
- Provide credit and validation
- Explicitly identify professional development skills that are being honed
- Trumpet benefits in re: job market

# Thank you!



For questions/discussion/ideas/chats....

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