Building Effective Career and Professional Development Programs: Connecting Students, Faculty, and Institutional Needs and Outcomes

Dr. Judith Stoddart, Interim Dean
Dr. Henry (Rique) Campa, III, Associate Dean

December 2015
Agenda

• Describe existing attitudes and practices surrounding professional development and mentoring.

• Discuss challenges and barriers to effective career and professional development programs.

• Provide examples of structured collaborations between the Graduate School and campus partners at Michigan State. Who are your partners?

• Introduce different models for evaluation and assessment of programs.

• Share tools for building programs, designing collaborations, and creating assessments.
Introduce yourself at your table

What challenges do you see in building effective career and professional development programs on your campus?

What strategies have you found to be effective in addressing these challenges?

Report out
Individual workshops and activities (Expanded Careers, 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.

December 2015

Where we started 2000-2004
MSU Career and Professional Development Programs
(Planning, Resilience, Engagement, Professionalism)

PREP 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
“Populating” a Career/Professional Development Program

<table>
<thead>
<tr>
<th>PROFESSIONAL THEMES</th>
<th>P</th>
<th>R</th>
<th>E</th>
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<tbody>
<tr>
<td>PLANNING</td>
<td>EARLY STAGE</td>
<td>MID STAGE</td>
<td>LATE STAGE</td>
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<tr>
<td>Financial planning</td>
<td>Setting expectations</td>
<td>Preparing for comprehensive exams</td>
<td>Writing the dissertation</td>
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<tr>
<td>Setting expectations</td>
<td>Identifying career goals</td>
<td>Preparing for the job search or postdoc</td>
<td>Conducting the job search</td>
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<td>Developing support systems</td>
<td>Creating a wellness plan</td>
<td>Stress management</td>
<td>Finding a postdoc position</td>
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<tr>
<td>Resilience</td>
<td>MID STAGE</td>
<td>LATE STAGE</td>
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<tr>
<td>Developing teaching skills</td>
<td>Professional networking</td>
<td>Managing the research program</td>
<td>Choosing the academic path</td>
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<tr>
<td>Research ethics training</td>
<td>Choosing an advisor</td>
<td>Sustaining support networks</td>
<td>Choosing the nonacademic path</td>
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<td>Engagement</td>
<td>LATE STAGE</td>
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<tr>
<td>Professional networking</td>
<td>Funding your research</td>
<td>Choosing the academic path</td>
<td>Negotiating the job search</td>
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<tr>
<td>Identifying transferable skills</td>
<td>Working with committees</td>
<td>Choosing the nonacademic path</td>
<td>Translating transferable skills for the next career stage</td>
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<tr>
<td>Professionalism</td>
<td>LATE STAGE</td>
<td>LATE STAGE</td>
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<tr>
<td>Developing teaching skills</td>
<td>Project planning</td>
<td>Creating your teaching portfolio</td>
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</tbody>
</table>

December 2015
<table>
<thead>
<tr>
<th><strong>EARLY STAGE</strong></th>
<th><strong>PLANNING</strong></th>
<th><strong>RESILIENCE</strong></th>
<th><strong>ENGAGEMENT</strong></th>
<th><strong>PROFESSIONALISM</strong></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>The PREPd Graduate Student: A Model for Career and Professional Development</td>
<td>Navigating Your Way Through Graduate Student Life: Resources and People You Should Know</td>
<td>Navigating the Ph.D.: Managing Time and Academic Relationships</td>
<td>TA Seminar on College Teaching</td>
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<td></td>
<td>Time Attention and Management for Graduate Students and Postdocs</td>
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<td>Responsible Conduct of Research: Crediting the Works of Others and Avoiding Plagiarism</td>
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<tr>
<th><strong>MID STAGE</strong></th>
<th><strong>PLANNING</strong></th>
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<th><strong>PROFESSIONALISM</strong></th>
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<tbody>
<tr>
<td></td>
<td>The New Job Search: Expanding Your Career Opportunities in the Ph.D. Job Market</td>
<td>Developing Communication and Conflict Management Skills to Save Time and Enhance Productivity</td>
<td>Navigating the Ph.D.: Writing Processes and Strategies</td>
<td>Responsible Conduct of Research: Misconduct in Research and Creative Activities</td>
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<td></td>
<td>How to Find a Job Outside Academia: Applying Academic Skills for Expanded Opportunities</td>
<td>Time Management for Graduate Students, Postdocs and Faculty</td>
<td>Graduate Certificate in Community Engagement</td>
<td>Avoiding (and Handling) Classroom Incivility</td>
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<td></td>
<td>Expanded Careers Conference</td>
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<td>Building Productive Relationships Through Mentoring</td>
<td>Facilitating Discussions that Work</td>
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<tr>
<th><strong>LATE STAGE</strong></th>
<th><strong>PLANNING</strong></th>
<th><strong>RESILIENCE</strong></th>
<th><strong>ENGAGEMENT</strong></th>
<th><strong>PROFESSIONALISM</strong></th>
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<tbody>
<tr>
<td></td>
<td>Mastering the Interview and Securing Positions at 2- and 4-year Institutions</td>
<td>Counseling Center Doctoral Support Groups</td>
<td>University Graduate Certification in College Teaching</td>
<td>Responsible Conduct of Research: Conflict of Interest, Peer Review and Collaboration/Teamwork</td>
</tr>
<tr>
<td></td>
<td>Developing Your Written Credentials and Preparing Application Materials: CV’s, Cover Letter, and More</td>
<td>Online Doctoral Support Groups</td>
<td>University Graduate Certification in College Teaching</td>
<td>Teaching as Leadership: Creating Classroom Environments for Civic Engagement</td>
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<td></td>
<td>Electronic Thesis/Dissertation Formatting and Graduation Requirements</td>
<td>Writing Center Dissertation Writing Groups</td>
<td>Teaching May Institute</td>
<td>Developing a Teaching Philosophy: Building Reflection Through Collaboration</td>
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<td>FAST Fellowship Program</td>
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<td>CASTL Fellows Program</td>
<td>Grant Writing Workshops</td>
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</tbody>
</table>
Partners for Professional Development & Mentoring

37 Full-day or Evening Programs from Sept 2004-December 2015

University Administrators
31 individuals
(10 institutions)

Non-academics
15 individuals
(NGOs, agencies, industry)

Doctoral Students & Post-docs
10 individuals

Faculty
57 individuals
(26 depts.
11 different inst.)

University Administrators/Faculty
4 individuals

University Staff
17 individuals

Interaction Among Partners

December 2015
First-year graduate student survey: planning

2009

(Nunez, unpublished)
First-year graduate student survey: awareness

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

- Strongly Disagree/Disagree: 8.7%
- Neutral: 15.1%
- Strongly Agree/Agree: 76.2%

International = 0
Domestic = 1

2009
(Nunez, unpublished)
**Creating a Climate: Is it happening?**

**I talk to my advisor about non-academic positions and required skills (2006-2010)**

**I talk to my advisor about academic positions and required skills (2005-2010)**

<table>
<thead>
<tr>
<th></th>
<th>Frequently non-academic</th>
<th>Frequently academic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; yr</td>
<td>8.0%</td>
<td>9.3%</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; yr</td>
<td>17.4%</td>
<td>25.6%</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; yr</td>
<td>14.3%</td>
<td>21.7%</td>
</tr>
<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt; yr</td>
<td>0%</td>
<td>25.5%</td>
</tr>
<tr>
<td>5&lt;sup&gt;th&lt;/sup&gt; yr</td>
<td>26.1%</td>
<td>27.2%</td>
</tr>
<tr>
<td>6+ yrs</td>
<td>0%</td>
<td>16.7%</td>
</tr>
</tbody>
</table>
Through “Career Success” participants engage in PREP and career and professional development materials:

https://careersuccess.msu.edu/
### PREP Matrix

Use the PREP Matrix to plan a successful graduate school experience and your career. Click on a topic to see a list of resources, assessments, and events. If you have a user account, you can save selected items to your personalized PREP list.

<table>
<thead>
<tr>
<th>Planning</th>
<th>Resilience</th>
<th>Engagement</th>
<th>Professionalism</th>
</tr>
</thead>
</table>
| **Early** | • Financial planning  
• Setting expectations  
• Identifying career goals |
| • Creating a wellness plan  
• Developing support systems |
| • Choosing an advisor  
• Building professional networks  
• Identifying transferable skills |
| • Developing teaching skills  
• Research ethics training  
• ESL resources |
| **Mid** | • Preparing for the job search or postdoc  
• Preparing for comprehensive exams  
• Funding your research  
• Approaching dissertation research |
| • Sustaining support systems  
• Conflict resolution  
• Managing stress |
| • Working with your committee  
• Maintaining professional networks  
• Applying transferable skills |
| • Planning your portfolio  
• Using your teaching skills  
• Conducting ethical research |
| **Late** | • Writing the dissertation  
• Financial planning for the early career  
• Securing academic positions and postdocs  
• Securing non-academic positions |
| • Surviving the dissertation  
• Managing professional transitions |
| • Working professional networks  
• Negotiating the job offer  
• Employing transferable skills in your new career |
| • Publishing your work  
• Creating your portfolio  
• Defending and submitting the dissertation |

### My PREP Account
- **My Resources**
- **My Plans**

### Upcoming Events
- **RCR: Record Keeping, Data Management, and Sharing of Information**
  11/19/2014 - 06:00 pm to 07:30 pm
- **Fine-Tuning Your Accent II**
  11/20/2014 - 05:30 pm to 07:00 pm

View [Upcoming Events Listing](#).

### Recently Added Resources
- **Behavior Based Interviews (State of Michigan)**
  Videos and handouts describing the behavior based method of interviewing, designed for
Professional Development On the Go!

GoPREP app
1. Turning activities into a program: Career Success.

2. Restructuring a program: Certification in College Teaching
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
Title of an existing program: **Certification in College Teaching**

Audience being trained: **Graduate students—hope to add postdocs**

What are your desired outcomes or goals?

1. More students and postdocs participating and completing and bring them together in a learning community

2. Increase the quality and level of engagement of those who were participating

Other needed collaborators to meet your goals?

1. Advisors

2. Colleges

3. Other units involved in teaching development (e.g., libraries, Writing Center)

Format and activities:

- Create an institute to offer workshops around the main competency areas
- Create a rubric to outline goals, skills, and levels of development

December 2015
### 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

**December 2015**
### Certification in College Teaching Institute

**May 14-15, 2015**  
**Union Ballroom**

#### Thursday, May 14, 2015

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>8:30-8:50 a.m.</td>
<td>Registration</td>
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<tr>
<td>9:00-9:30 a.m.</td>
<td>Certification in College Teaching from Beginning to End</td>
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<tr>
<td>9:30-10:30 a.m.</td>
<td>Understanding the University Context: Teaching as a Part of Faculty Life</td>
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<td>Rique Campo (Associate Dean, The Graduate School; Professor, Fisheries &amp; Wildlife)</td>
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<td>Melissa McDaniel (Assistant Dean and TAP Director, The Graduate School)</td>
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<td></td>
<td>Judith Stoddert (Associate Dean, The Graduate School; Associate Professor, English)</td>
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<tr>
<td>10:30-10:40 a.m.</td>
<td>Break</td>
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<tr>
<td>10:40—noon</td>
<td>Breakouts: Developing Your Teaching Philosophy for Specific University Contexts</td>
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<td>Breakout 1: Where do I start?</td>
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<td>Breakout 2: How do I make my rough draft or notes coherent?</td>
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<td></td>
<td>Breakout 3: I'm almost done: how can I make it better?</td>
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<td>12:00-12:45 p.m.</td>
<td>Lunch, including college coordinators</td>
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<tr>
<td>1:00-2:30 p.m.</td>
<td>Creating Effective Learning Environments: Five Easy Steps to Effective Peer Instruction</td>
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<td>Bennett Goldberg (Professor of Physics and Biomedical Engineering, Boston University)</td>
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<td>2:30-2:40 p.m.</td>
<td>Break</td>
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<tr>
<td>2:40-2:55 p.m.</td>
<td>Writing Reflection: Creating Effective Learning Environments</td>
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<tr>
<td>3:00-4:30 p.m.</td>
<td>Incorporating Technology in Teaching</td>
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<td>Bobby L. Smiley (Digital Scholarship &amp; American History Librarian, MSU Libraries)</td>
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<td></td>
<td>Thomas Pacilla (Digital Scholarship Librarian, MSU Libraries)</td>
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<tr>
<td>4:30-4:45 p.m.</td>
<td>Writing Reflection: Incorporating Technology in Teaching</td>
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#### Friday, May 15, 2015

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>9:00-10:15 a.m.</td>
<td>Assessing Student Learning</td>
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<td>Tammy Long (Assistant Professor, Plant Biology)</td>
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<tr>
<td>10:15-10:30 a.m.</td>
<td>Writing Reflection: Assessment Student Learning</td>
</tr>
<tr>
<td>10:30-10:40 a.m.</td>
<td>Break</td>
</tr>
<tr>
<td>10:40—noon</td>
<td>Breakouts: Mentored Projects</td>
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<td></td>
<td>Group A: Tony Nunez (Associate Dean, The Graduate School; Professor, Psychology/Neuroscience)</td>
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<tr>
<td></td>
<td>Group B: Melissa McDaniel (Assistant Dean and TAP Director, The Graduate School)</td>
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<td>Group C: Rique Campo (Associate Dean, The Graduate School; Professor, Fisheries &amp; Wildlife)</td>
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<td>Group D: Judith Stoddert (Associate Dean, The Graduate School; Associate Professor, English)</td>
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<td>Group E: Claude Vergara (Academic Researcher, Center for Engineering Education Research)</td>
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<tr>
<td>noon-1:00 p.m.</td>
<td>Working Lunch including college coordinators</td>
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<td>Portfolios overview &amp; final questions</td>
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## Certification in College Teaching Program

<table>
<thead>
<tr>
<th>Years</th>
<th>Participants</th>
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<tbody>
<tr>
<td>1998 – 2008</td>
<td>42</td>
</tr>
<tr>
<td>2009 (piloted with CGS Grant)</td>
<td>20</td>
</tr>
<tr>
<td>2010 – 2015</td>
<td>501</td>
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<tr>
<td>(Interventions: Certification Institute, rubrics)</td>
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**Improved visibility and coordination of program**
Assumptions we make about who attends?

“This workshop is kind of a shock to me about that teaching requires so many components, considerations, and time. My question is why this program is not established nor advertised to post-docs through P.I.s, whose key duty is to raise next generation of educator or researcher.”
11 colleges have formal programs
75 departments represented
Certification Restructuring: Outcomes

Certification in College Teaching – 2010-2015

“Creating a Climate” – Shifts in college participation

- Engineering doctoral students: 14% (2012) to 20% (2015)
- STEM Post-docs: 3% (2014) to 23% (2015)

New colleges/units now participating: Nursing, Music, Veterinary Medicine, Education, Communication Arts & Sciences, Social Sciences (more active)

How do you “create a climate”? Use the “activity” to INVITE college-level administrators to be on your agenda!
1. Turning activities into a program: Career Success.

2. Restructuring a program: Certification in College Teaching

3. Creating a new program: Graduate School Writing Fellows
Graduate School Writing Fellows in the Disciplines

Goal: 10 writing fellows across campus working in departments

Eligibility: Advanced doctoral students

Requirement: Work with graduate program director to define needs

Assessment: GPD and fellow define goals, mechanisms, evaluation
Graduate School Writing Fellows in the Disciplines

Collaboration Model

- department
- faculty
- writing facilitators
- dept. students
- The Writing Center @ MSU

CGS Ph.D. Completion Project • CGS/ETS Award
Writing in the Disciplines: Peer Mentoring

Results from pilot:

- All Sociology participants passed 2\textsuperscript{nd}-year paper, most with no revisions required.

- Genetics dissertation proposals passed with no revisions required.

- 4 Neuroscience students published peer-reviewed articles.

- Students and facilitators reported that participants’ “writing and confidence level improved dramatically.”

- Both participants and facilitators felt better connected to department.
Models of Career & Professional Development

Goal: Embedding the culture of career and professional development in colleges and departments.

Mechanisms: Structure for culture and tools.

<table>
<thead>
<tr>
<th>Types of Programs/Pros &amp; Cons?</th>
<th>Individual Activities</th>
<th>Existing programs</th>
<th>New structured collaborations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pros</td>
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<tr>
<td>Cons</td>
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</table>
What are your major challenges to creating a culture for professional development?

What partnerships on campus can help you address those challenges?

What do you not have on your home campus that you need (e.g., expertise, program content, resources)?
Your extended network starts here

- Sharing plans for programs or activities
  What would you like to do?

- Posting questions
  Learn from your colleagues

- Finding expert presenters from other institutions
  You have national colleagues-invite them to co-present

- Sharing resources
  e.g., workshop descriptions, surveys, etc.
QUESTIONS?

Please contact us at:

Judith Stoddart
stoddart@grd.msu.edu

Rique Campa
campa@msu.edu