Creating and Sustaining Campus-Wide Career and Professional Development Programs

Judith Stoddart, PhD, Interim Dean and Associate Provost
Henry (Rique) Campa III, PhD, Associate Dean
CGS 2016
Session Goals

• Describe how to assess and scale-up existing career and professional development programs and activities.

• Provide examples of how to garner resources for creating and institutionalizing programs.

• Plan how to make the case within and outside your institution for the value of your programs.
In the last 3 minutes of your spring strategic planning meeting with the dean/provost, you are asked about a key career and professional development program or initiative that you said you wanted to pitch next year. The dean/provost asks you why s/he should support it. Give it your best pitch!

*For the conversation partner: be the tough dean/provost. What questions do you need to have answered?*
Questions about new initiatives

Assessment & Alignment
- How do you know it’s what students want?
- Will it impede time to degree?
- How will you know it works?
- How will you evaluate “impact”?
- What data do you already have demonstrating impact?
- How does it fit into national conversations about graduate education?

Sustainability
- How will you get faculty buy in?
- Who else is a stakeholder around this program/issue?
- Is the Graduate School the right stakeholder to deliver the program? Or, should the Graduate School be a “partner”?
- Is it scalable or replicable?
- Is it worth the time?
- How will you fund it going forward?
Fast Facts about MSU

- Graduate programs in 14 colleges at MSU
- Graduate professional programs in 3 medical colleges (and at 7 regional medical campuses) and in the law college
- 11,254 graduate and graduate professional students enrolled fall 2016 (21.5% of MSU’s student body)
- Students from 50 states and 169 countries
- 2014-15 degrees conferred: 2138 master’s
  627 grad prof
  588 PhD
The mission of the Graduate School at Michigan State is to advocate for graduate and post-doctoral education within and beyond the University, and to enhance the quality of graduate education at MSU in all its diverse dimensions.

- Partner with faculty and programs on innovations in research and graduate training, areas of national need, and cross-field graduate research
- Promote student success through a focus on professional development, career planning, and wellness
- Work to increase the recruitment, retention and completion of a diverse graduate population
- Provide national leadership on graduate education
Where we started 2004

Dean 100%

- Associate Dean 50%
- Associate Dean 50%
- Faculty in residence 10%
- Fellowship coordinator 10%
Where we started 2004-2006

Individual workshops and activities
e.g., -Expanded Careers Workshop
-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.
Professional Socialization for the PhD: An Exploration of Career and Professional Development Preparedness and Readiness for PhD Candidates

Students surveyed from 119 programs in 2006; 668 responded. Career goals of graduate students change over time:

<table>
<thead>
<tr>
<th>Questions</th>
<th>Enrolled 1-2 yrs vs. Enrolled &gt;3 yrs</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very interested in career research in an academic setting</td>
<td>![down arrow]</td>
<td>P = 0.015</td>
</tr>
<tr>
<td>Very interested in career teaching at a research university</td>
<td>![down arrow]</td>
<td>P = 0.026</td>
</tr>
<tr>
<td>Not interested at all or Somewhat interested in careers working in govt.</td>
<td>![up arrow]</td>
<td>P = 0.039</td>
</tr>
</tbody>
</table>

(Helm, Campa, Moretto, 2012)
Students’ confidence in their skill preparation:

<table>
<thead>
<tr>
<th>Types of skills (e.g)</th>
<th>% of respondents</th>
<th>% of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>IMPORTANCE</td>
<td>PREPARATION</td>
</tr>
<tr>
<td>Do independent research</td>
<td>95</td>
<td>95</td>
</tr>
<tr>
<td>Publish and present research</td>
<td>95</td>
<td>93</td>
</tr>
<tr>
<td>Lead a research project</td>
<td>93</td>
<td>85</td>
</tr>
<tr>
<td>Collaborate in teams</td>
<td>94</td>
<td>77</td>
</tr>
<tr>
<td>Teach a large lecture</td>
<td>80</td>
<td>60</td>
</tr>
<tr>
<td>Teach a lab</td>
<td>58</td>
<td>50</td>
</tr>
</tbody>
</table>

(Helm, Campa, Moretto, 2012)
I) **Emerging:** Start small—offer a few activities and collect data (demographics, what did participants learn & what do they want)

- Strategic planning (and evaluation):
  - Data from MSU
  - Data and information from the literature

II) **Developing:** Creation of the PREP Matrix
(Planning, Resilience, Engagement, Professionalism)

<table>
<thead>
<tr>
<th>Stage</th>
<th>Planning</th>
<th>Resilience</th>
<th>Engagement</th>
<th>Professionalism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early</td>
<td></td>
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</tr>
<tr>
<td>Mid</td>
<td>Low- to Medium- to High-Engagement Activities (1-2 hrs [Low] to 1 + Semesters [High])</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Late</td>
<td></td>
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Career and professional development planning and evaluation tool.
- What do we want to do?
- What are the impacts?
Where we moved 2006

Teaching Assistant Programs Director
Join report to Associate Provosts for Grad and Undergraduate

Graduate Employees Union

Council of Graduate Students

PhD Career Services Consultant 30%
70% Career Services

Dean/ Associate Provost 100%

Associate Dean 50%

Associate Dean 50%

Faculty in residence 20%

Fellowship coordinator 20%
The stages of career and professional development

<table>
<thead>
<tr>
<th>EARLY STAGE</th>
<th>PLANNING</th>
<th>RESILIENCE</th>
<th>ENGAGEMENT</th>
<th>PROFESSIONALISM</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>MID STAGE</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LATE STAGE</td>
<td></td>
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<td></td>
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</tbody>
</table>
First Year Graduate Students – Career Plans

International = 0 Domestic = 1

2009
✓ International students most interested in research track
✓ Domestic students distributed across paths
✓ ~21% of all students “unsure at this time”

I am most interested in pursuing the Ph.D. as a path to

(what type of position)
First Year Graduate Students - Dept. Career Planning

2009

Needs?

(My department has provided information about career planning choices)

(Nunez, unpublished)
First Year Graduate Students-GS Programs

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

(Nunez, unpublished)
First Year Graduate Students—Planning!

2009
Investing early!
IMPLICATIONS?

(Nunez, unpublished)
### III) Over-populating: Offering too much—the bulging PREP Matrix

(Including the “kitchen sink”; Implications?)

<table>
<thead>
<tr>
<th>PREP Professional Development Matrix 2010-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PLANNING</strong></td>
</tr>
<tr>
<td><strong>RESILIENCE</strong></td>
</tr>
<tr>
<td><strong>ENGAGEMENT</strong></td>
</tr>
<tr>
<td><strong>PROFESSIONALISM</strong></td>
</tr>
<tr>
<td><strong>EARLY STAGE</strong></td>
</tr>
<tr>
<td>Teaching for Student Engagement: How to set up a course that meets the needs of students.</td>
</tr>
<tr>
<td><strong>MID STAGE</strong></td>
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<td><strong>LATE STAGE</strong></td>
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</table>

[Enter: Leveraging-Partnerships, Networks, & New People]
IV) Career and Professional Development “Curriculum”
What do you need to offer, when, and who is offering and evaluating it?

<table>
<thead>
<tr>
<th>Need?</th>
<th>When?</th>
<th>Who?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What is needed?</td>
<td>• Does it need to be offered every year, every semester?</td>
<td>• Where is the expertise?</td>
</tr>
<tr>
<td>• No opportunities for graduate students/post-docs in depts</td>
<td>• Time of offering? Evenings? Weekends?</td>
<td>- In the Graduate School?</td>
</tr>
<tr>
<td>• Employers want it</td>
<td></td>
<td>- At your institution?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Beyond your institution?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Face-to-face or Online?</td>
</tr>
</tbody>
</table>

Evaluation: Did you meet your objectives? Cognitive & Behavioral
Transferable Skills: One degree, many career paths

Plan Your Work & Work Your Plan: Essential Career Competencies for PhDs

https://grad.msu.edu/sites/default/files/content/prep/planyourworkworkyourplan.pdf
**PREP Themes**

- **Planning**
  - Communication
  - Job Search Strategies
- **Resilience**
  - Balance and Resilience
- **Engagement**
  - Collaboration Leadership
- **Professionalism**
  - Research, Scholarship, & Creative Activity
  - Ethics and Integrity

**Transferable Skills**

**Partners**

- Office of Career Services
  - Writing Center
  - NSF I-cubed Grant
  - Local colleges and universities
- Office of Student Affairs
  - Olin Health Center
  - The Counseling Center
  - Employee Assistance Program
- CIRTL NSF Grant
  - COGS/Grad. Student Org.
  - Alumni Office
  - University Outreach & Engagement
- Vice President for Research
  - Teaching Assistant Program
  - Academic Advancement Network
EXPLOR​E professional development resources
ASSESS your professional skills
CREATE your career and professional development plan
USE professional development tools
BUILD professional portfolios

Welcome to Michigan State University Career Success

Choose your role above for a customized introduction to this site.

Welcome to MSU Career Success, your gateway to resources, programs, events and planning tools for graduate students, postdocs and faculty mentors. With a free account, you can customize your career planning, save resources, develop annual individual development plans, and create professional portfolios that document your skills.
V) Institutionalizing – Strategically Using Resources

How does “institutionalizing” (process) occur at your institution, what programs or activities have been “institutionalized” (what does it look like)? Which stage describes your campus?

- Have a question, Develop an idea.
- Sell/Pitch the idea, Generate pilot resources
- Implement the idea and evaluate
- Disseminate, Generate Value, Adapt, Repeat
- Institutionalization & Resource allocation/sharing

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
Certification in College Teaching Program

<table>
<thead>
<tr>
<th>Years</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998 – 2008</td>
<td>42</td>
</tr>
<tr>
<td>2009 (piloted with CGS Grant)</td>
<td>20</td>
</tr>
</tbody>
</table>

Improved visibility and coordination of program
### University Graduate Certification in College Teaching Program

<table>
<thead>
<tr>
<th>Partners</th>
<th>Collaborative Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Graduate School</td>
<td>• College adapted program</td>
</tr>
<tr>
<td>• Colleges</td>
<td>• Two-day GS institute</td>
</tr>
<tr>
<td>• Graduate students</td>
<td>• Disciplinary teaching course</td>
</tr>
<tr>
<td>• Primary advisor</td>
<td>• Mentored project</td>
</tr>
<tr>
<td>• Teaching mentor</td>
<td>• Portfolio certification</td>
</tr>
<tr>
<td>• Undergraduates</td>
<td></td>
</tr>
</tbody>
</table>
Certification Institute Assessment (2015 & 2016) pre and post workshop

- I understand how teaching fits into the expectations for faculty in different types of colleges and universities.
- I understand the primary components of what should be in a teaching philosophy.
- I know some strategies for creating a classroom that promotes collaborative student learning.
- I know how to select technology tools that match my teaching and learning goals in a course.
- I understand how to use the backward design process to assess teaching and learning.

Have you ever been a Teaching Assistant? Yes
- Pre-Workshop (n=85)
- Post-Workshop (n=67)

Have you ever been a Teaching Assistant? No
- Pre-Workshop (n=44)
- Post-Workshop (n=31)
Certification Institute Assessment (2015 & 2016) compared to exit survey data fall 2010-spring 2015

Workshop Items:
- Agriculture and Natural Resources
- Arts and Letters
- Business
- Education
- Engineering
- Human Medicine
- Music
- Natural Science
- Nursing
- Osteopathic Medicine
- Social Science
- Veterinary Medicine

Exit Survey Items:
- Pre-Workshop: I understand how to use the backward design process to assess teaching and learning.
- Post-Workshop: I understand how to use the backward design process to assess teaching and learning.
- Exit Survey: I received sufficient training to carry out my teaching assistantship duties.
Where we are going next

Pushing information out to students and integrating with department career planning: Career Success 4.0 Spring 2017
Recent grants to pilot and support programs

NIH-BEST (2014-19) $1.25 million
NSF-WIDER MOOC (2014-17) $810,000
Great Lakes Higher Education Guaranty Corporation (2013-17) $129,300
POD Network Research Grant $2500 (2015-16)
CGS/ETS Award for Innovation in Promoting Success in Graduate Education (2011-13) $20,000
NSF-Institutional Integration (I³) grant (2010-14) $1.2 million
CGS PhD Completion Grant (2007-10) $90,000

Co-PI on Alliance grants: 2 NSF-AGEP Michigan Alliance grants ($3 million), 2 NSF-CIRTL grants ($10 million)
Partner with Faculty and Programs

Faculty leveraging our programs to be more competitive for training grants:

- NIH, NSF, USDA, DOE, GAAN
- Recent examples include:
  » Reproductive and Developmental Sciences Training Program
  » Integrative Pharmacological Sciences Training Program
  » Training Program in Drug Dependence Epidemiology
  » Pathobiology and Diagnostic Investigation
  » Integrative Neurobiology of Social Processes
  » Plant Biotechnology for Health and Sustainability

Also using our programs to strengthen broader impacts in individual investigator proposals
Partnering with practitioner fellowships

Started with FAST fellows program 2006 (NSF-CIRTL)
Teaching as research fellows (6 programs)
Community engagement fellows
Writing in the disciplines fellows (started with CGS grant)
Sea Grant fellows
Administrative “internship” fellows
Library digital fellows

~ 100 practitioners per year and growing
Integration Network

The network is dense: Program representatives are communicating regularly about professional development with other programs (Ryan et al., 2011, unpublished data)
Where we are now

Dean/Associate Provost 100%

- Associate Dean 50%
  - Grad Student Life and Wellness Director 50%
  - PhD Career Services Director 30%
- Associate Dean 60%
  - Associate/Dean/Office Coordinator 60%
- Associate Dean 43%
  - Faculty Fellow 1 month summer
- Assistant Dean/Teaching Assistant Programs Director 80%
- RCR Coordinator/NIH-BEST director 1 month summer

- Office for Inclusion and Intercultural Initiatives
- NSF-AGEP College of Social Science
- Division of Student Affairs and Services
- WorkLife Office
- COGS
- Career Services Network
- Graduate Career Consortium
- COGS & Postdocs
- Measurement & Quantitative Methods
- College of Human Medicine

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- NSF-AGEP
- NSF-AGEP PAT
- NIH-NRMN
- Postdoctoral Office/Postdoc Assoc
- Colleges of Social Sciences and Natural Science
- NIH-NRMN
- Postdoctoral Office/Postdoc Assoc
- Colleges of Social Sciences and Natural Science
- NSF-CIRTL Network
- NSF-WIDER MOOC
- College of Agriculture and Natural Resources
- Academic Advancement Network
- Graduate Employees Union
- NIH-NRMN
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- NSF-AGEP College of Social Science
- Division of Student Affairs and Services
- WorkLife Office
- COGS
- Career Services Network
- Graduate Career Consortium
- COGS & Postdocs
- Measurement & Quantitative Methods
- College of Human Medicine
Your “Big Idea”: What are the next steps?

Where are you in the phases of career and professional development programming?

• How would you assess and scale-up the existing program or activity? Is it aligned with student/institutional/national needs?

• How will you garner resources for creating, sustaining and institutionalizing your big idea?

• How will you make the case within and outside your institution for the value of your idea?
Partnering with departments to better achieve institutional goals: *Doctoral Student Recruitment and Retention Program*

Prospective Doctoral Student Recruitment and Retention Program

*A funding and partnership opportunity with the Graduate School
Proposals due Oct. 30, 2016*

Michigan State University values diversity and inclusion in graduate education. In order to advance diversity and inclusion at MSU, the Graduate School is committed to promoting change through leadership and a variety of innovative programs and strategic initiatives.

The fundamental goal of the new *Prospective Doctoral Student Recruitment and Retention Program* is to help graduate programs at MSU recruit, retain, and support a diverse group of traditionally underrepresented domestic doctoral students who will contribute in meaningful ways to the intellectual, geographical, racial, and ethnic diversity of the future professoriate. The Graduate School, with generous funding from the Office of Inclusion and Intercultural Initiatives, is offering a seed-grant program and partnering opportunities for doctoral programs that develop a 3-year plan for the sustained recruitment, professional development, and completion of a diverse doctoral cohort. These grants will begin in spring 2017.

Existing Graduate School programs such as the *Summer Research Opportunity Program (SROP)* and *Advance to Adventure (ATA)* Prospective Graduate Student Visits and program have sought to provide rewarding opportunities for an inclusive group of prospective graduate applicants to visit MSU. The MSU Alliances for Graduate Education and the Professoriate (AGEP) Community, MSU’s involvement in the NSF-CIRTIL network, as well as an array of career and professional development programs and workshops support students as move toward faculty careers.

- Assessing and ending ineffective programs/models
- Bringing national conversations to campus
- Leveraging cohort model from previous grants
- Partnering with Provost and Office of Inclusion
- Internal RFP
Thank you and Questions

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Henry (Rique) Campa, III – campa@msu.edu

*Please fill out the workshop evaluation and return to CGS