Mentoring through the Back Door:
Creating Campus Buy-in for Graduate Student Career and Professional Development

Dr. Rique Campa, Associate Dean
Dr. Judith Stoddart, Associate Dean

December 2011
The campus culture for mentoring: attitudes
The campus culture for mentoring: practice
All relationships between faculty and graduate students are a form of mentoring:

- No direct interaction
- Passive engagement
- Active advising

MENTORING IS HAPPENING!

How do you shift the climate to create more effective career mentoring?
Integration Network

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Program representatives are communicating regularly about professional development with other programs (Ryan et al., unpublished data)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

Existing partners
• What do they provide?
• What could they provide?

Desired partners
• What could they provide?
Career and Professional Development as Research

What national research tells us about career trajectories:

- Research-intensive academic positions ARE alternative careers
- ~75% of PhDs 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 institutions
- 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
- PhDs struggle to cross over to industry, government, and non-profit sectors.
Career and Professional Development as Research

What national research tells us about professional development:

- A better working relationship with faculty advisors develops when new PhD students receive information about program expectations early in their programs (Green, 1991)

- Improving clarity of expectations is a critical factor in the success of a graduate student (Ehrenberg, 2006)

- Nearly 50% of non-completers cited lack of integration as the most important factor in their decision to leave (Lovitts, 2001)

- PhD non-completers cite a poor advisor-student relationship as a primary reason for attrition (others include lack of financial aid and an unsupportive departmental climate) (Nerad and Miller, 1996)

- 40% of doctoral students nationwide will not complete their degrees (Bowen and Rudenstine, 1992; Denecke and Frasier, 2005).
Career and Professional Development as Research

What our data tell us about professional development:

How often do you:

Attend professional conferences

<table>
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<th>CANR</th>
<th>CAL</th>
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<th>CED</th>
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Network with professionals outside your department

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Talk to your advisor about expectations for promotion and tenure

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<td>16.7</td>
<td>5.9</td>
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</table>
Career and Professional Development as Research

What our data tell us about career trajectories:

Certification in College Teaching Institute 2010

- CNS: 31%
- ANR: 11%
- BUS: 2%
- EGR: 8%
- CVM: 3%
- SSC: 21%
- CAL: 11%
- CAS: 4%
- CED: 9%

Certification in College Teaching Institute 2011

- CNS: 23%
- ANR: 14%
- BUS: 1%
- CAL: 8%
- EGR: 5%
- MUS: 1%
- CVM: 1%
- CED: 3%
- CHM: 4%

Accounting and Information Systems; African American and African Studies; Agricultural, Food, and Resource Economics; Anthropology; Biochemistry and Molecular Biology; Biosystems Engineering; CARRS; CEPSE; Cell and Molecular Biology; Chemical Engineering and Materials Science; Chemistry; CITE; Civil and Environmental Engineering; Comparative Medicine and Integrative Biology; Communication; Computer Science and Engineering; Economics; Educational Policy; Electrical and Computer Engineering; English; Entomology; Epidemiology; Fisheries and Wildlife; Food Science and Human Nutrition; Forestry; French, Classics and Italian; Genetics; Geological Sciences; Geosciences; HALE; History; Horticulture; Human Development and Family Studies; Kinesiology; Large Animal Clinical Sciences; Linguistics and Languages; Mathematics; Media and Information Studies; Microbiology and Molecular Genetics; Music; Neuroscience; Packaging; Pathology and Diagnostic Investigation; Philosophy; Physics and Astronomy; Physiology; Plant Biology; Plant Pathology; Political Science; Second Language Studies; Sociology; Spanish and Portuguese; Teacher Education; Telecommunication, Information Studies, and Media; Zoology

64% of MSU doctoral students who responded to a 2003 career survey were very to fairly interested in positions in which teaching was the primary responsibility.
Engaging Diverse Graduate Student Communities in Professional Development for Academic Positions

Stoddart, J; Campa, H; Klomparens, K (The Graduate School, Michigan State University)

Providing professional development programs and resources for those pursuing academic positions is relatively easy; getting a diverse group of graduate students and postdocs to engage at a high level in their own development during their career is challenging. The Michigan State University Graduate School is exploring 3 models of competency-based programs and measuring the levels of short- and long-term engagement prompted by each. How do different delivery methods and kinds of interactions correlate with sustained career development? How does thinking about career development through a competency model help participants design and implement their own professional development plans, ones tailored to their needs and linked to skills research shows are important for early-career faculty?

Interactive online career planning
Goals:
- Encourage early career planning
- Promote reflective engagement rather than “just-in-time” information gathering
- Highlight transferable skills used in academic and non-academic careers

Users can:
- Explore career resources
- Create, save, and modify individual plans
- Assess their transferable skills
- Create and share skill-based portfolios

Google Analytics Aug 28-Sept. 27, 2011

Online workshop and face-to-face workshop
Goals:
- Provide focused and effective method to improve interactions between graduate students and faculty
- Practice conflict resolution and setting expectations through interactive vignettes
- Build online interface to enable in-depth exploration of concepts and adaptation of method for multiple users and settings

Users can:
- Explore additional vignettes
- Compare their analysis with “experts”
- Return to concepts learned in workshops
- Enter the material based on their role (faculty, grad student, TA)

Assessment: Compare long-term implementation of concepts to 2010 study of stand-alone workshop effectiveness (Brockman, J; Nunez, A; Basu, A, “Effectiveness of a Conflict Resolution Training Program in Changing Graduate Students’ Style of Managing Conflict with their Faculty Advisors,” Innovative Higher Education (2010))

Two-day institute with online follow-up
Goals:
- Provide competency-based training for future faculty
- Create multi-disciplinary learning cohorts
- Increase participation in and completion of Certification (from 20 students who completed the program 1995-2009)

2010: 80 participants
2011: 95 participants

Certification Institute May 12-13, 2011. Departments represented:

- Agricultural Communication
- Agriculture, Food & Human Experience
- Animal Science & Industry
- Anthropology
- Biochemistry, Genetics & Cell Biology
- Biomedical Engineering
- Chemical Engineering
- Communication, Information & Media
- Computer Science & Engineering
- Computer Science & Technology
- Computer Science & Information Science
- Computer Science & Engineering Education
- Earth, ATM, & Environmental Sciences
- Economics
- Electrical Engineering
- Educational Psychology
- Engineering Education & Science Education
- Environmental Policy
- Environmental Science
- Geography & Geology
- Geosciences
- Human Development & Family Studies
- Human Resource Development
- Information Science & Technology
- Information Technology
- Interdisciplinary Programs
- International Studies
- Insect Science
- Japanese Studies
- Latin American Studies
- Linguistics
- Materials Science & Engineering
- Mathematics
- Mechanical Engineering
- Microbiology
- Music
- Neurobiology
- Nuclear Engineering
- Nuclear Engineering & Radiological Engineering
- Oceanography
- Physics
- Political Science
- Psychology
- Public Relations
- Public Health
- Public Health Studies
- Rhetoric & Writing
- Sociology
- Social Science
- Specialized Studies
- Statistics
- Sustainable Agriculture & Natural Resources Science
- Technology
- Theater & Dance
- Urban Ecology
- Urban Planning
- Wildlife Science
- Zoology

Projects partially funded through grants from the Council of Graduate Schools (Ph.D. Completion Grant), ETS (Innovation in Promoting Success in Graduate Education Award), NSF-CIRTL, NSF-IP
Welcome to Michigan State University's Career Success, your gateway to resources, programs, and events that will help you get from where you are now to where you want to be professionally.
# The PREP career development matrix

### PREP Matrix

<table>
<thead>
<tr>
<th>Early</th>
<th>Planning</th>
<th>Resilience</th>
<th>Engagement</th>
<th>Professionalism</th>
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<tbody>
<tr>
<td></td>
<td>Financial planning</td>
<td>Creating a wellness plan</td>
<td>Choosing an advisor</td>
<td>Developing teaching skills</td>
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<tr>
<td></td>
<td>Setting expectations</td>
<td>Developing support systems</td>
<td>Building professional networks</td>
<td>Research ethics training</td>
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<tr>
<td></td>
<td>Identifying career goals</td>
<td>Sustaining support systems</td>
<td>Identifying transferrable skills</td>
<td>ESL resources</td>
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<tr>
<td>Mid</td>
<td>Preparing for the job search or position</td>
<td>Conflict resolution</td>
<td>Working with your committee</td>
<td>Planning your portfolio</td>
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<tr>
<td></td>
<td>Preparing for comprehensive exams</td>
<td>Managing stress</td>
<td>Maintaining professional networks</td>
<td>Using your teaching skills</td>
</tr>
<tr>
<td></td>
<td>Funding your research</td>
<td>Approaching dissertation research</td>
<td>Applying transferrable skills</td>
<td>Conducting ethical research</td>
</tr>
<tr>
<td>Late</td>
<td>Writing the dissertation</td>
<td>Surviving the dissertation</td>
<td>Negotiating the job offer</td>
<td>Publishing your work</td>
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<tr>
<td></td>
<td>Financial planning for the early career</td>
<td>Managing professional transitions</td>
<td>Employing transferrable skills in your new career</td>
<td>Creating your portfolio</td>
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Career Success portfolio

My Career Success – Log-out

My Portfolios

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<tr>
<th>Name</th>
<th>Status</th>
<th>Email</th>
<th>Download</th>
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Create a Portfolio

Title:

Featured Video:

Add introductory text

Research

Teaching

Engagement

Events

Event 1

Event 2

Event 3

Add text about research component

Supporting Documents

Prompt Questions

Question 1

Question 2

Prompt Questions

Question 1

Question 2

no records have been added.
Essential Transferable Skills - Competency-based Professional Development

http://grad.msu.edu/prep/docs/planyourwork.pdf
Train the Trainer for Students

Teaching & Engagement as Scholarship

- FAST (Future Academic Scholars in Teaching) Natural Science, Agriculture and Natural Resources, Vet Med grad.msu.edu/fast/
- RCAH Graduate Fellows (Residential College in Arts and Humanities) Arts and Humanities, Communications, Education, Social Sciences, Agriculture and Natural Resources rcah.msu.edu/fellows
- IIT (Interdisciplinary Inquiry and Teaching) Social Sciences, Humanities grad.msu.edu/iit

Writing in the Disciplines Fellows

Train current ABDs to facilitate writing groups within their department focused on a significant transition milestone:
- 2nd-year paper
- comp exams
- dissertation proposal
- paper for publication

Peer mentors meet regularly to talk about writing in their disciplines
Coordinated with MSU Writing Center

NSF-CIRTL • Carnegie Foundation • CGS PhD Completion Grant • CGS / ETS Award
Train the Trainer for Faculty

<table>
<thead>
<tr>
<th>2-Day Mentoring Training Institute</th>
<th>2-Day Conflict Resolution Training</th>
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<tbody>
<tr>
<td><strong>Training faculty to train students</strong></td>
<td><strong>Training faculty as facilitators</strong></td>
</tr>
<tr>
<td><strong>First day (2 hours):</strong> Faculty learn how to train graduate students to be effective mentors</td>
<td><strong>First day (8 hours):</strong> Participants go through graduate student workshop on resolving conflicts and setting expectations</td>
</tr>
<tr>
<td><strong>Second day (3 hours):</strong> Graduate students participate in training on effective mentoring; faculty encouraged to attend</td>
<td><strong>Second day (8 hours):</strong> Participants work together and present sections of the graduate student workshop to use in their own settings</td>
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Training through the “back door”

FREE conference for MSU Graduate Students and Post-docs:

LEADING THROUGH TEAMWORK: HOW TO BE A SUCCESSFUL PROFESSIONAL

Offered by the Graduate School as part of the PREP Collaboration Series

Saturday, October 29, 2011 from 8:30 a.m. to 4:30 p.m. in the MSU Union, Pauley A, B, C.

The interactive workshop for graduate students and post-docs will focus on understanding the skills underlying successful collaborations and learning how to put them into practice. Students and faculty indicate that although they are trained for individual expertise, their job satisfaction and promotion often depend on how quickly they learn to collaborate in research, teaching, and service. In non-academic settings, many projects are executed as group efforts. Some psychologists have even argued that the most important new ideas are the product of “group genius” and not individual brilliance. Through a series of activities, participants will engage in exercises focusing on how the so-called “soft skills” or “professional skills” of teamwork and leadership come into play in academic and non-academic settings. By the end of the workshop, participants will have the tools and strategies for creating and sustaining collaborative academic and beyond, managing teams, and communicating effectively across diverse environments.

WHAT IS TEAMWORK?

9:30-10:30 a.m. Introduction

9:00-10:15 a.m. Teamwork and Collaboration in Research:

How do you plan and implement research projects that cross departments or involve collaborations with non-academic partners? What are the problems you can anticipate and forecast? What are the characteristics of a good collaborative research, and how are you making your projects work better?

Participants: Dr. Maria Pérez, graduate and post-doc student panelists in various graduate departments. Students interested in conducting collaborative research, anyone wanting to improve their communication skills, and everyone else.

10:30-11:45 a.m. Teamwork and Collaboration in the Workplace:

What do these skills look like in ongoing collaborative projects? How do you put together collaborative teams? And how do you conduct your meetings for sessions that stakeholders may attend?

Participants: Presented by the Michigan State University Office of Human Resources.

11:30-12:00 p.m. Lunch

12:00-1:30 p.m. Check-in Sessions & Breakout sessions:

2:00-3:30 p.m. Breakout sessions

Daybreak: The sessions will be concurrent, which will enable so that the participants can attend both.

Session 1: Leading as Teamwork

It is not the fact that leaders are important but rather that we as human beings are interdependentforgettable. For those leaders who have effective teams and collaborative leaders, it is the key to success. It is important for leaders to understand the strategies and skills needed to address the challenges facing higher education and beyond. In addition, participants will be interested in looking at their current or earlier stage of leadership and how to improve their effectiveness.

Participants: Presented by the Michigan State University Office of Human Resources.

Session 2: Effective Leadership: Effectiveness Differences and Skills in Teams:

Ineffective leadership is a major contributor to organizational failure. Effective leadership skills can be associated with a wide array of outcomes, including but not limited to: increased productivity, lower turnover, higher job satisfaction, and improved problem-solving. This workshop will focus on how to communicate and leverage skills in collaborative teams to ensure team effectiveness.

Participants: Presented by the Michigan State University Office of Human Resources.

Conference:

Mastering the Interview & Securing Positions at 2- and 4-Year Institutions

October 1, 2011

9:00 AM – 5:00 PM (Registration begins at 8:30 am and lunch is included)

Pauley A, B, C, MSU Union, Michigan State University Campus

Featured Presenters:

Dr. Karen Kompares (MSU, Dean of the Graduate School)

Dr. Michael Nealon (Interim Dean, College of Arts and Letters, MSU)

Dr. John Stevenson (President, Grand Valley State University, Associate Dean of Graduate Studies)

Dr. Michael Stuh (Dean, College of Health, Science and Mathematics, MSU)

What type of academic position would you like to have after completing your degree or post-doc? What are the expectations for applicants and potential candidates? In this interactive workshop, you will learn about the academic cultures at a variety of institutions, and how you can tailor your application and interview strategies to fit these different settings. The morning session will feature panels who will provide their perspectives on the academic career path and the interview process from various perspectives.

The afternoon will feature interactive sessions where participants will have the opportunity to engage in hands-on activities and learn from experienced professionals.

Session 1: The Open Door:

What are the expectations for applicants and potential candidates? In this interactive workshop, you will learn about the academic cultures at a variety of institutions, and how you can tailor your application and interview strategies to fit these different settings. The morning session will feature panels who will provide their perspectives on the academic career path and the interview process from various perspectives.

Session 2: The Inside Scoop:

What are the expectations for applicants and potential candidates? In this interactive workshop, you will learn about the academic cultures at a variety of institutions, and how you can tailor your application and interview strategies to fit these different settings. The morning session will feature panels who will provide their perspectives on the academic career path and the interview process from various perspectives.

Session 3: The Panel Debate:

What are the expectations for applicants and potential candidates? In this interactive workshop, you will learn about the academic cultures at a variety of institutions, and how you can tailor your application and interview strategies to fit these different settings. The morning session will feature panels who will provide their perspectives on the academic career path and the interview process from various perspectives.

Session 4: The Post-Interview Reflection:

What are the expectations for applicants and potential candidates? In this interactive workshop, you will learn about the academic cultures at a variety of institutions, and how you can tailor your application and interview strategies to fit these different settings. The morning session will feature panels who will provide their perspectives on the academic career path and the interview process from various perspectives.
28 full-day programs from Sept 2004 to March 2012

99 Individual Partners Assisted with 28 Programs

- University Administrators: 22 individuals (8 different inst.)
- Non-academics: 15 individuals (NGOs, agencies, industry)
- Doctoral Students & Post-docs: 7 individuals
- Faculty: 38 individuals (21 depts. 7 different inst.)
- Univ. Administrators/Faculty: 3 individuals
- University Staff: 14 individuals

Interaction Among Partners

December 2011
Train the trainers on your campus

Title of an existing program: ________________________________________

Audience being trained: ____________________________________________

What are your desired outcomes or goals?

1. 

2. 

Other needed collaborators to meet your goals?

1. 

2. 

3. 

Format and activities:
Your extended network starts here

Group site for:
• Sharing plans for programs
• Posting questions
• Finding expert presenters from other institutions
• Sharing resources

Please drop off your business card and/or provide the name and contact information for the person you want to connect from your institution

December 2011